Year 3 Summer 2

English

Classic Poetry
- Use knowledge of root words to understand meanings of words.
- Use intonation, tone and volume when reading aloud.
- Listen to and discussing a range of poetry.
- Recognise some different forms of poetry e.g. narrative, free verse.
- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.
- Discuss their understanding of the text.
- Explain the meaning of unfamiliar words by using the context.
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
- Develop and agree on rules for effective discussion.
- Explore and collect words with prefixes super, anti, auto.
- Read and analyse poetry in order to plan and write their own versions.
- Identify and discuss the purpose, audience, language and structures of poetry for writing.
- Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.
- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
- Use appropriate intonation, tone and volume to present their writing to a group or class.

Mystery/ Adventure/ Fantasy Stories
- Use suffixes to understand meanings e.g. –ation, -ous.
- Listen to and discuss a range of fiction, poetry, plays, non-fiction.
- Sequence and discuss the main events in stories.
- Retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales, Rudyard Kipling Just So Stories.
- Identify and discuss themes e.g. good over evil; weak and strong; wise and foolish; mean and generous; rich and poor.
- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- Discuss their understanding of the text.
- Make predictions based on details stated.

Maths

Geometry – Properties of Shapes
- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- Recognise angles as a property of shape or a description of a turn.
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles a greater than or less than a right angle.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Measurement – Mass and Capacity
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

- Raise questions during the reading process to deepen understanding e.g. I wonder why the character…
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
- Explore and identify main and subordinate clauses in complex sentences.
- Use inverted commas to punctuate direct speech (speech marks).
- Read and analyse narrative in order to plan and write their own versions.
- Identify and discuss the purpose, audience, language and structures of narrative for writing.
- Discuss and record ideas for planning.
- Create and develop settings for narratives.
- Create and develop plots based on a model.
- Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, synonyms for said appropriate to text type.
- Group related material into paragraphs.

Explanations
- Use knowledge of root words to understand meanings of words.
- Listen to and discuss a range of explanations.
- Read a range of explanations.
- Analyse and evaluate texts looking at language, structure and presentation.
- Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference.
- Use point and evidence to structure and justify responses.
- 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.
- Navigate texts in print and on screen.
- Explore, identify and create complex sentences using a range of conjunctions e.g. if, while, since, after, before, so, although, until.
- Use perfect form of verbs using have and had to indicate a completed action e.g. I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!
- Read and analyse non-fiction in order to plan and write their 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.

Science	Design and Technology	Computing	PE

- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.

Science	Design and Technology	Computing	PE

Science

Plants - Functions of Parts of a Plant
- Identify, locate and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Know that:
- Roots grow downwards and anchor the plant.
- Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit.
- Nutrients (not food) are taken in through the roots.
- Stems provide support and enable the plant to grow towards the light.
- Plants make their own food in the leaves using energy from the sun.
- Flowers attract insects to aid pollination.
- Pollination is when pollen is transferred between plants by insects, birds, other animals and the wind.
- Seeds are formed after the flowers are pollinated.
- Many flowers produce fruits which protect the seed and/or aid seed dispersal.

Design and Technology

Evaluation of Existing Products
- Investigate similar products to the one to be made to give starting points for a design.
- Research needs of user.
- Draw/sketch products to help analyse and understand how products are made.
- Identify the strengths and weaknesses of their design ideas in relation to purpose/user.
- Decide which design idea to develop.
- Investigate key events and individuals in design and technology.

Focused Tasks: Structures
- Develop vocabulary related to the project.
- Create shell or frame structures.
- Strengthen frames with diagonal struts.
- Make structures more stable by giving them a wide base.
- Measure and mark square section, strip and dowel accurately to one centimetre.

Design
- Plan a sequence of actions to make a product.
- Record the plan by drawing using annotated sketches.
- Use prototypes to develop and share ideas.
- Think ahead about the order of their work and decide upon tools and materials.
- Propose realistic suggestions as to how they can achieve their design ideas.

Computing

Online Safety
- To know their responsibilities from their school's acceptable use policy and understand what is acceptable and unacceptable online behaviour
- To use technology safely and respectfully and understand how to keep information secure, using passwords.
- To understand the purpose of online advertising and how to respond correctly.
- To realise the importance of reporting any concerns they have using the internet and other communication technologies, and know some ways in which they can do it.
- To realise that not all information on the internet is trustworthy and there is a need to verify its reliability.

PE

Striking and Fielding Games
- 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.
- Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics).
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Athletics
- 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.
- Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics).
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

• Seed dispersal, by a variety of methods, helps ensure that new plants survive. • Plants need nutrients to grow healthily (either naturally from the soil or from fertiliser added to soil). **Pupils Might Work Scientifically:** • By comparing the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser. • By discovering (research and modelling) how seeds are formed. • By observing the different stages of plant cycles over a period of time. • By looking for patterns in the structure of fruits that relate to how the seeds are dispersed. • By observing how water is transported in plants, for example, by putting cut, white carnations into coloured water. • By observing how water travels up the stem to the flowers.	• Consider aesthetic qualities of materials chosen. • Use CAD where appropriate. **Make** • Prepare pattern pieces as templates for their design. • Cut slots. • Cut internal shapes. • Select from a range of tools for cutting, shaping, joining and finishing. • Use tools with accuracy. • Select from techniques for different parts of the process. • Select from materials according to their functional properties. • Plan the stages of the making process. • Use appropriate finishing techniques. **Evaluation (of their Finished Product)** • Consider and explain how the finished product could be improved. • Discuss how well the finished product meets the design criteria of the user.		
## RE • Develop an understanding of the importance of founders and leaders for religious communities. • Identify Sikh beliefs and values contained within the stories of the lives of the Gurus. • Describe how and why the Guru Granth Sahib is treated with great respect. • Suggest how and why Sikhs might show commitment to their faith. • Identify people and ideas that inspire commitment. • Discuss the different ways that people might show that they are committed.	## French • Listen and respond to simple rhymes, stories and songs. • Recognise and respond to sound patterns and words. • Perform simple communicative tasks using single words, phrases and short sentences. • Listen attentively and understand instructions, everyday classroom language and praise words. • Recognise some familiar words in written form.	## PSHE • Identify different types of relationships; • Recognise who they have positive healthy relationships with. • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space. Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm;	

• Reflect on their own commitments and the impact that these have on their lives. • Ask questions about the value of having commitments.	• Make links between some phonemes, rhymes and spellings, and read aloud familiar words. Experiment with the writing of simple words.	• Understand that for girls, periods are a normal part of puberty.	