

Y3 Summer catch up (38 day half term)

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

	Author's choice of language and its effect, inference of character's motives and behaviour.	
<p style="text-align: center;"><u>Maths</u></p> <p>Summer: Wk1, Fractions Tenths Fractions as numbers Fractions of Objects (<i>begin this at home – fractions of quantities</i>)</p> <p>Wk2, Fractions: Equivalent fractions Comparing Fractions Adding and subtracting fractions</p> <p>Wk3, Time: <i>Months of the year – Home learning</i> <i>Hours in a day – Home learning</i> Telling the time in 5 minute intervals Telling the time to the minute. Finding and comparing durations Finding start and end times <i>PE and home learning – measuring time in seconds</i></p> <p>Wk4, Angles, : Turns and right angles (link to geography and PE) Comparing angles Types of line Recognising and comparing 2d shapes Recognising and comparing 3d shapes</p> <p>Wk5, Mass and Capacity : <i>Home learning: baking and cooking – measuring mass and capacity.</i> Measuring mass (recap home learning briefly) Comparing mass Adding and subtracting mass Measuring capacity (recap home learning briefly) Comparing capacity Adding and subtracting capacity.</p>	<p>Fractions – 18 lessons (10 days)</p> <p>Time – 10 lessons (5 days)</p> <p>Angles and properties of shape – 10 lessons (5 days)</p> <p>Mass and Capacity – 10 lessons (5 days)</p>	<p>Will need recapping: Measuring with a ruler and drawing lines to specific measurements.</p> <p>Perimeter</p>

<p style="text-align: center;"><u>Science</u></p> <p>Plants Continue with this during Summer 2 for 2 weeks <i>Children have been planting and observing at home during home learning break – parts and functions of plants, what a plant requires for growth.</i> Pollination, seed dispersal How water is transported</p>	<p>Light</p> <ul style="list-style-type: none"> • 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 	<p>We focused heavily on how to write conclusions and how to make predictions.</p> <p>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).</p>
<p style="text-align: center;"><u>Geography</u></p> <p>Summer 1: Home Learning</p> <p><i>Naming and locating countries of Europe (Home learning challenge)</i> <i>Physical and human features of Warrington (ready to compare with Hilden and Nachod).</i></p> <p>Finishing Comparative Study in school</p> <p>Wk1, Investigate the human and physical features of Hilden and Nachod.</p> <p>Wk2, Create comparative information text about the three towns.</p> <p>Summer 2: How do humans impact on our environment?</p> <p>Wk3, human activity and it's positive and negative impacts on physical and human features of the world.</p>	<ul style="list-style-type: none"> • 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. 	<p>Will need to recap countries of Europe.</p>

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