

INVASION!

<ul style="list-style-type: none"> • Understanding and using some figurative language • Using more varied sentence structure including wider range of conjunctions to create sentences with more than one clause • Children explore and apply a range of different text structures and organisational devices to develop coherence and cohesion • Beginning to use some simple links between paragraphs • Beginning to sequence ideas or material logically • Increasing elaboration on information/events • Increasing clarity in terms of main purpose of writing • Increasing adaptation of style to get the attention of the reader • Commenting on the effectiveness of their own and others' writing, suggesting improvements and acting on suggestions about their own writing. • Increasingly effective proof reading for accuracy, meaning and impact and evidence of changes as a result <p>In spelling:</p> <ul style="list-style-type: none"> • Children draw on a range of strategies to spell as accurately as possible • Learn common homophones, rules for past tense, rules for using apostrophes in contractions and possession, rules for making plurals, adding a range of suffixes and prefixes • Spell correctly the list of Year 3 National Curriculum words <p>In reading:</p> <ul style="list-style-type: none"> • Retelling orally a wider range of familiar stories including fairy tales, myths and legends • Asking questions to improve their understanding of a text • develop awareness that writers have viewpoints and purposes and increasingly understand that texts have contexts that affect meaning • Identifying main ideas drawn from more than one paragraph and summarising these 	<p>Read a range of traditional tales, myths and legends.</p>	<p>Write a persuasive text for the Roman Army</p>	<p>and use their reading in their writing</p> <p>They will be able to orchestrate all the skills of being a writer</p>
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<ul style="list-style-type: none"> • Being willing to experiment with reading choices • Reading for a range of different purposes • Asking self-directed questions/ showing curiosity to deepen their understanding <p><u>Maths</u></p> <ul style="list-style-type: none"> • Learn the written method for division; • Consolidate learning in written formal methods for all operations in maths; • 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 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 • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • 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 • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Add and subtract amounts of money to give change, using both £ and p in practical contexts • Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; 			<p>They will be able to use their counting in mathematical investigations and problem solving, making their calculations more efficient.</p> <p>They will become increasingly quick at mental calculation, often visualising their numbers.</p> <p>They will have a range of methods for addition and subtraction working towards the most efficient column method.</p>
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<p>use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p><u>Design Technology</u></p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). <p><u>Science</u></p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 		<p>Make a still image illustrating power/invasion/dominance</p> <p>Make a ceramic mosaic either using repeated geometrical design or create an emblem that is linked to their family.</p> <p>Make an indoor trebuchet strong enough to propel nerf balls/grapes/paper wads</p>	<p>They will be able to abstract and represent a concept graphically</p> <p>They will be able to plan and follow through a design, changing it as necessary</p> <p>They will be able to design, make, repair and evaluate a model</p>
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<ul style="list-style-type: none">• Recognise that environments can change and that this can sometimes pose dangers to living things.• Ask relevant questions.• Set up simple, practical enquiries and comparative and fair tests.• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.• Gather, record, classify and present data in a variety of ways to help in answering questions.• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. <p><u>P.E.</u></p> <ul style="list-style-type: none">• Play competitive games, modified where appropriate• Follow the rules of the game and play fairly.• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).• Pass to team mates at appropriate times.• Lead others and act as a respectful team member• Throw and catch with control and accuracy.			<p>They can play small versions of a game of netball including the key skills of passing, catching, footwork, shooting goals.</p> <p>They will recognise how yoga can benefit them physically and mentally and be able to use some poses to help release tension.</p>
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<p>Yoga- learn some basic positions for relaxation and core strength</p> <p>Daily fitness focused on core strength and flexibility</p> <p>Music</p> <ul style="list-style-type: none">• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.• Evaluate music using musical vocabulary to identify areas of likes and dislikes.• Understand layers of sounds and discuss their effect on mood and feelings.• Sing from memory with accurate pitch.• Sing in tune.• Maintain a simple part within a group.• Pronounce words within a song clearly.• Show control of voice.	<p>Charanga Year 3 Summer Term: <i>Let your spirit fly</i> <i>Heal The world</i> <i>Consider yourself!</i> <i>Bridge over the River Kwai</i> <i>Ain't no mountain high enough!</i> <i>You're the first, my last, my everything.</i></p>		
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