

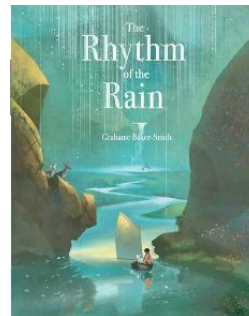
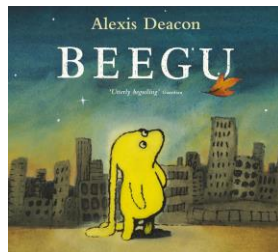


YEAR 3 SUMMER 2

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





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	<p>We will:</p> <ul style="list-style-type: none"> ✓ Read a range of fiction and non-fiction. ✓ 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. 	MATHS	<p>We will:</p> <ul style="list-style-type: none"> ✓ Recall multiplication and division facts for the 3,4 and 8 times tables.
	WRITING	<p>We will:</p> <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 ✓ Expressing time, place and cause using conjunctions, adverbs or prepositions. ✓ Use a and an appropriately ✓ Use singular possessive apostrophes ✓ Use paragraphs as a way to group related material and headings and sub-headings to aid presentation. ✓ Use of the present perfect form of verbs. ✓ Use inverted commas to punctuate direct speech ✓ To write a Setting Narrative based on- <i>The Rhythm of the Rain</i>. ✓ To write using the structure and features of an Information Leaflet. 		<p>Pictograms and bar graphs</p> <ul style="list-style-type: none"> ✓ Drawing Pictograms ✓ Drawing Bar Graphs ✓ Reading Bar Graphs <p>Angles</p> <ul style="list-style-type: none"> ✓ Find right angles. ✓ Find angles in shapes. ✓ Compare Angles. ✓ Make turns.
	SPELLING / PHONICS	<p>We will:</p> <ul style="list-style-type: none"> ✓ Develop strategies for learning words. ✓ Revise words from statutory and personal spelling lists. ✓ Learn to spell words ending in '-sion'. ✓ Recognise and spell homophones. ✓ Learn to spell words where sc makes s sound. ✓ Learn to spell words ending in -gue or -que. 		<p>Lines and Shapes</p> <ul style="list-style-type: none"> ✓ Identify 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.
	SPOKEN LANGUAGE	<p>We will:</p> <ul style="list-style-type: none"> ✓ Participate actively in conversations. ✓ Consider & evaluate different viewpoints. ✓ Engage in discussions. ✓ Use questions to develop knowledge. 		<p>Perimeter of Figures</p> <ul style="list-style-type: none"> ✓ Measure and calculate perimeters. ✓ Find the total length around a shape. <p>✓ Continue to review key maths skills of addition, subtraction, multiplication and division through Maths Word problems.</p>



SCIENCE	<p>Forces:</p> <ul style="list-style-type: none"> ✓ Compare how things move on different surfaces. ✓ How does the material on the ramp affect the distance the car travels? <p>Magnets</p> <ul style="list-style-type: none"> ✓ 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>Biodiversity</p> <ul style="list-style-type: none"> ✓ What is Biodiversity and how can we increase it? <p>Working scientifically:</p> <ul style="list-style-type: none"> ✓ Identifying differences, similarities or changes related to simple scientific ideas and processes. ✓ Use scientific evidence to answer questions or support their findings. ✓ Set up simple practical enquiries comparative and fair tests. ✓ Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. ✓ Gather, record and classify and present 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.
HISTORY	<p>Links to the Nile and it's importance over the years – Geog link.</p>

COMPUTING	<p>Micro:bit:</p> <p>We will:</p> <ul style="list-style-type: none"> ✓ Understand what a micro:bit is and how it works. ✓ Make a code that the micro:bit can understand and then transfer it to the micro:bit. ✓ Code a micro:bit to show animations on the LED screen. ✓ Recognise the key inputs and outputs ✓ Create code that generates sound outputs based on different movement gestures
GEOGRAPHY	<p>RIVERS:</p> <p>We will:</p> <ul style="list-style-type: none"> ✓ Use basic geographical vocabulary. ✓ Describe and understand key aspects of physical geography including what is a river and the water cycle. ✓ Know how rivers are used around the world. ✓ The journey of the river from the source to the mouth. ✓ Explain and recognise how human activity affects rivers. ✓ Recognise and explain how flooding affects communities. ✓ Note the characteristics of the Worlds longest rivers. <p>Geographical skills and Fieldwork</p> <ul style="list-style-type: none"> ✓ River study of the River Bollin, mapping the river and its features. ✓ Use an atlas to locate the longest rivers in the world.



MFL	<p>The focus of this half term is 'La chenille qui fait des trous' and ordering from a café</p> <ul style="list-style-type: none"> ✓ 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.
DESIGN & TECH.	<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>We will Continue:</p> <ul style="list-style-type: none"> ✓ 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.
PSHE	<p>We will Continue:</p> <p>Growing and Changing:</p> <ul style="list-style-type: none"> ✓ To consider the difference between boys and girls. ✓ To begin to challenge gender stereotyping. <p>First Aid:</p> <ul style="list-style-type: none"> ✓ To know how to make a clear and efficient call to the emergency services. ✓ To understand how to deal with common injuries - bites, stings and head bumps. <p>No Outsiders 5.</p>

PHYSICAL EDUCATION	<p>Striking and Fielding:</p> <ul style="list-style-type: none"> ✓ To learn how to score in a striking and fielding game. ✓ To develop batting to score points. ✓ To develop fielding skills to limit the batter's score. ✓ To develop the role of the bowler. ✓ To develop my understanding of tactics and begin to use them. ✓ To apply skills and knowledge to play games using cricket rules. <p>Outdoor Adventurous Activities:</p> <ul style="list-style-type: none"> ✓ To develop problem solving skills through a range of challenges. ✓ To work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. ✓ To learn what makes a good team and explore key skills such as inclusion and trust.
ART AND DESIGN	DT FOCUS
RELIGIOUS EDUCATION	<p>How and why do people try to make the world a better place?</p> <ul style="list-style-type: none"> ✓ Find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. ✓ Consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. ✓ Consider why the world is not always good and make simple links to religious and non-religious worldviews.
ENRICHMENT	<p>We will:</p> <ul style="list-style-type: none"> ✓ Use books and artefacts from the Education Library Service. ✓ Take part in the Bales Race at School. ✓ To take part and develop new and existing skills in a variety of physical activities during Sports week, including Sports Day. ✓ Field work walk to the River Bollin. ✓ Orienteering.