



Year 3 – Summer 1 – Populations and Settlements

As readers and writers we will....

Key Texts: Ottoline and the Yellow Cat by Chris Riddell

Writing Genres: Character description

N/C OBJECTIVES:

Reading – Word Reading

apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in –, both to read aloud and to understand the meaning of new words they meet....read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading: Comprehension:

... explaining the meaning of words in context...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....predicting what might happen from details stated and implied....identifying main ideas drawn from more than 1 paragraph and summarising these....identifying how language, structure, and presentation contribute to meaning...retrieve and record information from non-fiction...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

Writing: Punctuation and Grammar

Looking at expanded noun phrases to add detail ... understanding the present perfect slides (Have: I, You, They, We)(Has: She, He, It) ... identifying independent clause and adding more detail to create the subordinate clause

... introduction to paragraphs as a way to group related material ... further work on of inverted commas to punctuate direct speech

Writing: Composition

Plan their writing by:

... 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 ... recapping previous writing genres in other texts.

Draft and write by:

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

...organising paragraphs around a theme...diary writing and newspaper writing

Evaluate and edit by: ...assessing the effectiveness of their own and others' writing and suggesting improvements... proof-read for spelling and punctuation errors

Spelling: Begin learning Year 3 and 4 common exception words. Spell words correctly ending with different suffixes (-ment, -ness, -ful, -less, -ly).

N/C OBJECTIVES: - spell words that are often misspelt... add suffixes to spell longer words, use further prefixes and suffixes and understand how to use them,

Handwriting: focusing on correctly joining **o, w, r, x and z**

N/C OBJECTIVES: - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

As mathematicians we will...

Finalising our year 3 study of multiplication and division and making a start on the unit of fractions

N/C OBJECTIVES:

recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

write and calculate 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

solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Fractions

N/C OBJECTIVES:

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators, recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators, recognise and show, using diagrams, equivalent fractions with small denominators, add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$], compare and order unit fractions, and fractions with the same denominators, solve problems that involve all of the above.

As scientist we will...

A study of plants over the next half term

N/C OBJECTIVES:

YR 3-identify and describe the functions of different parts of flowering plants (root, stem, leaves and flower.) 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 in plants. Explore the part that flowers play in the life cycle of a flowering plant including pollination, seed formation and dispersal.

As geographers we will...

Conducting a study into the concepts of population and settlement

N/C OBJECTIVES:

- Describe and understand key aspects of:
 - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
 - Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water

Progression Statements:

- . Name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations) employing the use of the eight points of a compass, maps, symbols and keys.
- . Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban and suburban)
- . Use the eight points of a compass, four figure grid references, paper maps, Google maps, Google Earth, symbols and keys to locate different types of settlement
- . Use maps, atlases and globes, Google Earth and Google Maps to locate different settlements of the world.
- . Understand the land use of the local area
- . Use the 8-points of a compass, maps, symbols and keys to describe local geographical features/create a route in the local area/school; compare different types of local map

As computer scientists we will...

Children will be developing their Computer Science skills by completing a **Programming Unit**, using Scratch.

N/C objectives

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

As Sports people we will...

Get Set 4 PE - Athletics

Physical: sprint, jump for distance, push throw, pull throw

Social: collaborate, work safely

Emotional: determination, perseverance

Thinking: observe and provide feedback, comprehension, explore technique

NC Objectives:

compare their performances with previous ones and demonstrate improvement to achieve their personal best.

use running, jumping, throwing and catching in isolation and in combination

Populations and Settlements

As artists we will...

Create art inspired by Ancient Egypt and the Shang Dynasty

Key Concept: Sculpture

N/C objectives

- 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]
- Learn about great artists, architects and designers in history.

RE

This unit will explore the concept of leadership and will be an introduction to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews. Pupils will develop an awareness of the key figures in the Abrahamic religions and their teachings.

N/C OBJECTIVES:

Calderdale agreed syllabus.

Unit: 3.5 – Who can inspire us?

PSHE

In PHSE we will...

Jigsaw Unit of Work: Relationships

- identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
- identify and put into practice some of the skills of friendship eg. taking turns, being a good listener
- know and can use some strategies for keeping myself safe online
- explain how some of the actions and work of people around the world help and influence my life
- understand how my needs and rights are shared by children around the world and can identify how our lives may be different.
- know how to express my appreciation to my friends and family