

Year 3: Summer Term (*First Half*)

English

Sun Shine Sun Spray – Persuasive Advert

- To identify persuasive features in text and media
- To use persuasive language
- To plan and draft own writing using a model
- To edit using CUPS (capitalisations, understanding, punctuation, spelling)
- To publish own writing for an audience
- To read aloud with fluency and expression

Mountain Diary – Atmospheric writing

- To identify writing tool which create atmosphere
- To use fronted adverbials
- To use adverbs
- To use 2_ed sentences
- To use short sentences
- To use if, if, if then sentences

PSHE / Jigsaw

Relationships

- To be able to explain some of the skills of friendship e.g. taking turns, being a good listener
- To be able to explain some strategies for staying safe online
- To be able to identify my own wants and needs and say how these may be similar or different to others in the school and in the global community
- To be able to say how to get help if I am worried about anything I see online

Art

Working in 3D – weaving

- To consider and discuss aesthetics
- To produce more intricate surface patterns using a range of processes
- To show an awareness of how texture, form and shape can be transferred from 2D - 3D
- To be know what a craft is
- To know famous craftsmen
- To know what weaving is
- To know and use the terms 'warp' and 'weft' (I know the threads running from side to side are called weft)
- To be able to cut with accuracy
- To know what weaving is created on

Maths

Fractions B

- To add and subtract fractions with the same denominator
- To find fractions of a number
- To find missing numbers and solve missing number problems

Time

- To know Roman numerals to 12
- To read and write time to the nearest minute
- To calculate time durations
- To read time on a digital clock
- To use AM and PM
- To know years, months and days in a month
- To know units of time and to solve time problems

Geography

What is the difference between a hill and a mountain, and how do I find them on a map?

- To know that contours show height and slope.
- To know why standard symbols are needed in a key
- To use North, South, East and West to describe a location.
- To begin to use 4-figure coordinates to locate features.
- To use maps and atlases to locate key physical and human features studied.
- To name some mountains in the UK.
- To know Mount Everest is the tallest mountain in the world.
- To describe the physical geography of mountains.
- To use the zoom function to locate places (digital mapping).
- To use skills and sources of evidence to respond to geographical questions.

PE

Rounders

- To be able to bowl a ball towards a target.
- To be beginning to strike a bowled ball.
- To develop an understanding of tactics and I am beginning to use them in game situations.
- To learn the rules of the game
- and I am beginning to use them.
- To be able to provide feedback using key words.
- To use overarm and underarm throwing and catching skills.
- To work co-operatively with my group to self-manage games.

Gymnastics

- To adapt sequences to suit different types of apparatus.
- To be able to choose actions that flow well into one another.
- To be able to choose and plan sequences of contrasting actions.
- To complete actions with increasing balance and control.
- To move in unison with a partner.
- To be able to provide feedback using key words.
- To use a greater number of my own ideas for movements in response to a task.
- With help, I can recognise how performances could be improved

<p>Science Light and Dark</p> <ul style="list-style-type: none"> • To recognise that light is needed in order to see things • To recognise that dark is the absence of light • To notice that light is reflected from different surfaces • To know that light from the sun can be dangerous and that there are ways to protect their eyes • To recognise that shadows are formed when the light from a light source is blocked by an opaque object • To find patterns in the way that the size of shadows change. 	<p>RE What are important times for Jewish people?</p> <ul style="list-style-type: none"> • To link features of Jewish celebrations with stories or Jewish beliefs • To describe some of the practices associated with the 'milestones' of a Jew's life and explain the symbolism of some: <ul style="list-style-type: none"> Bar / Bat Mitzvah Pesach Sukkot Rosh Hashanah Yom Kippur • To compare special times in their own lives with those of Jewish families 	<p>Computing Desktop Publishing</p> <ul style="list-style-type: none"> • 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 • To begin to touch type with some accuracy
<p>Music Ukulele lessons</p>	<p>History <i>N/A this term</i></p>	<p>DT <i>N/A this term</i></p>