

Year 3 Summer 1

Groovy Greeks

Maths

Chapter 10: Pictograms and Bar Graphs

- Drawing Pictograms
- Drawing Bar Graphs
- Reading Bar Graphs

Chapter 11: Fractions

- Counting in Tenths
- Fractions as Division
- Finding Part of a Set
- Finding Equivalent Fractions
- Comparing and Ordering Fractions
- Adding Fractions
- Subtracting Fractions
- Subtracting Fractions From 1
- Solving Word Problems

English

English Texts:

Cinderella of the Nile, by Beverley Naidoo

Year 3 Writing Assessment Objectives:

- write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- begin to use paragraphs to structure writing
- use a range of co-ordinating and subordinating conjunctions
- begin to use inverted commas to punctuate speech
- maintain Standard English forms, e.g. using a/an correctly
- spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3)
- use the diagonal and horizontal strokes needed to join some letters
- make simple additions, revisions and proof-reading corrections to their own writing

RE

How can Brahman be everywhere?

- I can explain some of the different roles I play whilst still being me
- I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything
- I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.

Science

National Curriculum objectives

- 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
- find patterns in the way that the size of shadows change

Progression in skills objectives

- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect eyes
- Recognise that light from the sun can be dangerous and that there are ways to protect eyes
- Find patterns in the way that the size of shadows change

Geography

National Curriculum:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Progression in Skills:

- Use NF books, stories, atlases, pictures/photos and internet as sources of information.
- Investigate places and themes at more than one scale
- Begin to collect and record evidence
- Use 4 compass points to follow/give directions:
- Use standard symbols.
- Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)
- Use large scale OS maps.
- Begin to use map sites on internet.
- Begin to use junior atlases.

Computing

Computer Science

National Curriculum:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Progression in Skills:

- Understand and use the concept of repetition to write more efficient code.

NORTH

DT

National Curriculum:

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Investigate and analyse a range of existing products
- To understand and apply the principles of a healthy and varied diet
- To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Progression in Skills:

- Generate ideas for an item, considering its purpose and the user/s
- Identify a purpose and establish criteria for a successful product.
- Plan the order of their work before starting
- Make drawings with labels when designing
- Measure, mark out, cut, score and assemble components with more accuracy
- Work safely and accurately with a range of simple tools
- Demonstrate hygienic food preparation and storage

Spanish

The Hungry Giant

National Curriculum:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Progression in Skills:

- Can say and understand fruit and vegetable nouns
- Can recall numbers to 20 and count fruits and vegetables
- Can understand, enjoy and join in with a story
- Can politely ask for an item in Spanish
- Can play a board game and ask politely for an item
- Can write a short sentence in Spanish using a model

Music

National Curriculum:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Progression in Skills:

- Pupils will explore how music has developed through different periods, styles and cultures in regards to -
 - Pulse
 - Tempo
 - Rhythm
 - Dynamics
 - Pitch
 - Texture
- Pupils will be able to constructively express their thoughts on performances including peer feedback developing listening skills and musical vocabulary.

P.E

Net and Wall

National Curriculum:

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Progression in Skills:

- Attempt to perform 3 contacts
- Play volleyball and badminton with some rules
- Receive high balls
- Move around the court to receive a ball
- Show correct ready positions
- Experiment with throwing and some hitting to send the ball
- Serve to start a game
- Play in cooperative team rallies with some success in keeping the ball in play
- Show understanding that games can be adapted to be inclusive

Oracy

National Curriculum:

- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Progression in Skills:

- Respond to the opinions of others in the group e.g. 'Everyone on my table thinks the boy made the right choice. I agree with them.'
- Able to initiate conversations with unfamiliar adults (in school or in safe environment) and pupils.
- Exaggerate to make a story more interesting e.g. 'I was so tired I could have slept for a week!'
- Able to understand another's point of view and show whether they agree or disagree e.g. 'I know why you think the boy is naughty but I don't think he did it on purpose.'
- Aware of the need to use more formal language with adults e.g. 'Please could I have another pencil?' (to the teacher) or 'Give me/pass me another pencil (to a peer).'

PHSE – The Story Project

Faruq and the Wiri Wiri by Sophia Payne

Lesson Objectives:

- I can explain how food contributes to a balanced lifestyle
- I can tell you some principles of planning and preparing a range of healthy meals
- I can make choices about the food I eat and I can tell you what effects the choices I make
- I can tell you how drinks contribute to a healthy lifestyle
- I can tell you what influences my goals and dreams for the future

PHSE – My Happy Mind

Relate

Families in the Wider World & Getting along with our Families

Lesson Objectives:

- That their strengths can be really helpful in friendships by helping them to accept other people's differences and how this is a good thing.
- That when they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences.
- They will learn how the skill 'Stop, Understand and Consider' can help them with friendships.
- That everyone sees things differently and that this is a positive thing.
- Children will learn they can ask 'what do you think about that?' to help them better understand and relate to others.
- That the more they practice seeing other perspectives, the more the brain will remember it.
- Children will learn Neuroplasticity works with relating to others too.
- That we normally choose our friends because of their character.
- That we all see things from different perspectives; friends can help us solve problems by approaching them differently.
- How Active Listening can help their friendships and what happens if they don't Actively Listen with their friendships.
- That when we listen to friends, they will know that we care for them.
- Recognise that everyone family looks a little different
- Understand how families come together to celebrate
- How families care for each other
- Identify things that are the same about families and things that may be different
- Explain how they would respond to others being unkind about their own family, or someone else's
- Identify where to go for help if needed

Progression in Skills:

- H23: about loss and how this can affect feelings; ways of expressing and managing grief and bereavement
- R7: to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- R8: to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R9: how to recognise if family relationships are making them feel very unhappy or unsafe, and how to seek help or advice
- R3: about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R4: that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- R5: that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart