



# Half Term Overview



## Summer 2

# Willow Class

### English

#### Stories based on an issue and persuasive writing

This half term we will be reading, writing and focusing our learning through the narrative story Cliffhanger by Jacqueline Wilson.

We will have lots of short writing opportunities including writing in role as one of the characters, diary entries and persuasive letters.

Children will also have daily Red Rose spelling lessons, handwriting and grammar lessons. Every child will participate in guided reading each week.

We will also use other stories by Jacqueline Wilson as our class novels during this half term.



### Maths

#### Time (to be completed from summer 1)

- Step 1 Roman numerals to 12
- Step 2 Tell the time to 5 minutes
- Step 3 Tell the time to the minute
- Step 4 Read time on a digital clock
- Step 5 Use am and pm
- Step 6 Years, months and days
- Step 7 Days and hours
- Step 8 Hours and minutes – use start and end times

#### Shape

- Step 1 Turns and angles
- Step 2 Right angles
- Step 3 Compare angles
- Step 4 Measure and draw accurately
- Step 5 Horizontal and vertical
- Step 6 Parallel and perpendicular
- Step 7 Recognise and describe 2-D shapes
- Step 8 Draw polygons

### Religious Education

Remember in Year 2, we learned:

How Christians work together to support their local community.

How Jews live out the beliefs of the Torah.

**Year 3**

**Dialogue and Encounter**

Later, in Year 4, you will learn:

More about the life and work of St Paul.

The five pillars of Islam.

Understand	
1 15 16	By the end of this unit of study, pupils will be able to:
1 15 16	Make links between Exodus (12:1-8, 15-20, 13:3) and the account of the Last Supper in Luke (22:14-23).
1 15 16	Simply describe how Jewish people celebrate the Passover in Britain today making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal. (RVE)
1 15 16	Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.) (RVE)




Discern	
By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, through:	
1 15 16	Wondering why Jesus chose to celebrate the Last Supper on the feast of the Passover.
1 15 16	Exploring some examples of Islamic art or religious music, for example, Islamic calligraphy or the adhan and ask 'wonder' questions about what they have seen. (RVE)
1 15 16	Listening to the stories and experiences of those from the Jewish or Islamic communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life. (RVE)

**Key Vocabulary**

Passover      unleavened  
Exodus        Muslim        Islam  
Ramadan Sawm  
adhan

Respond	
During this unit of study, pupils will be invited to respond to their learning, for example by:	
1 15 16	Reflecting on the meaning of what they have learned for their own lives. (RVE)
1 15 16	Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could influence the way they live. (RVE)



## Science

### Plants (to be completed from summer 1)

- Can I identify their main parts of plants and describe their purposes?
- Can I make scientific observations? (white carnation/celery/coloured water experiment)
- Can I investigate what happens to plants under different conditions?
- Can I observe plants scientifically to understand pollen and pollinators?
- Can I explain why and how seeds of plants are dispersed?

## History

### Local Area Historical Study: Preston (city)

- Can I compare maps of Preston over time?
- Can I use chronology to show key moments in Preston's history?
- Can I understand some of the ways in which people's lives have shaped this nation? (key people)
- Can I make links and compare a key period of Preston's history with today (Victorian times)?
- Can I use sources to identify some of the different ways in which the past can be represented? (Museum/city visit)

## Design and Technology

### Textiles – Juggling Balls

- Can I investigate and evaluate existing juggling balls?
- Can I follow design criteria to help me create and communicate my ideas?
- Can I perform tie-dye as a technique for decorating my fabric?
- Can I research and trial different fillings for my juggling balls?
- Can I cut around a template and use a running stitch to create a hem?
- Can I use a functional technique to decorate my fabric?
- Can I finish and evaluate my end product?

## PSHE

### Economic Wellbeing

- Can I explain how different payment methods can be used in different scenarios?
- Can I suggest why different payment methods may be more beneficial?
- Can I explain what a budget is and how budgeting can be beneficial?
- Can I identify how I would feel in a money scenario?
- Can I understand the impact my spending choices have on others and the environment?
- Can I understand that a wide range of jobs are available?
- Can I understand that skills and interests lead people to certain jobs?
- Can I understand that job stereotypes sometimes exist but these should not be limiting?

## Music

### Reflect, rewind, replay

We will reflect, rewind and replay all of our units of learning throughout year 3. will also continue to learn the Ukulele with Mrs. Galea each Friday culminating with an end of year performance.

## PE

### Athletics/Health related fitness

- Can I recognise different fitness components that help maintain good health?
- Can I develop the fitness component of balance?
- Can I develop the fitness components of speed and agility?
- Can I develop the fitness components of co-ordination and power?
- Can I develop the fitness components of co-ordination?
- Can I recognise different fitness components that help maintain good health?

### Invasions Games through netball

- Can I demonstrate passing a ball using a chest pass? Can I move into space after using a chest pass in a game?
- Can I demonstrate passing a ball using a bounce pass? Can I move into space after passing in a game?
- Can I perform a chest pass and bounce pass in a game? Can I apply a feint when passing to outwit a defender?
- Can I perform a pass in a game using a chest pass or bounce pass? Can I apply a simple tactic to outwit a defender?
- Can I perform a pass in an invasion game using a chest pass or bounce pass? Can I apply a different simple tactic to outwit a defender?