

YEAR GROUP: 3	TERM: Summer 2	TITLE: Tremors
ENGLISH	MATHS	SCIENCE
<p>WRITING</p> <ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • increase the legibility, consistency and quality of their handwriting • 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, progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in non-narrative material, using simple organisational devices (headings & subheadings) • assessing the effectiveness of their own and others' writing and suggesting improvements • proofread for spelling and punctuation errors • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately 	<ul style="list-style-type: none"> • Recognise angles as a property of shape or a description of a turn. <ul style="list-style-type: none"> • Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. <ul style="list-style-type: none"> • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • Draw 2-D shapes and make 3-D shapes using modelling materials. • Recognise 3-D shapes in different orientations and describe them. • Measure, compare, add and Subtract: mass (kg/g); volume/capacity (l/ml) 	<ul style="list-style-type: none"> • Identify and name a range of rocks and soils, describing how fossils are formed (link to evolution). • Classify and group rocks according to their appearance of physical properties, using a hand lens or digital microscope and identifying whether they are granular, crystalline or fossilised. • Suggest reasons why certain rocks or stones are used for specific purpose. • Explain the terms 'weathering' and 'erosion' and describe the effect they have on different types of rocks and soils. • Investigate the physical properties of one or a number of rock types and relate their properties to their appearance. • Compare in detail a range of rock or soil samples from the locality, using simple tables and diagrams to present their findings. • Identify a range of fossilised animals and plants from pictures. • Define what a fossil is and how they are formed. • Suggest what the fossils of the future may be. • Talk about criteria for grouping, sorting and categorising, beginning to see patterns and relationships

for clarity and cohesion and to avoid repetition

- using conjunctions, adverbs and prepositions to express time and cause (and place)

READING

- 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
- retrieve and record information from non-fiction
- asking questions to improve their understanding of a text
- identifying main ideas drawn from more than one paragraph and summarising these
- discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
- Articulate and justify answers, arguments and opinions

- Gather record and use data in a variety of ways to answer a simple question

COMPUTING	RE	PE
<ul style="list-style-type: none"> • Use software or search engines effectively. • Identify ways to keep safe when using ICT. Think before sending and suggest consequences of sending/posting. • Demonstrate a knowledge of computer systems and hardware by describing input and output devices used in everyday life. • Analyse and tackle problems by decomposing into smaller parts. 	<ul style="list-style-type: none"> • Compare and contrast the practice of religion in the home in different religious communities • Compare and contrast the use of symbols, actions and gestures used in worship by different communities • Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences • Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked • 	<ul style="list-style-type: none"> • Swimming - Compare performances with previous and ones and demonstrate improvement to achieve their personal best. • Take part in outdoor and adventurous activities
FRENCH	PSHE	MUSIC
<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Say/repeat a simple sentence using familiar vocabulary. • Pronounce their name and other words and phrased correctly. • Read key words correctly, using visual cues to support. • Copy simple words correctly. • Identify objects using key words. • Describe themselves using familiar words and phrases. • Choose simple words or phrases, copying them correctly. • Join in with repetitive phrases in chants, songs and rhymes in a given language. 	<p>Changing Me</p> <ul style="list-style-type: none"> • I understand that in animals and humans lots of changes happen between conception and growing up • I understand how babies develop and grow in the mother's uterus • I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. • I can start to recognise stereotypical ideas I might have about parenting and roles. • I can identify what I'm looking forward to in year 4. 	<ul style="list-style-type: none"> • Use voice and musical instruments with increasing accuracy, fluency, control and expression. • Use relevant musical vocabulary e.g. pitch, rhythm, pulse, tempo when talking about the element of music within a piece. • Use standard and invented symbols to represent sounds.
ART/DT	HISTORY	GEOGRAPHY

<ul style="list-style-type: none"> • Explain the impact of a design or designer on design history and how this has helped to shape the world. • Evaluate their own programme, refine and improve it. • Create a shell or frame structure using diagonal struts to strengthen. • Compare and contrast great bridge designs, explaining why a particular design is significant in engineering history. • Create and use a palette of natural colours to paint from outdoor observations. • Take photographs and explain their creative vision. • Use a range of drawing media to draw natural and man-made items, giving attention to pattern shape and form. 	<ul style="list-style-type: none"> • Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events. • Suggest useful research questions. • Choose the most important source materials for a task, showing awareness of a range of sources. • Use appropriate historical vocabulary to describe key features of a time. 	<ul style="list-style-type: none"> • To study key physical and human characteristics, countries and major cities. • Physical geography; including volcanoes and earthquakes. • Human geography including; economic activity. • Use maps, atlases, globes and digital/computer mapping to locate countries. • Use technical and geological vocabulary to describe geographical processes. • Explain how the physical processes of erosion, transportation and deposition affect the environment. • Locate appropriate information. Needed for a task, from a source material. • Identify changes in the local and global environment.
--	---	--