



## English

### Unit 5 – Author study

This author focus unit provides opportunities for pupils to explore in more depth the work Nick Park (author of Wallace and Gromit). We will begin by looking at the life of Nick Park, as we look at biographies and autobiographies. During the unit, many texts by this author will be read, discussed and compared before children embark on writing their own Wallace and Gromit story in the same style.

#### Curricular aims of this unit:

- To read and discuss a selection of stories written by a particular author. Talk about the different books, themes and preferences
- To make comparisons between books and their characters, settings and plot lines
- To make predictions, inferences and deductions when reading and explore the vocabulary used for effect
- To explore social, cultural and historical contexts of the stories
- To explore the biography and autobiography genre
- To watch/listen to different stories. Talk about similarities and differences
- To read a variety of the author's texts in shared, guided and independent reading with increasing independence and fluency
- To discuss issues and dilemmas arising and offer views and opinions
- To use reading as a basis for writing in a wide range of genres both fiction and non-fiction

### Unit 6- Playscripts

The unit examines dialogue in stories, before using playscripts to learn about the layout, preparation and performance of plays. In the final week children write their own plays, including stage directions in preparation for their movies.

#### Curricular aims of this unit:

- To engage with a range of playscripts
- To identify common features found in playscripts
- To work collaboratively to act out a play
- To use drama conventions to explore and support retelling stories
- To appreciate how character can be brought to life through performance
- To use a variety of conversational punctuation correctly when writing a conversation between characters
- To use stage directions and dialogue to write a playscript ready for a movie

#### The following will be taught and consolidated throughout the year:

- **Phonics and Spelling**
  - Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet
  - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
  - Read exception words
  - Use prefixes and suffixes and understand how to add them
  - Spell homophones
  - Spell words that are often misspelt
  - Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
  - Use the first two or three letters of a word to check its spelling in a dictionary.
- **Grammar and Punctuation**
  - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - Use the present perfect form of verbs in contrast to the past tense
  - Choose nouns or pronouns appropriately for clarity and to avoid repetition
  - Use conjunctions, adverbs and prepositions to express time and cause
  - Use fronted adverbials
  - Know the difference between plural and possessive –s
  - Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases
  - Use of paragraphs to organise ideas around a theme
  - Use of inverted commas and other punctuation to indicate direct speech
  - Use apostrophes to mark plural possession [for example, the girl's name, the girls' names]
  - Use and understand the grammatical terminology in English
  - **Terminology:** determiner, pronoun, adverbial, subordinate clause
- **Handwriting**
  - Use the diagonal and horizontal strokes that are needed to join letters.
  - Increase the legibility, consistency and quality of handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Additionally, each class studies a class book during BREAK (Berkswell reads for Enjoyment and Knowledge) sessions. This term, children in Year 3 will be reading 'Wallace and Gromit'.

# Maths

## Number and place value

- count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers to at least 1000 in numerals and in words

## Addition and subtraction

- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Add and subtract numbers mentally, including:
  - a three-digit number and ones
  - a three-digit number and tens
  - a three digit number and hundreds
- Add and subtract numbers with up to three digits, using the using the efficient written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers

## Multiplication and division

- Solve problems, including missing number problems, involving multiplication and division,
- 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

## Statistics

- Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.
- Interpret and present data using bar charts, pictograms and tables

## Fractions

- 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 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 (e.g.  $5/7 + 1/7 = 6/7$ )

## Measures

- Measure, compare, add and subtract: lengths (m/cm/mm)
- Measure the perimeter of simple 2-D shapes
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- 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, hours and o'clock; use vocabulary such as 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

## Geometry

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them with increasing accuracy
- Recognise angles as a property of shape and associate angles with turning
- 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.
- Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.

## Science

### Light

Pupils learn to distinguish a light source from reflected light. They learn that light travels in straight lines, study how we see and are taught how to protect their eyes. They investigate the transparency of fabrics using data loggers and carry out some experiments to find out about shadow formation.

#### Key Concepts

1. Only light sources produce light; other bright objects reflect light.
2. Different materials allow different amounts of light through them.
3. Light travels in straight lines.
4. Light cannot travel through all materials and opaque materials block light, causing shadows

#### Working Scientifically

- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- recording findings using drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions
- using straightforward scientific evidence to answer questions or to support their findings.

