

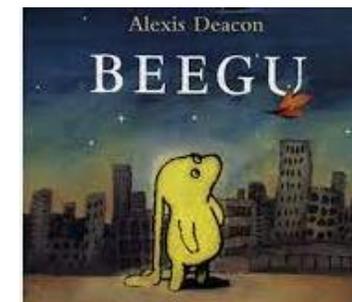
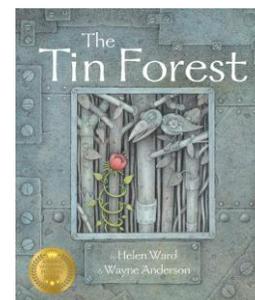
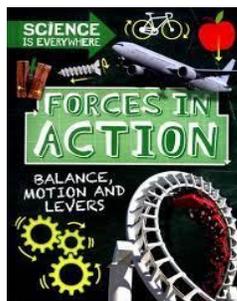


## YEAR 3 / SUMMER 2

### The Power of Forces

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

#### KEY TEXTS





<b>ACADEMIC EXCELLENCE</b>	<p><b>We will help</b></p> <ul style="list-style-type: none"> <li>✓ Children to be able to explain what they are learning and what they need to do next to improve.</li> <li>✓ Children to work independently until tasks are completed to the best of their ability.</li> <li>✓ Children can articulate how they have progressed from their starting points and see progress as a long term aim</li> <li>✓ Children have an intrinsic motivation to do well. They recognise and value competition with oneself as a means of achieving the highest success.</li> </ul>
<b>POSSIBILITIES AND RISKS</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Offer a range of sporting opportunities.</li> <li>✓ Provide opportunities for children to learn to play an instrument.</li> <li>✓ Children manage their emotions, and build and maintain strong relationships.</li> <li>✓ Children work towards goals independently and show perseverance.</li> </ul>

<b>LEARNING TO LEARN</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Review and develop the understanding of the 5Rs, with particular focus on reflection in the Summer Term.</li> <li>✓ Continue to work towards our L2L awards.</li> <li>✓ Children attempt more than one approach and judge what worked well and what could be improved.</li> <li>✓ Children ask questions to help apply their knowledge.</li> </ul>
<b>SOCIAL INTELLIGENCE</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Deliver assemblies linked to school aims.</li> <li>✓ Children take responsibility for their actions.</li> <li>✓ Children appreciate and respect differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</li> <li>✓ Children recognise that their behaviours affect others – positively and negatively</li> <li>✓ No Outsiders – strategies to help someone who feels different</li> </ul>



<b>ENGLISH</b>	<b>READING</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Read a range of fiction and non-fiction</li> <li>✓ Increase familiarity with a wide range of books and oral retelling</li> <li>✓ Draw inferences and make predictions</li> <li>✓ Retrieve and record information from non-fiction books</li> <li>✓ Summarise the main idea of a paragraph</li> <li>✓ Asking questions to improve their understanding</li> </ul>	<b>MATHS</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Recall multiplication and division facts for the 3,4 and 8 times tables</li> <li>✓ Devise patterns and sequences in shapes</li> <li>✓ Mark a given square on a grid</li> </ul>
	<b>WRITING</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Use diagonal and horizontal stokes to join letters.</li> <li>✓ Know which letters to join and which to leave un-joined, increasing legibility, consistency and quality</li> <li>✓ Use the present perfect form of verbs</li> <li>✓ Use a rich and varied vocabulary</li> <li>✓ Write sentences with more than one clause using a variety of conjunctions. before, after, while, so, because , although</li> <li>✓ Plan to write using the text- <b>The iron Man</b>-Approach threat narrative,</li> <li>✓ Explanation text how to capture the iron man.</li> </ul>		<ul style="list-style-type: none"> <li>✓ <b>Lines and Shapes</b></li> <li>✓ Perpendicular lines, parallel lines. Horizontal and vertical lines</li> <li>✓ 2 dimensional shapes, 3 dimensional shapes,</li> <li>✓ Recognise 3d shapes in different orientations and describe them</li> <li>✓ Make 3D shapes</li> </ul>
	<b>SPELLING / PHONICS</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Develop strategies for learning words: Words from statutory and personal spelling lists</li> <li>✓ Formation of nouns using a range of prefixes e.g. auto, super, anti</li> <li>✓ Ou sound</li> <li>✓ homophones</li> </ul>		<ul style="list-style-type: none"> <li>✓ <b>Perimeter of Figures</b></li> <li>✓ Measuring and calculating perimeters</li> </ul>
	<b>SPOKEN LANGUAGE</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Give structured descriptions.</li> <li>✓ Participate actively in conversations.</li> <li>✓ Consider &amp; evaluate different viewpoints.</li> <li>✓ Engage in P4C discussions and L2L discussions</li> <li>✓ Use questions to develop knowledge.</li> </ul>		<ul style="list-style-type: none"> <li>✓ <b>Time</b></li> <li>✓ Time to the nearest t minute in 12 and 24 hour clocks including roman numerals</li> <li>✓ Measuring and comparing time.</li> <li>✓ Estimate record and compare time in minute and seconds</li> <li>✓ Compare duration of events. Time problems .</li> <li>✓ Know the number of seconds in a minute, days in a month, year, leap year</li> </ul>
			<ul style="list-style-type: none"> <li>✓ Continue to review key maths skills of addition, subtraction, multiplication and division.</li> </ul>	



