

# Year 3 Summer Term

## English

> The Journey by Francesca

Senna

Narrative

Using commas after fronted adverbials, paragraphs to organise ideas around a theme and using inverted commas to indicate direct speech.

Diary

Apostrophes for possession

Nouns and pronouns

> Manfish by Jennifer Berne

Narrative

Adjectives, conjunctions and fronted adverbials.

Jacques Cousteau Biography

Third person

Past tense

## Maths

> Fractions

Adding and subtracting fractions.

> Money

Add and subtract money

Find change

> Time

Roman numerals to 12

Tell the time to the minute

Use a.m. and p.m.

> Shape

Compare angles

Recognise and describe 3D shapes.

> Statistics

Interpret and draw pictograms and bar charts.

## Science

> Plants

Compare the effect of different factors on plant growth.

Describe the functions of different parts of a flowering plant.

To investigate the way in which water is transported in plants.

Explore the part that flowers play in the life cycle of flowering plants.

Understand the pollination process.

Compare the effect of different factors on plant growth.

> Scientific enquiry

How can a solar oven be made more effective?

Cleaning coins: Writing a method and carrying out a practical test.

Making a cake: fair testing, controls and variables.

## History

> How did the achievements of the Ancient Maya impact their society and beyond?

How did the Ancient Maya settle in a rain-forest?

How important was chocolate to the Ancient Maya?

What did the Ancient Maya believe?

How did the Maya reflect world beliefs in their inventions?

What do archaeological remains tell us about Ancient Maya cities?

## Geography

> Are all settlements the same?

What is a settlement?

How is land used in my local area?

Can I explain the features in my local area?

How has my local area changed over time?

How is land used in New Delhi?

How does land use in New Delhi compare to my local area?

## Design Technology

Textiles—Learning sewing basics, creating a design on fabric and sewing on simple components.

## PE

> Swimming

> Athletics

Short, Middle, Long Distance Running / Hurdles and Relay

Javelin, Discus, Shot Putt / Long, High, Triple Jump

> Cricket and rounders

Positional Play, Covering and Movement

## Art

To study the works of artist of Frida Kahlo and create art work in the style of some of her art work.

Children will learn to develop their drawing skills and experiment ways in which detail can be added to drawings.

## **Computing**

### **> Simulations**

To find out what a simulation is and understand the purpose of simulations.

To explore a simulation, making choices and discussing their effects.

To work through and evaluate a more complex simulation.

### **> Graphing**

Set up a graph with a given number of fields.

Enter data for a graph.

Produce and share graphs made on the computer.

## **PSHRE**

### **> Money matters**

Discuss where money comes from.

Talk about reasons people go to work

Discuss payment resources we can use to spend money.

Consider why and how people might borrow money.

Discuss the choices we have about how to spend our money.

### **> Growing up**

Describe some of the changes that boys and girls go through during puberty

Describe some feelings young people might experience as they grow up

## **RE**

### **God**

Explain how Muslims describe Allah, eg using 99 names. Describe what Christians & Jews can learn about God from Old Testament stories. Compare and contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives. Explain why the 10 commandments are important to both Jews & Christians. Link ideas to other sacred texts/non-religious teachings.

### **Religion, family and community**

Describe and explain how Christians live their life as disciples.

Explain how Muslims organisations help people in need.

## **Music**

Sing a widening range of unison, partner songs and rounds tunefully and with expression

Understanding the stories, origins, traditions, history and social context of the music being listened to sung and played

## **French**

To understand and say fruit and vegetables. To ask for fruit and vegetables. To count fruit and vegetables. To name food items to take on a picnic. To use the phrase 'I live'. To ask the question 'Where do you live?' and understand the answer.