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| **Year 3 Summer Term Overview** | | |
|  | **Summer 1** | **Summer 2** |
| **Focus Christian Value** | **Respect** (cycle 1)  **Compassion** (cycle 2) | **Trust** (cycle 1)  **Truth** (cycle 2) |
| **English** | **The Twits**  **(**Extended writing –own information text)  **-**To explore sensory description and figurative language -To write a letter  -To create a menu -Mrs Twit  To understand the creation of the character of Mrs Twit **-** To explore how character may be reflected in surroundings  -To research information for a fact file -To create a fact file about monkeys  . Storyboard the story of the twits  -To retell the story of The Twits | **A nest Full of Stars and Quentin Blake**  **(**Extended writing – own poetry and letter writing)  -To develop senses -To write own senses poem -To investigate how sound can create meaning -To visualise a poem -To create a shape poem -To use formal language -Consider traditional playground rhymes -To review a book. – To research an author – To write a letter to an author |
| **Maths** | **Fractions:**  Making the whole; count in tenths; tenths as decimals; fractions on a numberline; fractions of a set of objects; equivalent fractions; compare, order, add and subtract fractions.  **Measures:**  O’clock, half past, quarter past and quarter to; months and years; hours in a day; telling the time to 5 minutes and to the minute; using a.m. and p.m; 24 hour clock; finding the duration. | **Geometry:**  Angles including right angles in shapes; draw shapes accurately; horizontal and vertical; parallel and perpendicular; recognise and describe 2D and 3D shapes.  **Measures:**  Compare and measure mass; compare volume; measure and compare capacity; temperature. |
| **RE** | **Islam**  -Explain where Islam was founded and who founded the Muslim faith.  -Explain the key beliefs held by Muslims  -Explain the key features in a Muslim's place of worship  -Name and explain the key Muslim festivals  -Explain what the Muslim holy book is and how it is used.  -Recognise the main symbol associated with Islam. | |
| **Science** | **Helping Plants to Grow Well**  -To name the main parts of a plant and their function. -To understand how water is transported within the plants. -To understand the effects of water temperature and light on plant growth. -To identify the parts of a flower. – To understand the life cycle of a flowering plant (pollination, seed formation and seed dispersal  **Scientists:** Jeanne Baret and Tom Hart Dyke | |
| **History** | **How and why is my local area changing?**  To investigate the causes and effects of spatial changes in the local area | |
| **Geography** | **How and why is my local area changing?**  - To identify, describe and give reasons for why environments change. –– To understand how the quality of the environment may change. – To use satellite images to describe features. | |
| **Art** | **Art & design skills**To draw cartoon characters, inspired by the style of other artistsTo alter the tint and shade of a colourTo draw from observation | **Craft – Materials**  To create a mood board  To create tie-dyed materials  To learn what paper weaving is and create a piece of art using this method  To weave using different materials |
| **DT** | **Mechanical Systems: Pneumatic toys**  Understanding how pneumatic systems work  Designing a toy which uses a pneumatic system  Creating a pneumatic system  Testing and finalising ideas against design criteria | **Electrical Systems**  Designing a game that works using static electricity  Using a range of materials and equipment  Testing the success of a product against a design  Explaining how a game meets the design criteria |
| **ICT** | **Digital Literacy**  To plan a book trailer  To take photos or videos to tell a story  To edit a video  To add text and transitions to a video | **Databases**  To understand the terminology around databases  To compare paper and computerised databases  To sort, filter and interpret data  To represent data in different ways  To sort data for a purpose |
| **Music** |  | Carnival of the animals- composing instrumental music |
| **PE** | **Gymnastics**  **Symmetrical Shapes**  To build strength through pushing & pulling motions.  To perform with developing symmetry.  To use a change of direction in between jumps  To copy and add to a shape.  To find different ways to exit  and enter apparatus | **Hockey**  To develop their dribbling skills with a stick and/or a ball.  -To use space within the pitch area.  -To develop knowledge of attacking whilst invading.  -To attempt invasion games  -To keep possession whilst dribbling. |
| **MFL**  **Spanish** | **Fruits** | **I can** |
| **PSHE** | **Being My Best**  -Explain what is meant by the term 'balanced diet’ and give examples what foods might make up a healthy balanced meal.  -Explain how some infectious illnesses are spread from one person to another and how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses.  -Develop skills in discussion, debating and empathy.  -Identify their achievements and areas of development.  -Recognise that people may say kind things to help us feel good about ourselves.  -Explain why some groups of people are not represented as much on television/in the media.  -Demonstrate how working together in a collaborative manner can help everyone to achieve success.  -Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain).  -Describe how food, water and air get into the body and blood.  -Explain some of the different talents and skills that people have and how skills are developed. | **Growing and Changing**  -Identify different types of relationships.  -Recognise who they have positive healthy relationships with.  -Understand what is meant by the term body space (or personal space) and identify when it is appropriate or inappropriate to allow someone into their body space.  -Rehearse strategies for when someone is inappropriately in their body space.  -Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.  -Know who they could ask for help if a secret made them feel uncomfortable or unsafe. |
| **Enrichment opportunities** | Residential visit- outdoor education focus |  |