<b>SCIENCE</b>	<p><b>Physics; The power of forces</b>                  Notice that some forces need contact between two objects, but magnetic forces can act from a distance.                  Compare how things move on different surfaces.                  Compare and group together a variety of materials on the basis of whether they are attracted to a magnet and identify some magnetic materials                  Observe how some magnetic attract or repel each other and not others.                  Describe how magnets have two poles. Predict whether two magnets will attract or repel each other.</p> <p><b>Changes in our world through the year.</b>                  Keep a diary of trees in school in summer</p> <p><b>Working scientifically :</b>                  Ask relevant questions when prompted                  Set up simple and practical enquiries, comparative and fair tests                  Set up comparative tests                  Make systematic observations, using simple equipment                  Record findings in various ways                  With prompting, suggest how findings may be tabulated                  With prompting, use various ways of recording, grouping and displaying evidence                  With prompting, suggest conclusions from enquiries</p>
<b>HISTORY</b>	

<b>COMPUTING</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>• Control when drawings appear and set the pen colour, size and shape.</li> <li>• Specify user inputs (such as clicks) to control events</li> <li>• Digital media painting</li> <li>• Use specified screen coordinates to control movement</li> </ul>
<b>GEOGRAPHY</b>	<p><b>We will:</b>                  Learn about what it means to be British using links to 'What's in the news?'</p> <ul style="list-style-type: none"> <li>• I can use 8 compass points to describe a location to another place.</li> <li>• I can look at human and physical features of a landscape and understand the meaning of environment.</li> <li>• I can ask and answer geographical questions about the human and physical characteristics of a Cheshire.</li> </ul> <p>Explain why <b>farming</b> is important to Cheshire</p> <ul style="list-style-type: none"> <li>• I can describe how the locality of the school has changed over time.</li> <li>• Use a range of resources- maps, google maps, aerial photos , surveys</li> <li>• Fieldwork skills How to sketch maps, contour lines, scales, key</li> </ul>



<b>MFL</b>	<p><b>We will - learn about the days of the week, food and 'La chenille qui fait des trous'</b></p> <p>To describe places and things orally To ask and answer questions To re-tell a well known story in French</p>
<b>DESIGN TECHNOLOGY</b>	<p><b>Mechanisms</b></p> <p><b>We will -</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and use mechanisms [for example, levers, sliders, wheels and axles], in their</p>
<b>MUSIC</b>	<p>Learn about how to care for and play a bowed string instrument. Develop their musical listening skills and play, by ear, a variety of beginner pieces for violin or cello Use their gross motor and fine motor co-ordination skills to create sounds on their instrument Extend their understanding of rhythm, pitch, pulse and metre by contributing to whole class performances. Explore how expressive techniques, such as changing dynamics, can change the expressive effect of the music.</p>
<b>PSHE</b>	<p>No outsiders 5: To be welcoming Importance of rules for safety Learning about smoking and its effects on the body First aid</p>

<b>PHYSICAL EDUCATION</b>	<p><b>Athletics &amp; Cricket/ Rounders</b></p> <p><b>We will:</b> Learn how to do the high jump using the scissor action Continue to develop running skills and be able to demonstrate different running speeds Can hit a ball with a range of different bats/racquets and show greater control Continue to play small and larger sided games, following the rules and demonstrating fair play and good team work</p>
<b>ART AND DESIGN</b>	<p><b>We will:</b> Use a sketchbook to record their observations and develop ideas from a range of stimulus and links with science observations. Use different types of lead pencil to scribble, shade (hatch &amp; cross hatch), dot, dash, circle, spiral. With pencil, use pressure to create hard and soft lines and use soft lines to plan a drawing</p>
<b>RELIGIOUS EDUCATION</b>	<p><b>We will:</b> Learn about how Christians use symbols to explain what God is like. Discuss how God is described by different religions.</p>
<b>ENRICHMENT</b>	<p><b>We will:</b> Use books and artefacts from the Education Library Service. Sports Week &amp; Sports Day- To try different sports Summer Show- experience acting, singing, dancing Orienteering DT days Walk to 'The Edge'</p>