

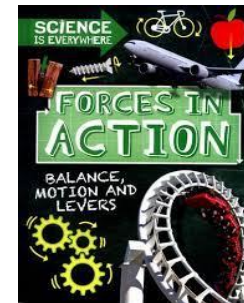
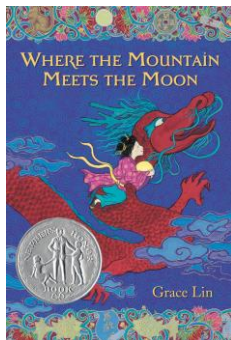


## YEAR 3 / SUMMER 2

### Why are rivers important?

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 whole school and class.</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> </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>✓ To write a narrative description using the text The Rhythm of the Rain.</li> <li>✓ Use a and an appropriately</li> <li>✓ Express time and place using adverbs/prepositions</li> <li>✓ Use singular possessive apostrophes</li> <li>✓ Use paragraphs to organise ideas/use subheadings appropriately</li> <li>✓ To write using the structure and features of an information leaflet</li> </ul>		<p><b>Angles</b></p> <ul style="list-style-type: none"> <li>✓ Comparing Angles</li> <li>✓ Making turns</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>✓ Ou sound</li> <li>✓ homophones</li> </ul>		<p>✓ <b>Lines and Shapes</b></p> <ul style="list-style-type: none"> <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>SPOKEN LANGUAGE</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <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>		<p><b>Perimeter of Figures</b></p> <ul style="list-style-type: none"> <li>✓ Measuring and calculating perimeters</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>✓ Count and show amounts of money</li> <li>✓ Add and subtract amounts of money</li> <li>✓ Calculate change</li> <li>✓ Solve money word problems</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>Forces:</b>                  Compare how things move on different surfaces                  How does the material on the ramp affect the distance the car cr travels?</p> <p><b>Magnets</b>                  Notice that some forces need contact between 2 objects but magnetic forces can act at a distance.                  Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.                  Observe how magnets attract or repel each other and not others.                  Describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>Biodiversity</b>                  What is Biodiversity and how can we increase it?</p> <p><b>Working scientifically :</b>                  Identifying differences, similarities or changes related to simple scientific ideas and processes                  Us straightforward scientific evidence to answer questions or support their findings                  Setting up simple practical enquiries comparative and fair tests.                  Using results to draw simple conclusions ,make predictions for new values, suggest improvements and raise further questions.                  Gathering ,recording, and classifying and presenting data in a variety of ways to help answer questions.                  Report on findings from enquiries , including oral and written explanations , displays Or presentations of results and conclusions.</p>
<b>HISTORY</b>	<p>Geography focus</p>

<b>COMPUTING</b>	<p><b>We will continue to work on;</b></p> <p><b>PowerPoint:</b>                  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><b>Micro:bit</b>                  To understand what a micro:bit is and how it works                  To make code that the micro:bit can understand and then transfer it to the micro:bit                  To code a micro:bit to show animations on the LED screen                  To recognise the key inputs and outputs                  To create code that generates sound outputs based on different movement gestures</p>
<b>GEOGRAPHY</b>	<p>We will:                  Continue to look at 'What's in the news?'</p> <p>RIVERS</p> <ul style="list-style-type: none"> <li>✓ Use basic geographical vocabulary</li> <li>✓ Describe and understand key aspects of physical geography including rivers and the water cycle.</li> <li>✓ <b>Geographical skills and Fieldwork</b></li> <li>✓ •River study of the river Bollin, mapping the river and its features</li> <li>✓ •Use atlases to locate the longest rivers in the world</li> </ul>



<b>MFL</b>	<p><b>The focus of this half term is 'La chenille qui fait des trous' and ordering from a café</b></p> <p>To re-tell part of a well-known story in French, with accurate pronunciation                  To ask and answer questions, from memory                  To understand the link between two forms of the verb 'vouloir' and apply previous knowledge to form the negative</p>
<b>DESIGN TECHNOLOGY</b>	<p>AIR POWER</p> <ul style="list-style-type: none"> <li>• Include include simple movement in models using pneumatics</li> <li>• To know and use terms wheel, axel, washer</li> <li>• To give a simple explanation of how the movement is created using air</li> </ul>
<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>Importance of rules for safety                  First aid                  No Outsiders 5.</p>

<b>PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>• To introduce the grip, swing and release techniques of the throwing of a quoit/discus</li> <li>• To introduce the correct over-arm throwing action of a foam javelin from a standing position</li> <li>• To introduce jumping for height over an obstacle using a short approach run using different leading legs</li> <li>• To introduce the baton changeover technique while stationary, with a partner, developing into a team of four in various forms of relays</li> <li>• Practise reaction sprints and sprint distances up to 60m combining starting, finishing and acceleration techniques</li> <li>• To take part and develop new and existing skills in a variety of physical activities during Sports week, including Sports Day</li> </ul>
<b>ART AND DESIGN</b>	<p>DT focus</p>
<b>RELIGIOUS EDUCATION</b>	<p><b>Is there a right way to welcome a baby?</b></p> <ul style="list-style-type: none"> <li>• Explore the ideas of infant and believers baptism</li> <li>• Understand the many different ways religious/ non religious people welcome babies</li> <li>• Consider: Is there a right way to do so?</li> </ul>
<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                  Bales Race at School                  Field work walk to the River Bollin                  Orienteering</p>