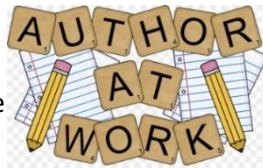


Year 3 – Summer 2

What makes a good neighbour?

Writing

In writing lessons, we will be continuing with our class text *The Boy Who Grew Dragons* to inspire our narrative writing.



In our fiction writing we will be writing a recount and a discussion linked to our Topic of European Neighbours.

Our poetry focus will be *Please Do Not Feed the Animals* by Robert Hull.



Reading

Our reading will continue to focus upon *The Boy Who Grew Dragons* by Andy Shepherd. The children have loved this book so far!

We will use the **VIPERS** approach to teach the skills of reading. These are:

V – Vocabulary (Find and explain the meaning of words in context.)

I – Infer (Make and justify inferences using evidence from the text.)

P – Predict (Predict what might happen from details given or implied.)

E – Explain (Explain themes and patterns, and how content is related.)

R – Retrieve (Retrieve and record information and key details from the text.)

S – Summarise (Summarise main ideas from more than one paragraph.)



Other non-fiction texts will be used to ensure the children experience a broad range of text types. This includes our poetry focus of *Air* by Michael Rosen.

PSHE

Me and Other People

- Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- Understand what being part of a community means and about the varied institution that support communities locally and nationally.
- To respect equality and to be a productive member of a diverse community.
- To develop an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- To develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- To develop an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.

Maths



Money

- Convert between pounds and pence.
- Add and subtract money.
- Find change.

Time

- Roman numerals to 12.
- Tell the time to 5 minutes and 1 minute.
- Read time on a digital clock.
- Use AM and PM.
- Understand hours, days, months and years.
- Know start and end times in hours and minutes.
- Know durations in hours and minutes.
- Understand minutes and seconds.
- Solve problems with time.

Shape

- Know turns and angles.
- Compare angles.
- Measure and draw accurately
- Know horizontal and vertical lines.
- Know parallel and perpendicular lines.
- Recognise and describe 2D shapes.
- Draw polygons.
- Recognise and describe 3D shapes.

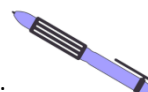
Statistics

- Interpret and draw pictograms.
- Interpret and draws bar charts.
- Collect and represent data.
- Understand two-way tables.

Writing

- Consistently use simple and compound sentences with some attempt to form complex sentences which are grammatically correct and punctuated correctly.
- Sentences with more than one clause increasingly evident.
- Increasing variety of sentence openers.
- Use of conjunctions: *when, before, after, while, so, because*.
- Use of adverbs: *then, next, soon, therefore*.
- Use of prepositions: *before, after, while, during, in, because of*.
- 1st & 3rd person & tense used consistently.
- Present and past tense including progressive form correctly chosen and mostly consistently used throughout.
- *a* or *an* used correctly.
- Cl . ! ? mostly used accurately.
- Cl for proper nouns mostly used accurately.
- Apostrophe use increasingly accurate for contractions, singular and plural possession.
- Usually using "... " for direct speech.
- Start to show awareness of commas to mark phrases and clauses and in lists.
- Plans using ideas gathered from wider reading and modelling.
- Demonstrates understanding of purpose and audience.
- Main features of story structure: beginning, middle and developed resolution.
- Usually groups similar information together starting to use paragraphs.
- Simple overall structure of chosen non-fiction text is usually appropriate.
- In non-fiction uses headings, sub headings where appropriate.
- With increasing accuracy proof reads and checks for errors in punctuation grammar and spelling.
- Simple improvements to their own and others work.
- Deliberate uses of adventurous word choices to add detail and engage reader e.g. adding adverbs to verbs.
- Technical language appropriate to text type.
- Some spelling rules from and some y3/4 words (see NC appendix 1).
- Further homophones and possessive apostrophe.
- Diagonal and horizontal strokes to join letters, understanding which are best left unjoined.

