

### Science Light

Children will recognise that they need light in order to see things and that dark is the absence of light.

They will notice that light is reflected from surfaces.

Children will recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

Children will recognise that shadows are formed when the light from a light source is blocked by a solid object.

They will find patterns in the way that the size of shadows change.

#### **Working scientifically**

Children will ask relevant questions and use different types of scientific enquiries to answer them.

Children will gather, record, classify and present data in a variety of ways to help in answering questions.

Children will use straightforward scientific evidence to answer questions or to support their findings.

## SUMMER 1 - 2017 Year 3



### English

#### **Haiku**

Children will explore different features of Haiku's focussing on syllables. They will then write their own Haiku linked to their Science learning.

#### **Adventure Stories**

This is a two part unit whereby children will explore the different features of an adventure story. They will learn text maps, learn how to use speech correctly and explore how to create suspense. The children will then write their own paragraphs to progress to writing a whole story in the second part of the unit.

#### **Persuasive Letter Writing**

Children will learn about the different features of letter writing and how to ensure that it is persuasive. They will then have a go at writing their own.

### Art Roman mosaics

Children will use sketch books to record observations and use them to review and revisit ideas.

They will improve their mastery of art techniques, including drawing and painting with a range of materials including printing techniques.

### Religious Education Christianity and Islam

Children will learn about religious codes of conduct and rules of living, considering the effect of these on daily life.

Children will explore examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.

### PSHE & Citizenship Healthy Lifestyle

Children will be able to describe what, when, where and why they eat.

Children will understand what is involved in healthy eating, basics of nutritional content, balanced diet, food hygiene.

Children will be able to record information about current interests and choices they will have to make in the future.

Children will explore the range of exercises available to them, and understand some of its effects on the body.

Children will be aware of opportunities for choice within their leisure time.

They will begin to consider the effects of media and peer influence on their lifestyle choices

### Music

Children will begin to sing in harmony parts. Children will learn about and participate in a particular musical genre.

Children will use known rhythms to improvise a percussion break.

Children will develop listening skills in melodic dictation.

Children will participate in games to learn the alphabet names of the notes in the C pentatonic scale (first octave).

### Computing Information Technology and Digital Literacy

Children will understand the opportunities [networks] offer for communication and collaboration.

They will be discerning in evaluating digital content.

Children will use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; They will identify a range of ways to report concerns about content and contact.

### Physical Education

Children will be visiting the local Swimming Baths and learning to swim at least 25 metres.

### Maths Securing numerical fluency and understanding geometry

Children will solve number problems and practical problems.

Children will add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.

Children will solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Children will identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Children will recognise, describe properties and classify shapes.

Children will draw and make shapes and relate 2D to 3D shapes.

### History Romans

Children will understand and recognise the Roman Empire and its impact on Britain.

Children will develop a chronologically secure knowledge and understanding of British History. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Children will understand change, cause, similarity, difference and significance of historical events by answering and asking questions.

Children will understand how knowledge of the past is interpreted from a range of sources.

### Bringing Learning to Life

#### **RE**

We will be visiting a local church and mosque to help to put our RE learning into context. The children will have the opportunity to ask questions and look at different features of the two buildings.

### French Le Petit Chaperon rouge

Children will understand and pronounce items of clothing and colours correctly.

They will respond to a wider range of questions.

Children will be aware of the spelling of familiar words.

Children will recognise how sounds are represented in written form.

They will contribute to group or pair work and begin to contribute individually.

Children will write simple words or phrases.