

## Year 3 Summer 1

### English

#### Playscripts

- Use intonation, tone and volume when reading aloud.
- Take note of punctuation when reading aloud.
- Listen to and discuss plays.
- Regularly listen to whole novels read aloud by the teacher.
- Analyse and evaluate texts looking at language, structure and presentation.
- Sequence and discuss the main events in stories.
- Prepare play scripts to read aloud, showing understanding through intonation, tone, volume and action.
- Discuss their understanding of the text
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text
- Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups
- Explore and identify main and subordinate clauses in complex sentences.
- Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually.
- Read and analyse plays in order to plan and write their own versions.
- Identify and discuss the purpose, audience, language and structures of playscripts.
- Discuss and record ideas for planning.
- Create and developing characters for narrative.
- Creating and develop plots based on a model.
- Generate and select from vocabulary banks e.g. synonyms for said appropriate to text type.
- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
- Discuss and propose changes with partners and in small groups.
- Improve writing in the light of evaluation.
- Use appropriate intonation, tone and volume to present their writing to a group or class.

#### Non-Chronological Reports

- Use suffixes to understand meanings e.g. -ous.
- Listen to and discuss non-fiction.
- Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference.
- Analyse and evaluate texts looking at language, structure and presentation.
- Discuss their understanding of the text.

### Maths

#### Number - Fractions

- Show practically or pictorially that a fraction is one whole number divided by another.
- Understand that finding a fraction of an amount relates to division.
- Recognise that tenths arise from dividing objects into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Recognise and show, using diagrams, equivalent fractions with small denominators.
- Add and subtract fractions with the same denominator within one whole.
- Compare and order unit fractions, and fractions with the same denominators (including on a number line).
- Count on and back in steps of half, quarter and third.
- Solve problems that involve all of the above.

#### Measurement - Time

- Tell and write the time from an analogue clock, including using
- Roman numerals from I to XII, and 12-hour and 24-hour clocks.
- Estimate/read time with increasing accuracy to the nearest minute.
- Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight.
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Compare durations of events [for example to calculate the time taken by particular events or tasks].

- Explain the meaning of unfamiliar words by using the context.
- Raise questions during the reading process to deepen understanding.
- Discuss the purpose of paragraphs.
- Identify a key idea in a paragraph.
- Evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.
- Quickly appraise a text to evaluate usefulness.
- Navigate texts in print and on screen.
- Develop and agree on rules for effective discussion.
- Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups.
- Explore and identify main and subordinate clauses in complex sentences.
- Explore, identify and create complex sentences using a range of conjunctions e.g. since, until, before, after.
- Read and analyse non-fiction in order to plan and write own versions.
- Identify and discuss the purpose, audience, language and structures of non-fiction for writing.
- Discuss and record ideas for planning.
- Generate and select from vocabulary banks e.g. technical language appropriate to text type.
- Group related material into paragraphs.
- Use headings and sub headings to organise information.
- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
- Discuss and propose changes with partners and in small groups.
- Improve writing in the light of evaluation.

## History

### Chronology

- Show their increasing knowledge and understanding of the past by:
- Making some links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (e.g. between Roman Britain and other periods they have studied).
- Identifying where some periods studied fit into a chronological framework by

## Geography

### Locational Knowledge

- Name and locate counties and cities of the United Kingdom.

### Place Knowledge

- A region of the United Kingdom.

### Human and Physical Geography

- Describe and understand key aspects of:
- physical geography, including: vegetation belts, rivers, mountains.

## Art

### Exploring and Developing Ideas

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Annotate work in journal.

### Drawing

- Experiment with ways in which surface detail can be added to drawings.

## Computing

- To use technology to communicate ideas in different ways.
- To collaborate to create original content on a historical topic.
- To import music, stills or video into video editing software for a specific project
- To arrange, trim and cut clips to create a short film to create meaning
- To add simple titles, credits and special effects

noting connections, trends and contrasts over time.

### **Events, People and Changes**

- Be able to describe some of the main events, people and periods they have studied by:
- Understanding some of the ways in which people's lives have shaped this nation.
- Describing how Britain has influenced and been influenced by the wider world.
- Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.

### **Communication**

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- When doing this they should use specialist terms like Roman Britain, settlement, and vocabulary linked to chronology.
- Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

### **Enquiry, Interpretation and Using Sources**

- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations,

- human geography, including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.

### **Mapping**

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- Use maps at more than one scale.
- Recognise that larger scale maps cover less area.
- Make and use simple route maps.
- Recognise patterns on maps and begin to explain what they show.
- Use the index and contents page of atlases.
- Label maps with titles to show their purpose.
- Recognise that contours show height and slope.
- Use four figure coordinates to locate features on maps.
- Recognise some standard OS symbols.
- Link features on maps to photos and aerial views.
- Use a scale bar to calculate some distances.

