

Summer Term Year 3 Themes, subjects with National Curriculum objectives

Theme: Stone Age Adventures

PHASE 1: Inspire and motivate

Walk around Ware - looking at features, types of roads, rivers, fields, high street, schools, church, industrial estates and housing

PHASE 2: Learn Specifics

Adventure and Mystery Stories (English)

- Create characters setting and plot.
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discussing and recording ideas.
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency (Tenses, nouns and pronouns for clarity, conjunctions, adverbs and fronted adverbials, using and punctuating direct speech)
- Proof-read for spelling and punctuation errors
- Listening to and discussing a range of fiction and non-fiction books
- Increasing their familiarity with a wide range of books and retelling some of these orally
- Identifying themes and conventions in a wide range of books
- Discussing words and phrases that capture the reader's interest and imagination
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied

Theme: Lets Party

PHASE 1: Inspire and motivate

Children attend a party in school arranged by the teachers including invitations, party food and old fashioned parcel games e.g. pass the parcel, musical statues and musical chairs

PHASE 2: Learn Specifics

Authors and Letters (English)

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discussing and recording ideas.
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency (Tenses, nouns and pronouns for clarity, conjunctions, adverbs and fronted adverbials, using and punctuating direct speech)
- Proof-read for spelling and punctuation errors
- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Discussing words and phrases that capture the reader's interest and imagination
- Asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

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| <ul style="list-style-type: none"> - Identifying main ideas drawn from more than one paragraph and summarising these - Identifying how language, structure, and presentation contribute to meaning | <ul style="list-style-type: none"> - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say <p>Performance Poetry (English)</p> <ul style="list-style-type: none"> - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - Recognising some different forms of poetry - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discussing and recording ideas - Assessing the effectiveness of their own and others' writing and suggesting improvements - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear |
| <p>Village Settlers (Geography)</p> <ul style="list-style-type: none"> - Location knowledge - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - Human geography - types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | <p>Plants (Science)</p> <ul style="list-style-type: none"> - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - Investigate the way in which water is transported within plants - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal |

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| <p>Sculpture in the Environment (Art)</p> <ul style="list-style-type: none"> - Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | <p>Healthy Snacks (Design and Technology)</p> <ul style="list-style-type: none"> - Understand and apply the principles of a healthy and varied diet - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>Patterns (Art)</p> <ul style="list-style-type: none"> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] |
| <p>PHASE 3: Apply and Share</p> <p>Children will prepare a presentation of different activities (carousel style) that all adults can take part in, including making stone age pots, predicting what might happen next in an adventure story, match OS symbols to names, order the houses from stone age to iron age</p> | <p>PHASE 3: Apply and Share</p> <p>Children to host a garden party for parents that involves the sandwiches and snacks that are prepared and made in DT, sharing their science topic about plants, make patterned place mats in Art for parents to use at the party and perform their poetry from English</p> |
| <p>Non-themed Subjects</p> | |
| <p>English Skills;</p> <ul style="list-style-type: none"> - Reading - Spoken language - Spelling - Handwriting - Grammar and punctuation | <p>English Skills;</p> <ul style="list-style-type: none"> - Reading - Spoken language - Spelling - Handwriting - Grammar and punctuation |
| <p>Mathematics</p> <ul style="list-style-type: none"> - Number; number and place value - Number; addition and subtraction - Number; fractions - Geometry; properties of shapes - Measurement - Statistics | <p>Mathematics</p> <ul style="list-style-type: none"> - Number; number and place value - Number; addition and subtraction - Number; multiplication and division - Number; fractions - Measurement |

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| <p>Email (Computing)</p> <ul style="list-style-type: none"> - Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | <p>Using the internet (Computing)</p> <ul style="list-style-type: none"> - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Select, use and combine a variety of software (including internet services) on a range of digital devices - Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |
| <p>Light (Science)</p> <ul style="list-style-type: none"> - Recognise that they need light in order to see things and that dark is the absence of light - Notice that light is reflected from surfaces - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes - Recognise that shadows are formed when the light from a light source is blocked by a solid object - Find patterns in the way the size of shadows change | |
| <p style="text-align: center;">Swimming (PE)</p> <ul style="list-style-type: none"> - 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) | |
| <p>Athletics (PE)</p> <ul style="list-style-type: none"> - Use running, jumping, throwing and catching isolation and in combination - Compare their performances with previous ones and demonstrate improvement to achieve their personal best - Develop flexibility, strength, technique, control and balance | <p>Tennis (PE)</p> <ul style="list-style-type: none"> - Use running, jumping, throwing and catching isolation and in combination - Play competitive games, modified where appropriate and apply basic principles suitable for rallying - Compare their performances with previous ones and demonstrate improvement to achieve their personal best |
| <p>Islam (RE)</p> <ul style="list-style-type: none"> - Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour - Identify the function of objects/places/people within religious practises and lifestyles - Begin to recognise key similarities and differences | <p>Islam (RE)</p> <ul style="list-style-type: none"> - Recognise what influences them in their lives - Identify the influence religion has on lives, cultures and communities including their own |

Home Sweet Home (Environmental Studies)

- Be able to explain requirements of seedlings being grown.
- Understand how to pot seedlings on and then plant in final growing place.
- Develop a knowledge of different growing requirements for the plants that they have grown.
- Understand how to use a variety of gardening tools safely and correctly.
- Develop an understanding of the importance of pollinators and explain why we are encouraging them into our garden.
- Investigate a range of pollinators and their life cycles.
- Continue to observe and identify wild birds around school.
- Develop observational skills to be able to enjoy, discuss, share and understand the range of plants and wildlife in our local environment.

Spanish (MFL)

- Listen attentively to spoken language and show understanding by joining in and responding
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar language, phrases and basic language structures
- Develop accurate pronunciations and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences

Spanish (MFL)

- Speak in sentences, using familiar language, phrases and basic language structures
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Describe people, places, things and actions orally and in writing
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help