

Year group: 3

Term: Summer 2



Topic: Europe

Literacy

Book talk

Book: The train to impossible places

Author: P.G. Bell

- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.
- Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Understand what he/she reads independently by predicting what might happen from details stated.
- Retrieve and record information from non-fiction.

Writing

Writing Genre: Fantasy narrative

Immerse

- To select vocabulary to describe a setting.

Analysis

- To identify language and layout features of an information text.

Skills

- To use dialogue to show a character's attitude.
- To write in the past progressive tense.
- To use prepositions to express time and place.
- To spell words using prefixes dis- and mis-.

Plan

- To plan and draft an information text around a theme.

Write

- To write a fantasy narrative using prepositions to express time and place.
- To write a fantasy narrative in the past progressive tense.
- To write a fantasy narrative using dialogue to show a character's attitude.

	• To write a fantasy narrative using prefixes dis- and mis-. <u>Edit and Review</u> • To assess the effectiveness of our own and others' writing and suggest improvements. Writing Genre: Persuasive text- Brochure <u>Immerse</u> • To generate vocabulary that describes and specifies. • To group related information together. <u>Analysis</u> • To identify layout and language features of a brochure. <u>Skills</u> • To use use expanded noun phrases • To use subordinating conjunctions to express time and cause. • To use fronted adverbials to describe frequency and place. • To spelling words using the suffix –est. <u>Plan</u> • To plan and draft a newspaper around a theme. <u>Write</u> • To write a brochure featuring expanded non phrases. • To write a brochure featuring subordinating conjunctions to express time and cause. • To write a brochure featuring fronted adverbials to describe frequency and place. • To write a brochure featuring words using the suffix –est. <u>Edit and Review</u> • To assess the effectiveness of our own and others' writing and suggest improvements. Assessed writing opportunity: fantasy narrative Creative writing opportunities: adventure narrative, letter to the new class teacher, non-chronological report
Maths	<u>Applying multiplicative thinking:</u> Children will learn: • To interpret a word problem using a bar model.

- To represent and solve multiplication and division problems.
- To represent and solve problems from all four operations.
- To represent and solve two-step word problems.

Children will know and understand:

- Bar models
- Multiplication and division problems
- Mixed word problems
- Two-step problems

Exploring calculation strategies and place value:

Children will learn:

- To apply a range of strategies to add mentally
- To apply a range of strategies to subtract mentally
- To apply addition and subtraction strategies within context
- To use commutativity, associativity and known facts to multiply efficiently
- To use halving or doubling to calculate efficiently
- To identify the value of each digit in a 4-digit number
- To compare and order 4 digit numbers
- To add and subtract 1000
- To round 4-digit numbers to the nearest multiple of 1000

Children will know and understand:

- To review addition strategies
- To review subtraction strategies
- To apply addition and subtraction strategies
- To embed commutativity and associativity
- To use halving and doubling strategies to calculate mentally
- To use 4 digit numbers
- To compare and order
- To add and subtract 1000
- To round

Times tables focus: Revision of 3,4 and 8 times table

Arithmetic focus: efficient strategies to add and subtract mentally.

Forces and magnets**Pupils will know and understand:**

- When a force is applied to an object, it will cause the object to change its speed, direction, or shape.
- Some forces are pushes, pulls, and twists.
- A pushing force can be used to move an object away from you.
- A pulling force can be used to move an object towards you.
- A twisting force can cause an object to rotate.
- Friction is a force that slows down moving objects.
- Gravity is a force that pulls objects down to Earth.
- Different surfaces create different amounts of friction.
- All magnets have two poles: a north pole and a south pole.
- The poles of a magnet are where the magnetic forces are the strongest.
- Opposite poles of magnets are attracted to each other. Like poles of magnets repel each other.
- Magnets do not need to touch; their forces can act at a distance.
- Magnets produce a force which attracts magnetic materials.
- Only magnetic materials, or other magnets, are attracted to a magnet.
- Magnetic materials are usually metals.
- Only some metals are magnetic.
- Iron, nickel, and cobalt are the only naturally occurring magnetic metals.
- Steel is a manufactured metal and is a magnetic material.
- A magnetic field is the area around a magnet where a magnetic material experiences a force.
- Magnets come in different shapes and sizes.
- All magnets attract the same materials even if they look different to each other.
- You can investigate the strength of different magnets using magnetic materials.
- We use magnets in the real world for many different reasons.
- The magnet inside a compass helps people to know the direction in which they are travelling.
- The magnet inside a fridge keeps the door closed

Working scientifically:

- Use a range of equipment.
- Make careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.
- Use results to draw simple conclusions and make predictions.
- Use models to represent a scientific concept or process.

