

# Year 3

## Summer 1

### Mathematics

#### The children will:

- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts, pictograms and tables.
- Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects

#### Basic skills

#### The children will:

- Recall multiplication facts and related division facts for 3, 4, 8 times tables
- Recognise the place value of each digit in a three-digit number
- Multiply any three-digit number by 10 and any two-digit number by 100
- Use knowledge of inverse to derive associated multiplication and division facts
- Read clock times for our school day.

### Shape Poems

- Read and make comparisons between poems.
- Compose calligrams using word processors and explore the effects created.
- Explain what they like about a poem by referring to particular words and phrases and the subject of the poem.
- Identify and display the features of shape poems and calligrams.
- Identify examples where language is used to create a specific effect in a poem.
- Discuss the choice of words and their impact.
- Compose shape poems using language effects and making decisions about form.
- Write a calligram, choosing appropriate presentational features and using ICT to create effects, and can explain why these effects have been chosen.
- Work collaboratively to edit and re-draft poetry.
- Write a poem (collaboratively or individually) that uses language to create an effect

#### Myth Stories

- Compare a range of myths.
- Analyse a myth, identifying the text structure and language features.
- Identify the main text features of a myth, including the introduction of the characters, the problem to be overcome, the journey undertaken and the resolution of the problem.
- Identify and display the features of a myth story.
- Create an interactive story map to support planning a myth
- Question others to find out further detail about a narrative.
- Tell a story orally, based on their reading, organised in a clear sequence.
- Plan, draft, edit and review.
- Produce a myth, applying all the learning from this block.

### Grammar and Punctuation

The children will learn how to:

- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, it, because, although
- Use the present forms 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 and punctuate direct speech

#### Spelling

- Adding suffixes beginning vowel letters to words of more than one syllable
- The /ɪ/ sound spelt y elsewhere than at the end of words
- The /ʌ/ sound spelt ou
- The suffix -ation

### Come and See

#### **PENTECOST – SERVING: ENERGY**

Know and understand:

- The energy of fire and wind – Explore
- The wonder and power of the Holy Spirit – Reveal

Acquire the skills of assimilation, celebration and application of the above – Respond

#### **RECONCILIATION – INTER-RELATING**

Know and understand:

- Choices have consequences – Explore
- The importance of conscience in making choices – Reveal

Acquire the skills of assimilation celebration and application of the above – Respond

[Dates and Months](#)

### Music

#### **The children will:**

- To play and perform in solo and ensemble contexts, using their voices .
- Technical vocabulary such as tone and pitch.

[Counting, timings](#)

### Art & Design

-Make a clay pot

Use different modelling/ sculpting techniques to create their own art work.

[Shape and measurements](#)

### P.E.

#### **Outdoor Activities**

The children will be doing different outdoor activities such as: cricket, rounders, football etc.

#### **Games**

Children will be taught a few games and shown different equipment. This will eventually lead them to create their own games.

[Timings, positions.](#)

### Computing

#### **Programming – Logo**

- Experiment with variables to control models.
- Can use 90 degree and 45 degree turns.
- Can give an on-screen robot directional instructions.
- Can draw a square, rectangle and other regular shapes on screen, using commands.
- Can write more complex programs.

[Movement and position](#)

### Science - ANIMALS (including Humans)

Nutrition, linked to what we eat

- Looking at different food groups.
- What each food group does?

Skeletons and muscles

- How our muscles work?
- What our bones do?
- How we move?

[Fractions, percentages and shapes.](#)

### History Ancient Greece

How did Ancient Greece develop?

- Organising key events over time.
- Beliefs of the time and stories.
- Look at the development of the culture, beliefs and lifestyles.
- Organise key events into chronological.

### Spanish

#### **Children will be taught :**

- [Numbers 1-30.](#)
- To say, read and write colours
- Classroom Instructions.
- Body and face parts
- Say how they are feeling.