

Year 3 Summer 1 and 2	
English	Maths
<p>‘Gender Swapped Fairy Tales’ by Karrie Fransman & Jonathan Plackett, ‘Escape from Pompeii’ by Cristina Balit, ‘The Promise’ by Nicola Davies, ‘Iron Man’ by Ted Hughes</p> <p>Speaking and listening:</p> <ul style="list-style-type: none"> • To ask relevant questions to extend their understanding and knowledge • To use relevant strategies to build their vocabulary • To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • To speak audibly and fluently with an increasing command of Standard English • To gain, maintain and monitor the interest of the listener(s) • To select and use appropriate registers for effective communication <p>Reading:</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and read for a range of purposes • Use dictionaries to check the meaning of words that they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally • Identify themes and conventions in a wide range of books • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discuss words and phrases that capture the reader’s interest 	<p>Fractions:</p> <ul style="list-style-type: none"> • Add and subtract fractions • Partition the whole • Unit fractions of a set of objects • Non-unit fractions of a set of objects • Reasoning with fractions of an amount <p>Money:</p> <ul style="list-style-type: none"> • Pounds and pence • Convert pounds and pence • Add and subtract money • Find change <p>Time:</p> <ul style="list-style-type: none"> • Roman numerals to 12 • Tell the time to 5 minutes • Tell the time to the minute • Read time on a digital clock • Use a.m. and p.m. • Years, months and days • Days and hours • Hours and minutes - use start and end times • Hours and minutes - use durations <p>Shape:</p> <ul style="list-style-type: none"> • Turns and angles • Right angles • Compare angles • Measure and draw accurately • Horizontal and vertical • Parallel and perpendicular • Recognise and describe 2-D shapes

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and imagination

- Recognise some different forms of poetry [for example, free verse, narrative poetry]
- Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context
- Ask questions to improve their understanding of a text
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- Predict what might happen from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarise these
- Identify how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing:

- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spell words that are often misspelt
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Composition:

- Draw polygons
- Recognise and describe 3-D shapes
- Make 3-D shapes

Statistics:

- Interpret pictograms
- Draw pictograms
- Interpret bar charts
- Draw bar charts
- Collect and represent data
- Two-way tables

Science

'Plants' and 'Animals including Humans.'

- To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- To 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
- To investigate the way in which water is transported within plants
- To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

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- Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Plan their writing by: discussing and recording ideas
- Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Draft and write by: organising paragraphs around a theme
- Draft and write by: in narratives, creating settings, characters and plot
- Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
- Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, grammar and punctuation:

- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Use the present perfect form of verbs in contrast to the past tense
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and cause
- Use fronted adverbials
- Use commas after fronted adverbials
- Indicate possession by using the possessive apostrophe with plural nouns
- Use and punctuate direct speech
- Use and understand the grammatical terminology in English accurately and use appropriately when discussing their writing and reading

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French	Religious Education
<ul style="list-style-type: none">• To explain strategies for working out the meaning of words.• To recognise nouns that are cognates or near cognates.• To recognise transport words in written form.• To join in with a song using actions to aid recall.• To form simple statements about a picture, using and adapting a model.• To create a range of different phrases using a sentence builder.• To generally, speak words with accurate pronunciation.• To write a simple sentence, using a model for support and using two different accents.• To build a range of sentences from a model, selecting appropriate vocabulary• To apply understanding of the sentence structure to generate new phrases	<p>How and why do people mark the significant events of life? <i>Christians, Hindus, Muslims, non-religious</i></p> <ul style="list-style-type: none">• To describe what happens in ceremonies of commitment and say what these rituals mean.• To identify some differences in how people celebrate commitment.• To compare and contrast how two different faiths mark these celebrations <p>Judaism</p> <ul style="list-style-type: none">• How do festivals and family life show what matters to Jewish people?• To identify some Jewish beliefs about God, sin and forgiveness and describe what they mean• To describe how Jews show their belief through worship in festivals both at home and in wider community
History – The Romans	
<ul style="list-style-type: none">• To place the Roman Empire in a chronological frame.• To understand the reasons for the Roman invasion of Britain. (linking to the end of the Iron Age)• To understand the features of the Roman army.• To know the reasons for the revolt of Boudicca and understand why she is an important figure of the time.• To describe daily life for the Romans and identify some of their inventions	

