



Year 3 Term Summer 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
<u>English</u>  <u>Return Narrative and Letter writing</u>	<p><b>Year 1 /2</b>            -Sentences with different forms: statement, question, exclamation, command -expanded noun phrases to describe and specify -the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<ul style="list-style-type: none"> <li>- <b>Extending</b> the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>- <b>Using</b> the present perfect form of verbs in contrast to the past tense</li> <li>- <b>Choosing</b> nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- <b>Using</b> conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</li> <li>- <b>Using</b> commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>- <b>Using</b> and punctuating direct speech</li> </ul>	<p><b><u>Return Narrative</u></b>  <b><u>Model Text: Jemmy Button</u></b>  <b><u>Week 1/2 – Immerse and Analyse</u></b></p> <ul style="list-style-type: none"> <li>- Children determine purpose, audience and form for writing a return narrative.</li> <li>- Read and respond to model text. Gathering ideas.</li> <li>- Analyse language features and structure associated with the model text.</li> <li>- Collect writer hints and create effects.</li> </ul> <p><b><u>Week 3 / 4 – Plan and Write</u></b></p> <ul style="list-style-type: none"> <li>- Children plan and gather ideas for writing a return narrative</li> <li>- Modelled and Guided writing</li> <li>- Application of writers’ skills and knowledge</li> </ul> <p><b><u>Week 4/5 – Immerse and Analyse</u></b></p>

- Children determine purpose, audience and form for writing a return narrative.
- Read and respond to model text. Gathering ideas.
- Analyse language features and structure associated with the model text.
- Collect writer hints and create effects.

**Week 5 Plan and Write**

- Children plan and gather ideas for writing a return narrative
- Modelled and Guided writing
- Application of writers' skills and knowledge.

**Letter Writing:**

**Week 6 Immerse and Analyse**

- Children determine purpose, audience and form for writing a letter.
- Read and respond to model text. Gathering ideas.
- Analyse language features and structure associated with the model text.
- Collect writer hints and create effects.

**Week 7 - Plan and Write**

- Children plan and gather ideas for writing a letter.
- Modelled and Guided writing
- Application of writers' skills and knowledge.

<p><b>Maths</b></p> <p><u>Fractions Recap</u> <u>Yr 2</u></p> <p><u>Fractions</u></p> <p><u>Money</u></p>	<p><b>EYFS</b></p> <p><b>Number</b></p> <p>-<b>Count</b> reliably with numbers from 1-20</p> <p>-<b>Order</b> and compare numbers from 1-20</p> <p>-<b>Solve</b> problems including doubling, halving and sharing -Add and subtract two single digit numbers</p> <p><b>Yr 1 /2</b></p> <ul style="list-style-type: none"> <li>- <b>Recall and use</b> multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>- <b>Calculate</b> mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>- <b>Show</b> that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot</li> <li>- <b>Solve</b> problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul>	<p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>- <b>Recall and use</b> multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>- <b>Write and calculate</b> mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>- <b>solve problems</b>, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects</li> </ul>	<p><b>Week 1</b> - Recognising and finding half, quarters and thirds.</p> <p><b>Week 2</b>– Recognising unit and non unit fractions, find fractions of amounts, recognising the whole.</p> <p><b>Week 3</b> – Count in tenths, tenths as decimals, Fractions on a number line.</p> <p><b>Week 4</b> – fractions of a set of objects, fractions of amounts, equivalent fractions.</p> <p><b>Week 5</b> Equivalent fractions (cont) add and subtract fractions.</p> <p><b>Week 6</b> – pounds and pence, convert money</p> <p><b>Week 7</b> – add and subtract money</p>
<p><u>Science</u></p> <p><u>Forces and magnets</u></p>	<p><b>EYFS</b></p> <p><b>Identify</b> similarities and differences in relation to places, animals, objects, materials and living things.</p>	<ul style="list-style-type: none"> <li>- <b>compare</b> how things move on different surfaces</li> <li>- <b>notice</b> that some forces need contact between 2 objects, but</li> </ul>	<p><b>Week 1</b> - Prior learning session</p> <p><b>Week 2</b> - Comparing movement of forces – Chn come to understand that forces are pushes and pulls. Chn set up a comparative fair test and record results.</p>