### Magnets

Pupils explore magnetism and non-contact forces, suspending magnetic items in mid-air under the influence of magnetic forces. They test materials for magnetic properties and think about what materials are magnetic. They describe the properties of a magnet in simple terms and learn about the uses of magnets.

#### Key concepts

1. A force is a push, a pull or a twist that can change the speed, direction or shape of an object
2. Forces are measured using force meters and the unit of measurement is the Newton
3. The force between two moving surfaces in contact is called friction
4. Magnets attract iron and steel to them
5. Magnetism is a force like gravity and that it can operate at a distance.
6. Like magnetic poles repel and unlike poles attract

#### Working scientifically

- setting up simple practical enquiries, comparative and fair tests
- gathering, recording, classifying and presenting data in a variety of ways
- recording findings using simple scientific language, labelled diagrams, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- report on findings from enquiries
- use results to draw simple conclusions
- use straightforward scientific evidence to answer questions or to support their findings.

## Computing

### We are film makers

This unit allows the pupils to learn the skills behind the camera. Including camera angles and photography and then creating mini movies. Towards the end of the unit, children will be creating their own Wallace and Gromit movie. (Writing their own stories and playscripts in English). Children will then use stop motion animation to film a scene to create a class movie.

## Geography

No geography in the summer term

## History

### History of film

The children will find out about the origins of the moving image and cinema. Throughout the topic, they will consider the chronology of the different events and will study particular individuals who made an impact on films, either by their inventions behind the camera or their work as actors in front of the camera.

## Music

### Time

The children develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns and use staff notation as part of a final performance.

### Singing French

Un, deux, trois and away we go to enhance language learning in songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games. (will be taught in French lessons)

### Movie soundtracks

The children will listen to a variety of movie soundtracks and consider how the musical effects can alter the mood of a scene. Children will then create their own movie soundtrack to match the different scenes in their own movies.

## Design Technology

### Levers and mechanisms-cracking contraptions

The unit begins by learning the skills for how different levers and mechanisms work. The children will take inspiration from the Wallace and Gromit cracking contraptions videos, to design their own inventions with a mechanism/lever. These will form the scene backdrop for their movies.

## Religious Education

### Unit 5: Jewish beliefs and practises

- Commitment to God
- Religion determining how people live
- Celebrating sacred writings

### Questions to be raised:

Whom do you obey and why?  
What would you be prepared to sacrifice?  
When have you been tempted?  
Why should we have rules?  
What is your most precious book? Why is it important to you?  
What can you think of that has no beginning and no end?  
What influences what you do?

### Unit 6: Commitment

- Morality
- Religion ordering daily life
- Worship through journeys of faith

### Questions to be raised:

What is a moral code?  
What influences what you do?  
What code do you think we should live by?  
How do you prepare for something important?  
On pilgrimages people often ask God for something. If you went on pilgrimage what would you ask for?  
When do you feel close to God?

## Art

### Photography

Children will begin by using cameras to take a range of artistic photos using a range of camera angles. The children will then use editing software to create different effects and photo collages.

## French

Pupils will explore the themes of:

**Days of the week**  
**Birthdays**  
**Classroom objects**

## Physical Education

**The Children will be taught a 'Real PE' session each week which focuses on the development of the fundamental movement skills. They will also take part in an additional skills application session each week where they will be able to put their skills into practise.**

### Real PE - Unit 5:

The pupils will develop the following fundamental movement skills:

Cardio - Coordination – floor movement patterns.

Cool Down - Static balance – One leg standing.

During these sessions the additional ability focus will be personal skills.

### Real PE - Unit 6:

The pupils will develop the following fundamental movement skills:

Cardio - Dynamic balance to agility.

Cool Down - Static balance – seated.

During these sessions the additional ability focus will be social skills.

## PSHE/Jigsaw

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

The children will cover two themes (puzzles) this term:

### Relationships:

This theme (puzzle) looks at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this puzzle is about safeguarding and keeping children safe, linking to cyber safety, how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families and look at stereotypes

### Changing me:

Children think about looking ahead and moving into a new year group. During this puzzle the relationship and sex education (RSE) aspect of the curriculum is taught and children name the main body parts, focusing on the difference between male and females, as well as exploring gender stereotypes.

### Silent movie dance

The children will be learning about the Charlie Chaplin walk and exaggerated body movements, which will then be combined to music from the silent movie era. The children will then work in small groups to create a silent movie dance which can be performed and evaluated by other members of the class.