	Pupils will learn: • What forces are • How objects move on different surfaces • What a magnet is and how they behave • Which materials are magnetic • If some magnets are stronger than others • How magnets are used in real-life situations
History	
Geography	<u>Europe</u> Pupils will know and understand: • A continent is a large section of land that includes more than one country. • Europe is in the Northern hemisphere. • There are over 40 different countries in Europe. • Geography can be separated into human and physical. • There are many physical (natural) features found across Europe, including mountains, rivers, lakes, forests, and coastlines. • There are many human features found across Europe, including landmarks such as buildings, monuments, bridges, and castles. • Each country in Northern and Eastern Europe has a capital city. • Grid references can be used to find places on a map. • Sweden is one of the countries in Northern Europe. • Poland is one of the countries in Eastern Europe • Each country in Western and Southern Europe has a capital city. • Grid references can be used to find places on a map. • Belgium is one of the countries in Western Europe. • Spain is one of the countries in Southern Europe. • Italy is a Mediterranean country in Southern Europe. • Italy is located on a peninsula. • Italy is bordered by four other countries and by the Mediterranean Sea. • The weather and climate of Italy is different in the North compared to the South. • Rome is the capital city of Italy. • The city was founded over 2000 years ago. • Rome has a Mediterranean climate. • The Vatican City is inside Rome. • There are many interesting landmarks across Rome, including the Colosseum and St Peter's Square Pupils will learn: • Which countries are in Europe

	• What some of the key physical and human features of Europe are • What life is like in the countries of Northern and Eastern Europe? • What life is like in the countries of Western and southern Europe • Where Italy is, and what its physical features are • What it is like to live in Rome
Art	
Design Technology	<u>Mechanical Pneumatic Toy:</u> <u>Children will know and understand:</u> Design: • Design a toy which uses a pneumatic system. Develop design criteria from a design brief. Generate ideas using thumbnail sketches and exploded diagrams. • Learn that different types of drawings are used in design to explain ideas clearly. Make: • Create a pneumatic system to create a desired motion. • Build secure housing for a pneumatic system. • Use syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy. • Select materials due to their functional and aesthetic characteristics. • Manipulate materials to create different effects by cutting, creasing, folding and weaving. Evaluate: • Evaluate an end product and thinking of other ways in which to create similar items. Knowledge: • To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces. • To know that when two edges of fabric have been joined together it is called a seam. • To know that it is important to leave space on the fabric for the seam. • To understand that some products are turned inside out after sewing so the stitching is hidden. <u>Children will learn:</u> • To explore how pneumatic systems, create movement within mechanisms. • To use different types of diagrams to summarise information. • To design a toy that uses a pneumatic system.

	• To create a pneumatic system for a moving toy. • To test and finalise ideas against design criteria.
Computing	
PE	<u>Athletics</u> Pupils will know and understand: • To develop jumping for distance • To identify when they were successful • To take part in relay activity, remembering when to run and what to do • To throw a variety of objects, changing action for accuracy and distance • To use different, take off and landings when jumping • To use key points to help improve sprinting techniques • To work with a partner and in small groups, sharing ideas • To show determination to achieve personal bests. Pupils will learn: • To develop the sprinting technique and improve on your personal best. • To develop changeover technique in relay events. • To develop jumping technique in a range of approaches and take off positions. • To develop throwing for distance and accuracy. • To develop throwing for distance in a pull throw. • To develop officiating and performing skills.
French	<u>French Transport:</u> Pupils will know and understand: Language comprehension • Recognising some familiar French words in written form. • Beginning to understand and notice cognates and near cognates. • Becoming familiar with format, layout and simple use of a bilingual dictionary. Language production

- Asking and/or answering simple questions.
- Using short phrases to give information.
- Listening and repeating key phonemes with care.
- Recognising that sounds and spelling patterns can be different from English.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Building confidence by repeating short phrases with increasing accuracy.

Phonics

- To become familiar with key phonemes represented by the following letters: **a, c, e, g, i, j, q, s, t, u** (which differ from their pronunciation in English).
- To identify sounds created by linking some of the key phonemes: **ou, on, an, oi, in, ge, eu, oi, ui, eau.**
- To recognise that some letters carry accents and that these change the sound of those letters: **ç, è, ù, é, à.**

Grammar

- To understand that every French noun is either masculine or feminine.
- To know that the gender affects the form of the indefinite article **un** or **une**.
- To know that feminine nouns often (but not always) end in 'e'.
- To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: **des ciseaux.**
- To know that placing **ne...pas** around the verb makes it negative: **ne + verb + pas.**
- To know that some words are cognates: they have the same spelling and meaning in French and English: **le train, le taxi.**
- To know that accents in French can change the sound of a letter.

Children will learn:

- To research a new noun in French and determine its gender.
- To build sentences to describe where something lives or does not live.
- To use knowledge about language to solve a science-based puzzle.
- To describe a food chain in French.
- To write a range of sentences in French to describe a food chain.

Music

RSE

Religious understanding:

	Children will learn: • A community of love • What is the church • God is Love as shown by the Trinity – a ... other in their self-giving relationship’; • The human family is to reflect the Holy Trinity in mutual charity and generosity. • That the human family is to reflect the Holy Trinity in mutual charity and generosity; • The Church family comprises of home, school and parish (which is part of the diocese). Children will know and understand: • To apply a story to their developing understanding of the community aspect of the Holy Trinity and be encouraged to think about what the Holy Trinity means for them and their communities. • To learn about the wider Church and its mission to reflect the Holy Trinity through love for others. <u>Living in the wider world:</u> Children will learn: • How to love others • To know that God wants His Church to love and care for others. • To devise practical ways of loving and caring for others. Children will know and understand: • To explore how we can put love into action in the communities we live in. • To look at how the Church has grown out of God’s love for us and how it can be an example and a means of loving and caring for others.
Immesive Events/Visits/Vistors etc	• Author events • Sports Day • Doncaster Reading event at the Cater Theatre • Holy Family’s got talent