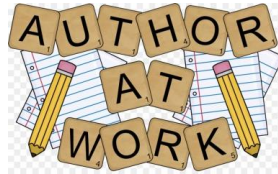


Year 3 – Summer 1

Writing

In writing lessons, we will be focusing our class text *The Boy Who Grew Dragons* to inspire our narrative writing of a setting description.



In our fiction writing we will write a persuasive letter inspired by our class text, as well as a non-chronological report on dragon fruit. Learning from our Topic lessons to write a non-chronological report about natural disasters.

Our poetry focus will be *Air* by Michael Rosen other poems with metaphors.

Reading

Our reading will focus upon *The Boy Who Grew Dragons* by Andy Shepherd.

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.)

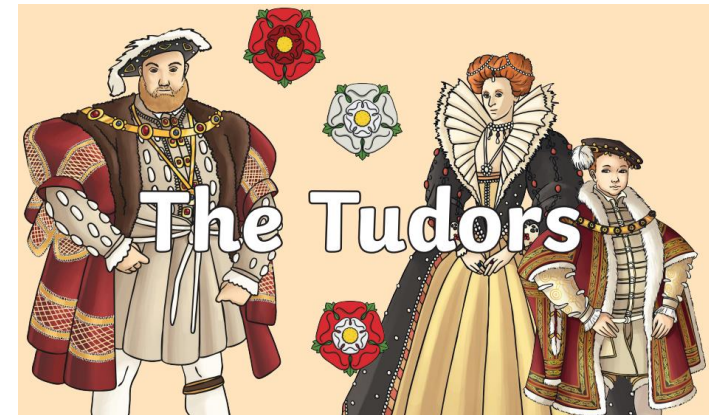
E – Explain (Explain themes and patterns, and how content is related.)

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.



How does the power of others affect our lives?

PSHE

Me and My Safety (continued from last half term.)

Me and My Relationships

- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- Develop a willingness to reflect on their experiences
- Have a greater understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues
- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Recognise different sorts of families
- Demonstrate simple decision making
- Recognise features of a positive friendship
- Know how to resolve arguments without hurting others and how to get help if someone is hurt.

Maths



Fractions

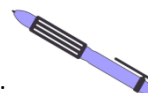
- Understand the denominators of unit fractions
- Compare and order fractions
- Understand the numerators of non-unit fractions
- Understand and partition the whole
- Compare and order non-unit fractions
- Fractions and scales
- Fractions on a number line
- Count in fractions on a number line
- Equivalent fractions on a number line
- Equivalent fractions as bar models
- Add and subtract fractions
- Unit fractions of set objects
- Non-unit fractions of set objects
- Reasoning with fractions of an amount

Mass and Capacity

- Use scales
- Measure mass in grams
- Measure mass in kilograms and grams
- Equivalent masses (kilograms and grams)
- Compare mass
- Add and subtract mass
- Measure capacity and volume in milliliters
- Measure capacity and volume in litres and milliliters
- Equivalent capacities and volumes (litres and milliliters)
- Compare capacity and volume
- Add and subtract capacity and volume

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.

DT - Textiles Tudor pouch

Design, make and evaluate Tudor pouches.

Technical knowledge:

- Join different textiles in different ways
- Choose textiles considering appearance and functionality
- Begin to understand that a simple fabric shape can be used to make a 3D textiles project.



RE

Exploring Living by Rules



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

Explore:

Link rules to values and explain the consequences of keeping and breaking rules.

Make the link between beliefs, rules and behaviour and explain the impact of rules on individuals and communities.

Engage:

Identify rules found in sacred writings and show how these influence the behaviour of believers.

Reflect:

Identify rules that are important to them and make the link between personal values, rules and behaviour.



Computing Desktop Publishing

- Become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages.
- Use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents.
- Understand the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover.
- Add text and images to create their own pieces of work using desktop publishing software.
- Look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.

MFL



Within French lessons we will cover the key areas of:

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

Family and Friends (continued)

Our School

- Ask and explain where things are in the classroom.
- Describe the contents of my pencil case.
- Express opinions about school subjects.
- Listen to commands and follow instructions.
- Ask and answer questions about places in school.
- Construct simple sentences to say what I like to do at school.

Music

Enjoying Improvisation



How does music make a difference to us every day?

Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. You will improvise over a section of the song. We will explore where improvisations take place through a change or repeat in a piece of music.



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)

Cricket

- 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)

History

The Tudors

Key question - *How does the power of others affect our lives?*



- Identify and record relevant information from a Tudor source.
- Analyse Tudor sources to find information out about Tudor events, people and changes.
- Identify and describe events during the Tudor period, using dates and vocabulary related to the passing of time, including BC and AD.
- Sequence events and artefacts from the Tudor period.
- Describe the lives of people within the Tudor period – Henry VIII, his wives, different classes.
- Describe key Tudor areas - clothes, way of life, actions of people and homes.
- Explain and justify reasons for the actions of significant people, including Henry VII and his wives.
- Reflect on how life has changed since the Tudor period to now.
- Explain (cause and effect) the results of change in history.
- Evaluate the impact of change over time.