

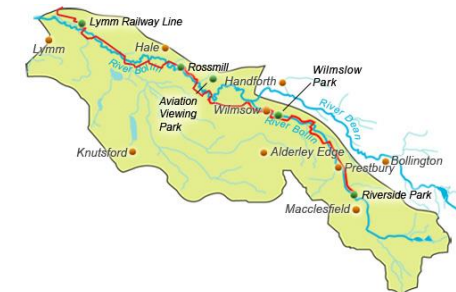
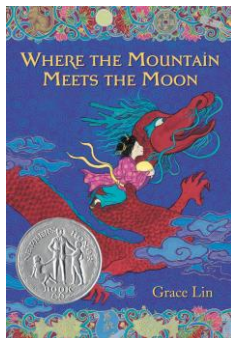


YEAR 3 / SUMMER 2

Why are rivers important?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
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>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>	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.

KEY TEXTS





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

LEARNING TO LEARN	<p>We will</p> <ul style="list-style-type: none"> ✓ Review and develop the understanding of the 5Rs, with particular focus on reflection in the Summer Term. ✓ Continue to work towards our L2L awards. ✓ Children attempt more than one approach and judge what worked well and what could be improved. ✓ Children ask questions to help apply their knowledge.
SOCIAL INTELLIGENCE	<p>We will</p> <ul style="list-style-type: none"> ✓ Deliver assemblies whole school and class. ✓ Children take responsibility for their actions. ✓ Children appreciate and respect differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings. ✓ Children recognise that their behaviours affect others – positively and negatively



ENGLISH	READING	We will: <ul style="list-style-type: none"> ✓ Read a range of fiction and non-fiction and play scripts ✓ Increase familiarity with a wide range of books and oral retelling ✓ Draw inferences and make predictions ✓ Retrieve and record information from non-fiction books ✓ Summarise the main idea of a paragraph ✓ Asking questions to improve their understanding 	MATHS	We will: <ul style="list-style-type: none"> ✓ Recall multiplication and division facts for the 3,4 and 8 times tables ✓ Devise patterns and sequences in shapes ✓ Mark a given square on a grid <ul style="list-style-type: none"> ✓ Angles ✓ Making angles ✓ Finding angles in shapes ✓ Finding Right Angles ✓ Comparing Angles ✓ Making turns <ul style="list-style-type: none"> ✓ Lines and Shapes ✓ Perpendicular lines, parallel lines. Horizontal and vertical lines ✓ 2 dimensional shapes, 3 dimensional shapes, ✓ Recognise 3d shapes in different orientations and describe them ✓ Make 3D shapes <ul style="list-style-type: none"> ✓ Perimeter of Figures ✓ Measuring and calculating perimeters <ul style="list-style-type: none"> ✓ Continue to review key maths skills of addition, subtraction, multiplication and division.
	WRITING	We will: <ul style="list-style-type: none"> ✓ Use diagonal and horizontal stokes to join letters. ✓ Know which letters to join and which to leave un-joined, increasing legibility, consistency and quality ✓ To write a narrative description using the text The Rhythm of the Rain. ✓ Use a and an appropriately ✓ Express time and place using adverbs/prepositions ✓ Use singular possessive apostrophes ✓ Use paragraphs to organise ideas/use subheadings appropriately ✓ Consolidate use of directs speech ✓ To write using the structure and features of an information leaflet 		
	SPELLING / PHONICS	We will: <ul style="list-style-type: none"> ✓ Develop strategies for learning words: Words from statutory and personal spelling lists ✓ Ou sound ✓ homophones 		
	SPOKEN LANGUAGE	We will: <ul style="list-style-type: none"> ✓ Participate actively in conversations. ✓ Consider & evaluate different viewpoints. ✓ Engage in P4C discussions and L2L discussions ✓ Use questions to develop knowledge. 		



SCIENCE	<p>Physics; The power of forces 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>Changes in our world through the year. Keep a diary of trees in school in summer</p> <p>Working scientifically : 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>
HISTORY	

COMPUTING	<p>We will continue to work on; PowerPoint: To understand the uses of PowerPoint To create a page in a presentation To add media, animations and timings to a presentation To use the skills learnt to design and create an engaging presentation.</p> <p>Touch Typing: To introduce typing terminology To understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. To practise typing with the left and right hand.</p>
GEOGRAPHY	<p>We will: Continue to look at 'What's in the news?'</p> <p>RIVERS</p> <ul style="list-style-type: none"> ✓ Use basic geographical vocabulary ✓ Describe and understand key aspects of physical geography including rivers and the water cycle. ✓ Geographical skills and Fieldwork <ul style="list-style-type: none"> •River study of the river Bollin, mapping the river and its features •Use atlases to locate the longest rivers in the world •Use photographs to identify vegetation and fauna of rivers.



MFL	<p>The focus of this half term is 'La chenille qui fait des trous' and ordering from a café</p> <p>To re-tell a well-known story in French, with accurate pronunciation</p> <p>To ask and answer questions, from memory</p> <p>To understand the link between two forms of the verb 'vouloir' and apply previous knowledge to form the negative</p>
DESIGN TECHNOLOGY	<p>AIR POWER</p> <ul style="list-style-type: none"> • Include include simple movement in models using pneumatics • To know and use terms wheel, axel, washer • To give a simple explanation of how the movement is created using air
MUSIC	<p>Learn about how to care for and play a bowed string instrument.</p> <p>Develop their musical listening skills and play, by ear, a variety of beginner pieces for violin or cello</p> <p>Use their gross motor and fine motor co-ordination skills to create sounds on their instrument</p> <p>Extend their understanding of rhythm, pitch, pulse and metre by contributing to whole class performances.</p> <p>Explore how expressive techniques, such as changing dynamics, can change the expressive effect of the music.</p>
PSHE	<p>Importance of rules for safety</p> <p>First aid</p>

PHYSICAL EDUCATION	<ul style="list-style-type: none"> •To confidently run showing the correct skills and techniques for a coordinated performance over different distances •Develop fluency and demonstrate the skills to run over obstacles showing an awareness of height and distance •To perform a routine from memory, of a dance from a specific culture, performing all the elements in the correct order •Learn and choreograph movement phrases to a given piece of music to create a short performance
ART AND DESIGN	<p>DT focus</p>
RELIGIOUS EDUCATION	<p>We will:</p> <p>Learn about how Christians use symbols to explain what God is like.</p> <p>Discuss how God is described by different religions.</p>
ENRICHMENT	<p>We will:</p> <p>Use books and artefacts from the Education Library Service.</p> <p>Sports Week & Sports Day- To try different sports</p> <p>Summer Show- experience acting, singing, dancing. The Lion King</p> <p>Field work walk to the River Bollin</p>