### **Fieldwork**

- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.

- Use journals to collect and record visual information from different sources.
- Draw for a sustained period of time at an appropriate level.
- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- Experiment with different grades of pencil and other implements to create lines and marks.
- Experiment with different grades of pencil and other implements to draw different forms and shapes.
- Begin to show an awareness of objects having a third dimension.
- Experiment with different grades of pencil and other implements to achieve variations in tone.
- Apply tone in a drawing in a simple way.
- Create textures with a wide range of drawing implements.

### **Painting**

- Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
- Work on a range of scales e.g. thin brush on small picture etc.
- Create different effects and textures with paint according to what they need for the task.

### **Digital Media**

- Present visual images using software.
- Experiment with colours by using effects to manipulate and create images for a purpose.

### **Evaluating and Developing Work**

<p>finding answers to questions about the past.</p> <ul style="list-style-type: none"> <li>• Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance (e.g. the impact of Roman roads and foods).</li> <li>• Understand some of the methods of historical enquiry and how these can be used to make historical claims (e.g. about Roman place names).</li> <li>• Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses.</li> <li>• Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between features observed in the environment to those on maps and aerial photos.</li> </ul> <p><b><u>Enquiry and Investigation</u></b></p> <ul style="list-style-type: none"> <li>• Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes.</li> <li>• Make comparisons with their own lives and their own situation.</li> <li>• Show increasing empathy and describe similarities as well as differences.</li> </ul> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• Identify and describe geographical features, processes (changes), and patterns.</li> <li>• Use geographical language relating to the physical and human processes</li> <li>• Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</li> <li>• Express opinions and personal views about what they like and don't like about specific geographical features and situations.</li> </ul> <p><b><u>Use of ICT/ technology</u></b></p> <ul style="list-style-type: none"> <li>• Use the zoom facility on digital maps to locate places at different scales.</li> <li>• Add a range of text and annotations to digital maps to explain features and places.</li> <li>• View a range of satellite images.</li> <li>• Add photos to digital maps.</li> <li>• Use presentation/multimedia software to record and explain geographical features and processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in journal.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Make use of geography in the news – online reports and websites.</li> </ul>		
<p style="text-align: center;"><b><u>RE</u></b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of the importance of duty and commitment to many religions.</li> <li>• Know that following dharma (religious duty) is an important part of Hindu life.</li> <li>• Suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to god/the deities, duty owed to teachers, and duty owed to family.</li> <li>• Describe how and why Hindus might celebrate Raksha Bandhan.</li> <li>• Identify aspects of the celebration which remind Hindus of their dharma.</li> <li>• Identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?).</li> <li>• Identify sources of authority and inspiration.</li> <li>• Consider what our 'duties' as human beings are.</li> <li>• Reflect on their own duties – to themselves, to their families, to their communities.</li> <li>• Discuss who or what they follow – and why.</li> </ul>	<p style="text-align: center;"><b><u>PE</u></b></p> <p><b><u>Striking and Fielding Games</u></b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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.</li> <li>• Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics).</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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.</li> <li>• Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics).</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p style="text-align: center;"><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>• Listen and respond to simple rhymes, stories and songs.</li> <li>• Recognise and respond to sound patterns and words.</li> <li>• Perform simple communicative tasks using single words, phrases and short sentences.</li> <li>• Listen attentively and understand instructions, everyday classroom language and praise words.</li> <li>• Recognise some familiar words in written form.</li> <li>• Make links between some phonemes, rhymes and spellings, and read aloud familiar words.</li> <li>• Experiment with the writing of simple words.</li> </ul>	<p style="text-align: center;"><b><u>PSHE</u></b></p> <ul style="list-style-type: none"> <li>• Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</li> <li>• Explain what is meant by the term 'balanced diet';</li> <li>• Give examples what foods might make up a healthy balanced meal.</li> <li>• Explain how some infectious illnesses are spread from one person to another;</li> <li>• Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>• Suggest medical and non-medical ways of treating an illness.</li> <li>• Develop skills in discussion and debating an issue;</li> <li>• Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>• Empathise with different view points;</li> <li>• Make recommendations, based on their research.</li> <li>• Identify their achievements and areas of development;</li> <li>• Recognise that people may say kind things to help us feel good about ourselves;</li> <li>• Explain why some groups of people are not represented as much on television/in the media.</li> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> <li>• Understand and explain how the brain sends and receives messages through the nerves.</li> </ul>

			<ul style="list-style-type: none"><li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</li><li>• Describe how food, water and air get into the body and blood.</li><li>• Explain some of the different talents and skills that people have and how skills are developed;</li><li>• Recognise their own skills and those of other children in the class.</li></ul>
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