Y3 Summer catch up (38 day half term)

Subject	Key Skills	Move to another year group?
English Summer: The Flower – John Light.	Common Exception Words: Circle, complete, extreme, height, length Various, business, experiment, island, notice Particular, peculiar, probably, remember, surprise	Potential Spellings: Words ending in sure
Recap – expanded nouns/similes Adverbial phrases and fronted adverbials Inference and simple retrievals (find and copy). Spelling:	New Learning Spelling Rules: Root words (scope, press, struct, uni) /ture/ al suffix	Potential 11 below expected book band if no progress has been made since break from school.
Short u sound spelt /ou/ and /o/ Possessive apostrophe Introduce new common exception words. Recap key spellings from year	Spelling rules to recap: /ary/ Silent letters	1:1 reads daily with children below gold. 1:1 reads 3x a week with children on Gold or White.
Outcome: To write a story from Brigg's point of view. (did not finish narrative genre in Spring 1 – apply skills in Summer 1) Use Circle by Jeanie Baker as Shared Reading text rather	Writing: Language: Prepositions Adverbial phrases	Guided Reading sessions twice a week for these children 2 Whole class reads per week.
than key text. Write an information text as Geography outcome and use The Flower and The Circle to support this. Information text was meant to be Summer 2 Literacy outcome – now focus on applying geographical knowledge rather than a new text.	Language for impact – thesaurus work. Punctuation: Apostrophes for possession Inverted commas (recap)	
	Structure Paragraphing Fronted adverbials vs adverbial phrases Dialogue	
	Embed: Inverted commas, expanded noun phrases with commas in a list of adjectives, paragraphs.	
	Reading:	

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Science Plants Continue with this during Summer 2 for 2 weeks Children have been planting and observing at home during home learning break – parts and functions of plants, what a plant requires for growth. Pollination, seed dispersal How water is transported	 Light Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 	We focused heavily on how to write conclusions and how to make predictions. Children may need more modelled approach on how to write methods for investigations and how to display results in charts (started bar graphs and tables in Y3).
Geography Summer 1: Home Learning Naming and locating countries of Europe (Home learning challenge) Physical and human features of Warrington (ready to compare with Hilden and Nachod). Finishing Comparative Study in school Wk1, Investigate the human and physical features of Hilden and Nachod. Wk2, Create comparative information text about the three towns. Summer 2: How do humans impact on our environment? Wk3, human activity and it's positive and negative impacts on physical and human features of the world.	 Use a range of resources to identify how human activity impacts on physical and human features Explain own views about characteristics-such as recycling- and give reasons. Ask and answer questions about physical and human characteristics of recycling Use fieldwork to observe, measure, record and present the human and physical features in the local area. 	Will need to recap countries of Europe.

Wk4, Local area walk – human impact in our local area. Wk5, Physical and human characteristics of recycling – explaining own views (debate).		
Art/DT Home learning Summer 1: Explore William Morris as an artist. Use printing and paint – create their own William Morris painting.	DT: Healthy and varied diet – design, make and evaluate a healthy snack. DT: Textiles – 2D product to 3D design.	Linkages and levers. Printing will have been done at home but not necessarily by all children. Could be linked to History in some way – Roman mosaics?
Computing Home Learning: Graphing	Spreadsheets Coding	
PE Multi-skill sport sessions delivered remotely by HC.	Athletics	Need extra swimming next year to make up for no swimming this year?
PSHE Summer 1, Home learning: Emotions – how to manage anxiety, stress, sadness in these times. How to share emotions.	Similarities and differences	Friendship – naturally delivered through general class PSHE day to day but no book work evidence.
RE Spring 2, Home learning: Easter covered – why we celebrate.	Hinduism – what is expected of someone following a religious belief?	Christianity – Jesus Why should we follow a leader? Link to Easter topic in Year 4.