

English

- Persuasive Letters
- Poetry
- Texts to be used: Egyptian Diary: The Journal of Nakht (A Young Scribe) by Richard Platt, Ma'at's Feather by Juliet Desailly
- Digital Literacy— The Prince of Egypt
- Please see Year 3 Term 3 National Curriculum objectives page.

Music

- To sing in a tune.
- To sing with expression.
- To sing memory.

Physical Education

- To explore running at different speeds
- To work as a team in a running situation.
- To understand the value of a running-based circuit and the impact it can have on health.
- To improve fitness by raising the heart rate.

Geography

- Observe, describe and explain in basic terms the pattern of climate in the UK.
- Identify, describe and begin to offer reasons for the distribution of different types of climate around the world.
- Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world.
- Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements.
- Understand how climate affects both the landscape of different biomes and the plants and animals that can live there.
- Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have to much convectional rainfall
- Describe the natural environment of the Atacama Desert and explain why the city of Arica is the forest inhabited place in world.

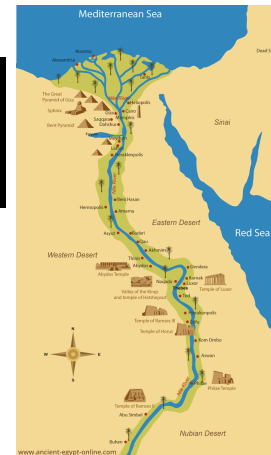
Computing

- To develop a basic understanding of how email works.
- To gain skills in using email.
- To be aware of broader issues surrounding email, including 'netiquette' and online safety.
- To work collaboratively with a remote partner.
- To experience video conferencing.



Year 3
Summer Term
1st Half

Ancient Egyptians: The Great Escape



Maths

Fractions

- To recognise and show, using diagrams, equivalent fractions with small denominators.
- To compare and order unit fractions, and fractions with the same denominators.
- To add and subtract fractions with the same denominator within one whole.
- To solve problems that involve all of the above.

Measurement: Time

- To tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.
- To estimate and read time with increasing accuracy to the nearest minutes.
- To record and compare time in terms of seconds, minutes and hours.
- To use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- To know the number of seconds in a minute and the number of days in each month, year and leap year.
- To compare durations of events.

Art

- Recognise primary colours and secondary colours.
- Blend appropriate colours.
- Create silhouette using outlines and shapes.
- Create and use stencils.

Science

- To describe the reflections when light is reflected from surfaces.
- To record observations and make sense of them.

Objectives for Year 3 Term 3

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion Evaluate the effectiveness of others' presentations Discuss a wider range of feelings and emotions</p> <p>Drama Devise and act in plays showing character through voice and movement</p>	<p>Word Reading Read words with unfamiliar spelling patterns Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p>Being a Reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Retell fairy stories or folk tales focusing on the theme Use dictionaries to check word meanings</p> <p>Reading Comprehension Check that they understand the text they are reading and explain the meaning of words in context Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described Answer questions by referring back to the text Predict what may happen and explain using detail from the text Identify the key points in a text Use textual details to draw conclusions about characters, settings and events Explain the purpose of structural features Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc. Develop understanding by linking reading to other books or similar contexts</p> <p>Being a Researcher Use library classification to find reference materials Take notes by summarising, deleting and substituting Retrieve, record and present information</p>	<p>Planning, Composing and Evaluating Generate ideas for their writing Use the structures, grammar and vocabulary of written texts to plan and write their own Use their imagination to write engaging texts Plan and organise texts logically Create a coherent plot in a story Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Use paragraphs to group related material Use language to create an effect e.g. creating a mood Use expression, intonation and tone when reading aloud their writing Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 3)</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Create new nouns using prefixes Identify prepositions Use prepositions to express time, cause and place e.g. before, after, during, in, because of Use prepositional phrases to add detail to sentences Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form' Understand what a main clause is Identify simple and compound sentences</p>	<p>Spelling Use a dictionary to check words Investigate spelling patterns and conventions Spell words with the prefix inter- Spell words with the prefix super- Spell words with the prefix anti- Spell words with the prefix auto- Spell words with the suffix -ation Spell words with the prefix non- Spell words with the prefix co- Spell the words centre, century, certain, consider, enough, famous, forward(s), grammar, length, notice, strange, strength, though, although, thought, through Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Write with joined handwriting in pen consistently Develop fluency in typing</p>