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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 TwitTo 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 boardTo create tie-dyed materialsTo learn what paper weaving is and create a piece of art using this methodTo weave using different materials |
| **DT** | **Mechanical Systems: Pneumatic toys**Understanding how pneumatic systems workDesigning a toy which uses a pneumatic systemCreating a pneumatic systemTesting and finalising ideas against design criteria  | **Electrical Systems**Designing a game that works using static electricityUsing a range of materials and equipmentTesting the success of a product against a designExplaining how a game meets the design criteria |
| **ICT** | **Digital Literacy**To plan a book trailerTo take photos or videos to tell a storyTo edit a videoTo add text and transitions to a video | **Databases**To understand the terminology around databasesTo compare paper and computerised databasesTo sort, filter and interpret dataTo represent data in different waysTo 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 jumpsTo copy and add to a shape.To find different ways to exitand 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 |  |