



## English

### Adventure stories

This unit provides opportunities for pupils to explore in more depth the work of Nick Park (author of Wallace and Gromit). 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 work on building up tension in a piece of writing, thinking about how to add drama in exciting ways.
- To plan, write and edit a story using the ideas taught throughout the unit.

### 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 words that are often misspelt
- Spell words with the contracted form
- Spell homophones and near homophones
- 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
- 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:** adverb, prepositional phrase, pronoun, 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.  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ )

## Measures

- Measure, compare, add and subtract: Capacity (ml and L)
- 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

## Computing

### Spreadsheets

In this unit children will learn:

- To use the symbols more than, less than and equal to, to compare values.
- To use 2Calculate to collect data and produce a variety of graphs.
- To use the advanced mode of 2Calculate to learn about cell references.

### Animation

In this unit children will learn:

- To discuss what makes a good animated film or cartoon.
- To learn how animations are created by hand.
- To find out how 2Animate can be created in a similar way using the computer.
- To learn about onion skinning in animation.
- To add backgrounds and sounds to animations.
- To be introduced to 'stop motion' animation.
- To share animation on the class display board and by blogging.

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

### 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.

### 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. A specific individual study will be completed by looking into the life of Thomas Edison and Charlie Chaplin, to identify the impact they made into the movie industry.

### Music

#### Movie soundtracks

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

#### Reflect, rewind and replay

This Unit of work consolidates the learning that has occurred during the year. The children need to listen to and appraise a range of music (taken from the film industry). Certain soundtracks will then be developed with children playing a range of instruments within the soundtrack. These musical soundtracks will then be shared and performed for the silent movie film festival.

### Religious Education

#### Enquiry: How can we live in peace together?

This unit enables pupils to consider what the concept of peace means for religious and nonreligious people and for themselves. The focus is on exploring how and why peace might be important in people's lives and how some, including those from different faiths, might pursue or promote peace in a variety of different ways.

#### Hinduism/Inspirational people-How does the story of Rama and Sita inspire Hindus to follow Karma?

In this unit pupil will learn about some of the traditional stories told to Hindu children and some of the inspirational figures. Pupils will learn some of the key teachings about the Hindu's Supreme Being Brahman and other deities worshipped.

### Design Technology

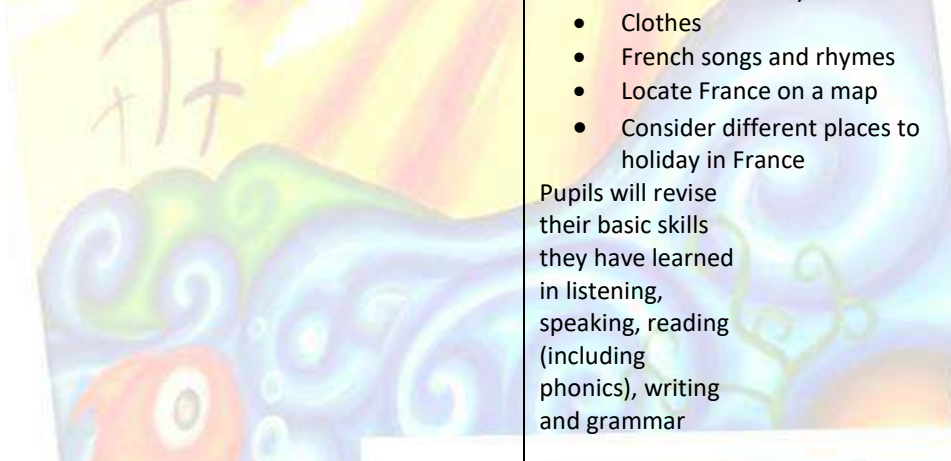
#### Levers and mechanisms-cracking contraptions

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.

## 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 theme of:

### All About Me

- Birthdays
- Parts of the body
- Clothes
- French songs and rhymes
- Locate France on a map
- Consider different places to holiday in France

Pupils will revise their basic skills they have learned in listening, speaking, reading (including phonics), writing and grammar

## 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: Applying physical

Perform a variety of movements and skills with good body tension

To run, jump and throw

Perform and repeat longer sequences with clear shapes and controlled movement.

Improve control and consistency changing level, direction and speed

### Real PE - Unit 6: Health and fitness

To describe the basic fitness sequences and know how often and long I should exercise to stay healthy.

I can describe how my body feels during and after exercise.

I can explain why I warm up and cool down.

### Football

- Stop the ball using the sole and inside of the foot
- Pass the ball using the inside of the foot
- Dribble the ball with some control
- Kick a stationary ball past a goalkeeper
- Play football following the rules and competing fairly.

### Basketball

- Move the ball around their body with some control
- Bounce the ball with one hand
- Dribble the ball with one hand
- Pass the ball to one another
- Play basketball following the rules and competing fairly

## 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.