	<p><b>Year 1 / 2</b></p> <ul style="list-style-type: none"> <li>- <b>Asking</b> simple questions and recognising that they can be answered in different ways</li> <li>- <b>Observing</b> closely, using simple equipment</li> <li>- <b>Performing</b> simple tests</li> <li>- <b>Identifying and classifying</b></li> <li>- Using their observations and ideas to suggest answers to questions</li> <li>- <b>Gathering and recording</b> data to help in answering questions</li> </ul>	<p>magnetic forces can act at a distance</p> <ul style="list-style-type: none"> <li>- <b>observe</b> how magnets attract or repel each other and attract some materials and not others</li> <li>- <b>compare</b> and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>- <b>describe</b> magnets as having 2 poles</li> <li>- <b>predict</b> whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<p><b>Week 3</b> - Chn explore forces and discover that gravity and magnetism can act without contact.</p> <p><b>Week 4</b> - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.</p> <p><b>Week 5</b> - Observe how magnets attract or repel each other and attract some materials and not others.</p> <p><b>Week 6</b> - Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>Week 7</b> - post assessment - answer questions and write explanations using knowledge and understanding of magnetism.</p>
<p><u>History</u></p> <p><u>The Tudors</u></p>	<p><b>EYFS</b></p> <p>-<b>Identify</b> similarities and differences between environments.</p> <p>-<b>Talk</b> about the features of their own environment and how environments vary from each other.</p> <p><b>Yr 1 / 2</b></p> <p>-<b>Develop</b> an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>-know where the people and events they study fit</p>	<p>- <b>Explore</b> the achievements of the Tudors and discover what Tudor Britain was like.</p>	<ol style="list-style-type: none"> <li>1. Children will explore the Tudor family tree and learn about key Tudor monarchs.</li> <li>2. Children will explore Tudor fashion and identify key pieces of clothing.</li> <li>3. Children will explore what Tudor people at .</li> <li>4. Children will explore key illnesses and diseases of the time and look at how these were caused and treated.</li> </ol>

	<p><i>within a chronological framework and identify similarities and differences between ways of life in different periods.</i></p> <p><i>-Use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i></p> <p><i>-Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p>		<ol style="list-style-type: none"> <li>5. <i>Children will look at Tudor crime and punishment.</i></li> <li>6. <i>Tudor lifestyles – difference between rich and poor.</i></li> </ol>
<p><u>Art</u></p> <p><u>Investigating pattern</u></p>	<p><b>EYFS</b></p> <p><i>-Use materials in original ways, thinking about uses and purposes.</i></p> <p><i>-Represent their own ideas, thoughts and feelings through design and technology.</i></p> <p><b>Yr 1 / 2</b> <i>-To use a range of materials creatively to design and make products</i></p>	<p><i>-To improve their <b>mastery of art</b> and design techniques, including drawing, painting and sculpture with a range of materials</i></p>	<ol style="list-style-type: none"> <li>1. <i>Children will think about different places they can see patterns at home and in the world around them. They will look at some examples of artwork that include patterns and discuss what they can see.</i></li> <li>2. <i>Children will explain what rotation, reflection and symmetry are and will explore how to use these concepts to create a variety of different patterns.</i></li> <li>3. <i>Children will find out how to create stencils and how to use these stencils to create patterns.</i></li> <li>4. <i>Children will find out how to create a stencil using string and cardboard. They will then consider what kind of stencil they would like to make and how they can use it to create a pattern, considering everything they have learnt so far.</i></li> </ol>

			<p>5. Children are given some design briefs by some familiar characters as the basis for creating some patterns for a particular purpose. Children will generate ideas for patterns based on the design brief before creating a final pattern.</p>
<p><b>RE</b></p> <p><u>Christian Faith through art</u></p>	<p><b>EYFS</b></p> <p>-<b>Listen</b> to and <b>discuss</b> a range of bible stories, drawing comparisons and making links within a real life context.</p>	<p>-<b>Examine</b> Christian faith through art</p> <p>-<b>Express</b> their own beliefs and values through art</p>	<p>1. Prior assessment</p> <p>2. Children will look at a variety of Christian artwork and describe how it relates to Christianity.</p> <p>3. Children reflect on artwork depicting famous bible stories and will analyse and discuss them, including likes and dislikes.</p> <p>4. Children will study a famous Christian artist and think of questions regarding their creativity.</p> <p>5-6. Children will complete their own piece of artwork inspired by Christianity and Christian artists.</p>
<p><u>Computing</u></p>	<p><b>EYFS</b></p> <p>-<b>Recognise</b> that a range of technology is used in a variety of places including at home and in school - Use technology for different purposes</p> <p><b>Yr 1/2</b></p> <p>-To choose and drag objects on the computer screen.</p> <p>-Understand that a computer can represent real or fantasy situations. -To choose and drag objects on the computer screen.</p> <p>-To use a talking book. -To use the brush and fill tools in a paint program to create a picture that represents real-life or fantasy.</p>	<p>-Understand what a simulation is and why they are used. -Can make comparisons/inferences about the real world from simulation games.</p> <p>-Can explore ways to solve a game</p> <p>-Can explore ways to solve a game.</p> <p>-Can predict what might happen from making choices in a simulation game.</p> <p>-Can explore and record the possible outcomes.</p> <p>-Recognise patterns within simulations and make and test predictions.</p> <p>-To explore the effect of changing variables in simulations and use them to make and test predictions</p>	<p><b>Week 1</b> - Understand what a simulation is and why they are used. Can make comparisons/inferences about the real world from simulation games. Can explore ways to solve a game.</p> <p><b>Week 2</b> - Discuss with the children about what they have learnt about simulations so far. Go through a simulation and discuss with the children about what the variables are in it. Discuss the changes that happen when a variable is changed and show how to record what was changed and the results of that change. Can they see any patterns? Can they make any predictions?</p> <p><b>Week 3+4</b> - recap variables, choices, patterns and predictions.</p>

