

YEAR GROUP: 3	TERM: Summer 1	TITLE: Predators
ENGLISH	MATHS	SCIENCE
<p>WRITING</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • in non-narrative material, using simple organisational devices (headings & subheadings) • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present and past tense • Organising paragraphs • assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • read their own writing aloud, to a group or the whole class, • using appropriate intonation and controlling the tone and volume so that the meaning is clear. • using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • Compare and order unit fractions, and fractions with the same denominators. • recognise and show, using diagrams, equivalent fractions with small denominators • Add and subtract fractions with the same denominator within one whole • Solve problems that involve all of the above. • Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. • Estimate and read time with increasing accuracy to the nearest minute. • Record and compare time in terms of seconds, minutes and hours. • Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. • Know the number of seconds in a minute and the number of days in each month, year and leap year. • Compare durations of events [for example to calculate the time taken by particular events or tasks]. 	<ul style="list-style-type: none"> • Identify some of the most important bones in animals such as skull, ribs and spine, describing their primary functions. • Classify and group animals into vertebrates or invertebrates. • Describe how the skeleton and muscles work together to support, protect and assist movement. • Talk about criteria for grouping, sorting and categorising, beginning to see patterns and relationships • Use ideas to pose questions, independently about the world around them • Gather record and use data in a variety of ways to answer a simple question • Draw, with help, a simple conclusion based on evidence from an enquiry or observation • Take accurate measurements using standard units

- Use the first two letters of a word to check its spelling in a dictionary
- Spell words that are often misspelt

READING

- Read further exception words noting the unusual correspondences between spelling and sound and where these occur in the word.
- identifying themes and conventions in a wide range of books
- recognising some different forms of poetry
- predicting what might happen from details stated and implied
- 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
- Ask relevant questions to extend their understanding and knowledge
- Listen and respond appropriately to adults and peers

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. • Recognise online behaviours that would be unfair. Show respect for individual and intellectual property. • Demonstrate a knowledge of computer systems and hardware by describing input and output devices used in everyday life. • Design a questionnaire to collect information. 	<ul style="list-style-type: none"> • Investigate some features of key religious festivals and celebrations and identify similarities and differences • Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions 	<p>Swimming</p> <ul style="list-style-type: none"> • Move in and around water confidently and competently, exploring ways of swimming above and below the water.
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, coping them correctly. 	<p>Relationships</p> <ul style="list-style-type: none"> • Understand how exercise affects the body and know why the heart and lungs are such important organs. • Discuss knowledge and attitude towards drugs. • Identify things, people and places that we need to keep safe from, and can give strategies for keeping safe. • Understand that, like medicines, some household substances can be harmful. • Understand how complex my body is and how important it is to take care of it. • Identify different types of relationship (e.g. marriage or friendships) and show ways to maintain good relationships e.g. listening, supporting, caring). Judge what kind of contact is acceptable and 	<ul style="list-style-type: none"> • Use voice and musical instruments with increasing accuracy, fluency, control and expression. • Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history. • Use relevant musical vocabulary e.g. pitch, rhythm, pulse, tempo when talking about the element of music within a piece.

	<p>how to respond.</p> <ul style="list-style-type: none"> • Describe ways of resisting negative peer pressure around issues, such as bullying, which affect their health and well-being. • Recognise ways in which a relationship can be unhealthy and who they can talk to if they need support. 	
ART/DT	HISTORY	GEOGRAPHY
<ul style="list-style-type: none"> • Make realistic plans, identifying processes, equipment and materials needed. • Make/Use a simple sketch book, selecting a range of papers and fabrics for different purposes. • Copy and create patterns and textures with a range of paints. • Create natural form such as shells. Leaves, flowers and animals showing an awareness of different viewpoints of the same object. • Make suggestions for ways to adapt/improve their work. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Identify human and physical characteristics. • Analyse data which they have collected from first hand observations and experiences, identifying any patterns. • Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles. • Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences. • Make comparisons of the same geographical feature in different countries. • Observe, measure and record the human and physical features in the local area responding to a range of geographical questions.