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D.T – Making a seasonal recipe	Art – Drawing ‘Growing artists’
<ul style="list-style-type: none"> • To know that climate affects food growth • To create a recipe that is healthy and nutritious using seasonal vegetables • To understand the advantages of eating seasonal foods grown in the UK. • To safely follow a recipe when cooking 	<ul style="list-style-type: none"> • To recognise how artists use shape in drawing. • To understand how to create tone in drawing by shading. • To understand how texture can be created and used to make art. • To apply observational drawing skills to create detailed studies. • To apply an understanding of composition to create abstract drawings.
Physical Education	PSHE – Economic wellbeing
<p>Dodgeball</p> <ul style="list-style-type: none"> • To apply rules to a game situation. • To develop throwing at a moving target. • To use jumps, dodges and ducks to avoid being hit. • To develop catching a dodgeball at different heights. • To learn how to block using the ball. • To understand the rules of dodgeball and use them to play in a tournament. <p>Athletics</p> <ul style="list-style-type: none"> • To develop the sprinting technique and improve on your personal best. • To develop changeover in relay events. • To develop jumping technique in a range of approaches and take off positions. • To develop throwing for distance and accuracy. • To develop throwing for distance in a pull throw. • To develop officiating and performing skills. <p>Fundamentals</p> <ul style="list-style-type: none"> • To develop balancing and understand the importance of this skill. 	<p>Economic Wellbeing</p> <ul style="list-style-type: none"> • To understand the different ways to pay for things and why people might choose them. • To understand how to put together a budget. • To recognise that money has an impact on how we feel. • To begin to recognise how ethics can influence our spending decisions. • To understand that there are a range of jobs available and to think about what job they might want to do. • To understand that there are stereotypes in the workplace and these should not limit people’s career aspirations. <p>RSE</p> <ul style="list-style-type: none"> • To identify that people are unique and to respect those differences • To explore the differences between male and female bodies • To consider appropriate and inappropriate physical contact and consent • To explore different types of families and who to go to for help and support

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- To understand how to change speed and be able to demonstrate good technique when running at different speeds.
- To demonstrate a change of speed and direction to outwit others.
- To develop technique and control when jumping, hopping and landing.
- To develop skipping with a rope.
- To apply fundamental skills to a variety of challenges.

Cricket

- To develop overarm throwing and catching.
- To develop underarm bowling.
- To learn how to grip the bat and develop batting technique.
- To be able to field a ball using a two-handed pick up and a short barrier.
- To develop overarm bowling technique.
- To play apply skills learnt to mini cricket.

Computing - icompute

'iData'

- To understand how information in a database is organised.
- To understand the advantages of a computer-based database over a paper one.
- To find and enter information to create additional records in a database.
- To demonstrate the knowledge skills and understanding they have learned during this unit.

Music

Summer 1: Developing Singing Technique

- To know that a group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.
- To know that different notes have different durations and crotchets are worth one whole beat.
- To know that written music tells you how long to play a note for.
- To be able to recognise and explain the changes within a piece of music using musical vocabulary.
- To begin to show an awareness of metre.
- To begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- To use letter names and rhythmic notation (graphic or staff),

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iPodcast

- To understand that technology can be used to control sound.
- To understand that sound can be stored digitally
- To understand what a podcast is.
- To plan and record a podcast.
- To use digital tools to edit a podcast.
- To combine audio sound and effects.
- To identify the good features of a podcast.
- To recognise improvements that could be made to a podcast.

and key musical vocabulary to label and record their compositions.

- To perform from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.
- To offer constructive feedback on others' performances.

Summer 2: South Africa (Instrumental lessons on tuned percussion)

- To identify the basic key features of staff notation
- To recognise and play minims by ear and by staff notation, moving up and down by step.
- To recognise and play semibreves by ear and staff notation.
- To recognise and play crotchets and crotchet rests by ear and staff notation.
- To compose rhythmic patterns for a gumboot dance.
- To know the key features of South African Gumboot music.
- To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.
- To know the correct technique for playing tuned percussion instruments.

Geography – Kingston and beyond to Italy

- Name and locate Kingston and Surrey on a map of the United Kingdom
- Look at human and physical characteristics and key topographical features of Kingston
- To understand geographical similarities and differences through the study of human and physical geography of Kingston and Italy.
- To use maps, atlases, globes and digital/computer mapping to locate Kingston and describe features studied