			<b>Week 5+6</b> - Recognise patterns within simulations and make and test predictions. To explore the effect of changing variables in simulations and use them to make and test predictions
<u>PSHE</u> <u>Relationships</u>	- <b>Reflect</b> on personal thoughts and feelings.	<ul style="list-style-type: none"> <li>- <b>Recognise</b> strengths and weaknesses</li> <li>- <b>Set</b> personal goals</li> <li>- <b>Reflect</b> on emotions</li> <li>- <b>Understand</b> why resilience is important and how we can achieve this.</li> </ul>	<ol style="list-style-type: none"> <li>1.Children will learn about different types of relationships and relate this to their own personal relationships.</li> <li>2.Children look at what constitutes a healthy relationship and examine what unhealthy relationships might look like.</li> <li>3. Children look at conflict and how they can deal with this in their own relationships.</li> <li>4. Emotions – how to recognise and cope with their emotions.</li> <li>5-6. Children learn how to manage frustration, recognising that this is a normal emotion when faced with difficult tasks and learn techniques to overcome these.</li> </ol>
<u>P.E</u> <u>Athletics</u>		<ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>-play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>	<ol style="list-style-type: none"> <li>1.The basics – children practice existing running, throwing and catching skills.</li> <li>2. Sprinting - Children will practice sprinting and running. They will sprint to timed laps and in and out of obstacles.</li> <li>3. Hurdling – Children will practice running and jumping effectively over hurdles.</li> <li>4. Jumping - Children will practise jumping over distances.</li> <li>5. Throwing – Children will practice throwing foam javelins, using correct form and technique.</li> <li>6. Pushing and throwing – Children will learn pushing and throwing techniques</li> </ol>

<p><u>Music</u></p> <p><u>Bringing us together</u></p>	<p><b>EYFS</b></p> <p><i>-Represent their own ideas, thoughts and feelings through dance and music.</i></p> <p><i>-Experiment with song and music through singing songs, making music and dancing.</i></p> <p><b>Year 1/2</b></p> <p><b>Listen &amp; Appraise</b> - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p><b>Musical Activities</b></p> <p><b>Games</b> - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</p> <p><b>Singing</b> - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.</p> <p><i>Playing</i> - start to play a classroom instrumenting a group/band/ensemble.</p> <p><b>Improvisation</b> - begin to explore and create your own responses, melodies and rhythms.</p> <p><b>Composition</b> - begin to create your own responses, melodies and rhythms and record them in some way. <i>Perform/Share</i> - begin to work together in a group/band/ensemble and perform to each other and an audience.</p> <p><i>Discuss/respect/improve your work together.</i></p>	<p><b>Singing</b> - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</p> <p><b>Playing</b> - Continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.</p> <p><b>Improvisation</b> - option after Step 3 – continue to explore and create your own responses, melodies and rhythms.</p> <p><b>Composition</b> - continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol.</p> <p><i>Perform/Share</i> - Continue to work together in a group/band/ensemble and perform to each other and an audience.</p> <p><b>Discuss/respect/improve</b> your work together.</p>	<p>1 – Listen and appraise – Children listen to different genres of music, including bringing us together Joanna</p> <p>2 – Discuss dimensions of music – Children discuss what they like and dislike about the music they have heard, identifying common themes and analysing instruments being played.</p> <p>3 – Games - Through musical games, children explore, beat, rhythm and pitch, following a beat accurately.</p> <p>4 – Signing – children perform the song they have been analysing as a group using sign language before beginning to improvise their own version.</p> <p>5 – Playing and improvising - Through improvisation, children compose their own song.</p>
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