

English

- Persuasive Letters
- Diamante Poetry
- Texts to be used: Egyptian Cinderella
- Digital Literacy— The Prince of Egypt
- Please see Year 3 Term 3 National Curriculum objectives page.

Computing

Simulations

- To find out what a simulation is and understand the purpose of simulations
- To explore a simulation, making choices and discussing their effects.
- To work through and evaluate a more complex simulations

Music

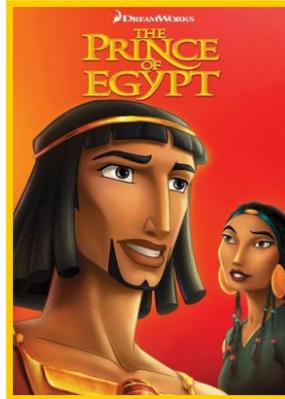
- To sing in a tune.
- To sing with expression.
- To sing memory.

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.

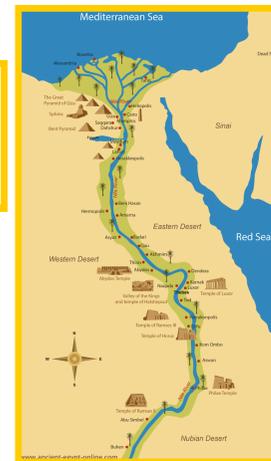
Geography

- Observe, describe and explain in basic terms the pattern of climate in the United Kingdom;
- Identify, describe and begin to offer reasons for the diversity scale 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 so much convectional rainfall;
- Describe the natural environment of the Atacama Desert and explain why the city of Africa is the driest inhabited place in the world;
- Identify, locate; describe and explain how plants and animals are adapted to the climate of either the coniferous forest or savanna biome.



Year 3 Summer Term

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
- Draw 2d representations of spheres, cubes and cuboids, creating cast shadows opposite the light source and creating a 3d shape effect using blend shading.
- create silhouettes using outlines and shapes

Science

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

DT

- Create a healthy and nutritious recipe using seasonal ingredients, considering the taste, texture, smell and appearance of the dish
 - Know how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination
 - Follow the instructions within a recipe
 - Establish and use design criteria to help test and review dishes
 - Describe the benefits of seasonal fruits and vegetables and the impact on the environment
 - Suggest points for improvement
- Begin to understand seasonality and know where an ingredient is grown.
- Learn that climate affects food growth
 - Work with cooking equipment safely and hygienically
 - Learn that imported foods travel from far away and this can negatively impact the environment
 - Learn that vegetables and fruit grow in certain seasons
 - Learn that each fruit and vegetable give us nutritional benefits
 - Learn to use, store and clean a knife safely

Maths

Geometry—Properties of Shape

- To recognise angles as a property of a shape or a description of a turn.
- To identify right angles, recognise that two right angles make a half-turn, three make a three quarter turn and four a complete turn.
- To identify whether angles are greater or less than a right angle.
- To identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- To draw 2-D shapes and make 3-D shapes using modelling materials.
- To recognise 3-D shapes in different orientations and describe them.

Measurement—Mass and Capacity

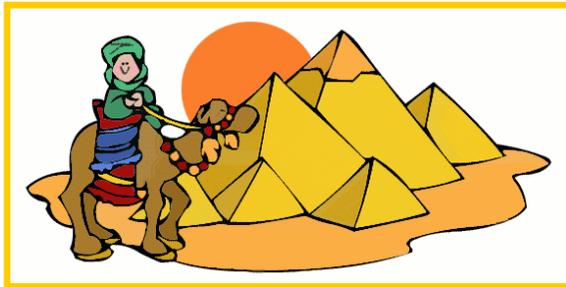
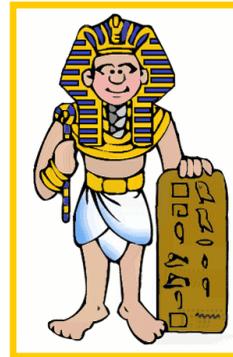
- To measure and compare lengths, mass and volume/capacity.
- To add and subtract lengths, mass and volume/capacity.

Computing

Graphing

- To enter data into a graph and answer questions
- To solve an investigation and present the results in graphic form

Year 3 Summer Term



Ancient Egypt: I want my Mummy!

History

- Describe the discovery made by the archaeologist Howard Carter in Egypt in 1922 and explain its historical importance.
- Explain who the pharaoh Tutankhamun's tomb and make judgements and justify their opinion as to their purpose and what they indicate about life in Ancient Egypt.
- Make judgement as to which the artefacts might be considered of most significance in terms of understanding the life and times of Tutankhamun and justify their views;
- Consider evidence of how ancient Egyptians portrayed the stages of entry into the afterlife and make a reasoned and justified judgement.
- Understand through explanation and reasoning why the cause of the death of Tutankhamun is contentious issue through critiquing the available evidence and evaluating conflicting arguments;
- Present a hypothesis as to what may have happened to cause the death of Tutankhamun in the form of a piece of historical fiction which demonstrates the conventions of that era of writing.

Science

- To identify and describe the functions of the different parts of the flowering plants.
- To investigate how water is transported within plants.
- To set up simple practical enquiries.

Physical Education

- To run in different directions and at different speeds, using a good technique.
- To improve throwing technique.
- To reinforce jumping techniques.
- To understand the relay and passing the baton.
- To choose and understand appropriate running techniques.
- To complete in a mini-competition, recording scores.

Music

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

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>