■ = Summer focus



Reading

- Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) .
- Apply knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter, super-, anti-, and auto- and read aloud to understand the meaning of new words .
- Apply knowledge of root words and suffixes/word endings, including – ation, -ly, -ous, -ture, -stion, -ssion and – cian and read aloud to understand the meaning of new words.
- Read Y3/Y4 common exception words.
- Develop a positive attitude to reading and understand what is read by:
 - Recognising and discussing the different features of a variety of texts;
 - Discussing author's choice of words and phrases for effect
- Understand what I have read in books and read independently, by:
 - Asking and answering questions appropriately, including some simple inference questions based on character's feelings, thoughts and motives
- Retrieve and record information from non-fiction

Reading is covered daily through VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieval and Summarising) where all objectives are covered.



Science Plants



- Identify 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.



Computing Programming B- Events and actions in programs

- Explain how a sprite moves in an existing project.
- Create a program to move a sprite in four directions
- Adapt a program to a new context
- Develop my program by adding features
- Identify and fix bugs in a program
- Design and create a maze-based challenge

Art- Collage

- Experiment with a variety of collage techniques such as tearing, overlapping and layering to create images and represent textures.
- Use collage as a means of collecting ideas and information and building a visual vocabulary.



MFL

Within French lessons we will cover the key areas of:

- Oracy (speaking and listening)
- Literacy, including grammatical understanding
- Cultural understanding
- Knowledge and language

Time

- Numbers 11-30.
- Days of the Week
- Months of the Year
- Mon Anniversaire
- French festival dates.
- Yesterday, Today, Tomorrow.



RE Religious Leaders



RE is covered through three keys words – Explore, Engage and Reflect.

Explore:

Suggest what sets a leader apart and explain the impact of following a leader for individuals and communities.

Engage:

Make the link between the teachings and practices of religious leaders and their relevance for individuals and communities today

Reflect:

Identify possible personal role models, explain the criteria for their choice and say what impact this might have on their own life

Music Opening Night



How does music connect us with our planet?

Have fun planning a performance!

We will create and present a performance with an understanding of the songs we are singing and where they fit in the world. This will include creating a band using the simple band parts. Singing and listening are at the heart of each lesson. We will continue to play, improvise and compose.



PE

Athletics

Running:

- Run smoothly at different speeds
- Choose different styles of running of different distances
- Pace and sustain their effort over longer distances
- Watch and describe specific aspects of running (e.g. what arms and legs are doing)
- Recognise and record how the body works in different types of challenges over different distances
- Carry out stretching and warm-up safely
- Set realistic targets of times to achieve over short and longer distances (with guidance)

Jumping:

- Perform a combination of jumps e.g. hop, step, jump showing control and consistency.
- Choose different styles of jumping
- Watch and describe specific aspects of jumping e.g. what the arms and legs are doing
- Set realistic targets when jumping for distance or for height (with guidance)

Throwing:

- Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)
- Throw with greater control
- Consistently hit a target with a range of implements
- Watch and describe specific aspects of throwing e.g. what the arms and legs are doing
- Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)

Rounders

- Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)
- Throw with greater control
- Consistently hit a target with a range of implements
- Watch and describe specific aspects of throwing e.g. what the arms and legs are doing
- Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)

Geography

Europe

Key question – *What makes a good neighbor?*



- Locate the world's continents, countries and seas, using maps and atlases.
- Use the eight points of a compass to build my knowledge of the United Kingdom and the wider world
- Locate countries on a map of Europe
- Identify the human and physical features of Europe.
- Use maps, atlases and globes to locate countries and describe features studied.
- Compare the human and physical characteristics of two different regions of Europe.
- Describe and understand key aspects of rivers.
- Describe and understand key aspects of mountains.
- Compare and contrast the features of a mountain in the UK to a mountain in another area of the world.
- Describe and understand key aspects of distribution of natural resources (food and water)
- Describe key aspects of economic activity including trade links.