

# Year 3 Overview Summer 1: Wild World!

## English

### Writing

- Prepositions
- Adjectives-Power of 3-repetition
- Rhyming
- Alliteration
- Feelings
- Superlatives
- Adverbs
- Question
- Adverbial starter
- Brackets
- Verb
- Time adverbials
- Repetition
- Sight
- Simile
- Onomatopoeia
- Precise Verbs
- Action
- Adjectives for Impact
- Personification
- Synonyms
- Collective Noun
- Complex Sentences

### Spellings:

- Challenge Words
- Words ending in '-er' when the root word ends in (t)ch.
- Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.
- Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que.' These words are French in origin.
- Words with the /s/ sound spelled 'sc' which is Latin in its origin.

### Reading

Prior Learning (Y3):

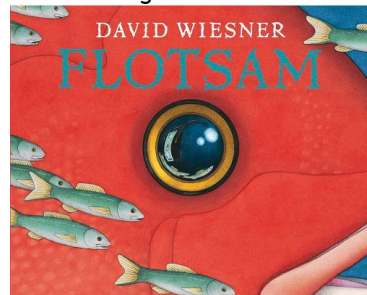
**Class Novel: 'The Iron Man' by Ted Hughes.**



Wider reading across the curriculum:  
'Greta's Story: The schoolgirl who went on strike to save the planet' by Valentina Camerini.



'Flotsam' by David Wiesner.



Vocabulary	Development of skills across a range of genres and through the curriculum.
Inference	
Prediction	
Explain	
Retrieve	
Summarise	

## Maths

Prior Learning (Y2):

Recognise a half, quarter and third.  
Recognising coins and notes.  
O'clock, half past, quarter past and quarter to.

### Topics:

#### Fractions -

- Add and subtract fractions.
- Partition the whole
- Unit fractions of a set of objects
- Non-unit fractions of a set of objects

#### Money -

- Pounds and pence.
- Convert pounds and pence.
- Add and subtract money.
- Find change.

#### Time -

- Roman numerals to 12.
- Tell the time to 5 minutes.
- Tell the time to the minute.
- Read time on a digital clock.
- Use AM and PM.
- Years, months, days, hours, minutes and seconds.
- Units of time.
- Problem solving with time.

## Science

Prior Learning (Y2):

Describe how plants need water, light and a suitable temperature to grow.

### Topic: Plants


- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Understand the part that flowers play in the life cycle of flowering plants, including pollination. Seed formation and seed dispersal.

## Foreign languages

### French

**Topic: Little Red Riding Hood**

- Listen attentively to a familiar fairy tale (Little Red Riding Hood) in French.

<ul style="list-style-type: none"> <li>Homophones: Words which have the same pronunciation but different meanings and/or spellings.</li> </ul>		<ul style="list-style-type: none"> <li>Use picture and word cards to recognise and retain key vocabulary from the story.</li> <li>Name and spell at least three parts of the body in French as seen in the story.</li> </ul>	
<b>PSHE</b>		<b>Art</b>	<b>Computing</b>
<p>Prior learning (Y2): <i>Give examples of some different problem solving techniques and explain how I might use them in my relationships.</i></p> <p><u>Topic: Relationships</u></p> <ul style="list-style-type: none"> <li>Discuss family roles and responsibilities.</li> <li>Recognise the features of a good friendship.</li> <li>Understand my role as a global citizen.</li> </ul>		<p><b>Drawing</b> Artist: Chris Mould (Author/Illustrator) Nationality: British DoB: 1969 Art Period: postmodernism Style: Paint / line</p>  <ul style="list-style-type: none"> <li>To show an awareness of objects in a third dimension.</li> <li>To develop blending to create more areas of tone.</li> <li>To create textures and patterns with a wide range of drawing implements.</li> <li>To develop patterns / marks with contrasting grades of pencil exploring the difference between a 2B and HB pencil.</li> </ul>	<p><b>Creating Media: Desktop Publishing</b> To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing</p>
<b>Geography</b>	<b>PE</b>	<b>RE</b>	
<p>Prior learning (Y2) Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>Key Enquiry Questions:</b> <b>How can we make our school environment more bee friendly?</b></p>	<p><b>Outdoor and Adventurous</b></p> <ul style="list-style-type: none"> <li>To use clear communication, strength and flexibility to complete a task</li> <li>To work with others to complete map-reading task</li> <li>To draw and create a clear route on a map for others to follow</li> <li>To work with others and identify what went well and what we could do to improve</li> </ul>	<p>Prior learning (Y3): <i>Learning about religious traditions and non-religious world-views. Thinking about positive things that have shaped you as a person.</i></p> <p><b>Disposition:</b> Being Open, Honest and Truthful</p> <ul style="list-style-type: none"> <li>The story of Naboth's Vineyard</li> <li>Exodus 20 and Psalm 139</li> <li>The Story of the King's three children</li> </ul> <p><b>Disposition:</b> Being Attentive to the sacred as well as the precious</p>	

What can we learn about bees?  
What are the key issues affecting bees?  
How can our school environment help bees?  
How can we plan and carry out effective ways to help conserve bees?  
How can I record and evaluate the effectiveness of bee conservation in my school?

**Geographical concepts:**

Physical Processes  
Environmental Impact  
Place  
Sustainable Development

Key vocabulary:

biodegrade, blueprint, cardinal points, colony, compass, conservation, conserve, domesticated, extinct, food chain, heathland, herbicides, insect, nectar, pesticides, pollen, pollination, pollinator, reproduction, seedlings, species, ultraviolet, venom,

- To use the outside of the foot to control the ball and dribble
- To safely take part in trust-based activities.

**Rounders**

- To get into the best body position to field a ball
- To bowl with some consistency In a game
- To hit a moving ball with one hand
- To stop a moving ball with the long barrier technique
- To throw longer distances using the overarm technique
- To select and apply new skills in a competition

- The story of Elijah
- Silent attentiveness