



Respect	Resilience	Pride	Kind and Caring	Optimism	Independence
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Tides of Change

Year Group: Year 3	Teacher: Mrs Mistry	Summer Term 1
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English	Maths
<p>Writing diary entries</p> <p>Writing explanation reports</p> <p>Writing instructional texts</p> <p>Prepositional and time phrases</p> <p>Learning how to skim and scan a text</p> <p>Learning inference skills</p>	<p>Understanding mixed numbers and improper fractions</p> <p>Add and subtract fractions and mixed numbers</p> <p>Unit and non-unit fractions of amounts</p> <p>Telling the time to the nearest 5/1 minute</p> <p>Using a digital clock</p> <p>Understanding am and pm</p> <p>Using a 24 hour clock</p> <p>Finding durations</p> <p>Converting times from analogue to digital</p>

Topic: History and Geography	Science
<p>British History: How hard was it to invade and settle in Britain?</p> <p>Who were the Anglo-Saxons and the Scots?</p> <p>What did Anglo-Saxon settlements look like?</p> <p>What does Sutton Hoo tell us about Anglo-Saxon life?</p> <p>How did Christianity arrive in Britain?</p> <p>Was King Alfred really 'Great'?</p> <p>How did Anglo-Saxon rule end?</p>	<p>Plants (3)</p> <p>Compare the effect of different factors on plant growth</p> <p>Describe the functions of different parts of a flowering plant and how they are used in photosynthesis</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants</p> <p>Understand the pollination process and the ways in which seeds are dispersed</p> <p>Compare the effect of different factors on plant growth</p>

RE	PSHE
<p>Unit L2.9 How do festivals and worship show what matters to Muslims?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims 	<p>Personal Safety</p> <p>Children will learn:</p> <p>To be able to recognise my own feelings and communicate them to others.</p> <p>To be able to identify when my Early Warning Signs are telling me I don't feel safe.</p> <p>To be able to describe the qualities of trusted adults and trusted friends.</p> <p>To be able to name who is on my Network of Support and know how I can ask them for help.</p> <p>To be able to decide which school and classroom rules are about helping people to feel safe.</p> <p>To be able to identify the sort of physical contact I feel comfortable with.</p>

worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)

Make connections:

- Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims
- Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

- To know what I could do if I experience unwanted or unsafe physical contact.
- To be able to decide if a secret is safe or unsafe.
- To know what I could do if I feel worried about a friendship or family relationship?
- To be able to suggest some ways in which I can keep safe online?
- To understand what I have learned and be able to share it with others.

Relationships and Sex Education

Children will learn

- To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.
- To understand that babies begin when a male seed and female egg join together.
- To investigate perceptions of being physically, emotionally and socially 'grown up'.
- To consider their responsibilities and how these have changed and how they will change in the future.
- To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children.
- To understand what they have learned and be able to share it with others

Expressive Arts	ICT
<p>Drawing: Growing Artists</p> <p>See like an artist Shading Texture pictures Botanical drawing Abstract flowers</p>	<p>Data and information</p> <p>Branching databases</p> <p>To create questions with yes/no answers To identify the attributes needed to collect data about an object To create a branching database To explain why it is helpful for a database to be well structured To plan the structure of a branching database To independently create an identification tool</p>

MFL French	Music
<p>Sports and expressing opinions (I like, I don't like, I love and I hate, plus the conjunctions "and" and "but")</p> <p>Starting to use the pronouns "he" and "she" in French sentences.</p> <p>The alphabet in French</p> <p>The words for different family members in French, being able to say how many brothers and sisters they have and being able to tell people their names. (Grammar points: the difference between ma, mon and mes, all meaning "my", and turning a sentence into a negative. Eg. "I have a brother" and "I don't have a brother")</p>	<p>Unit 5 Music Technology and structure Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. Including discussing structure (unit 5)</p> <p>Use technology to create, change and combine sounds.</p> <p>Recognise and use basic musical structure.</p>
PE	Enrichment Activities
<p>Swimming (6 weeks) (Wednesday PM) Children will learn to: swim competently, confidently and proficiently over a distance of at least 25 metres. use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p> <p>Fitness To move at speed with control To move with control when tired To perform exercises holding your own body weight To perform exercises such as lunges, sit ups and crunches To skip using a skipping rope To perform exercises for sustained periods of time</p>	