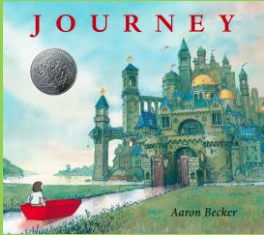


Newchurch Community Primary School - Share in our learning...Year 3 Summer A

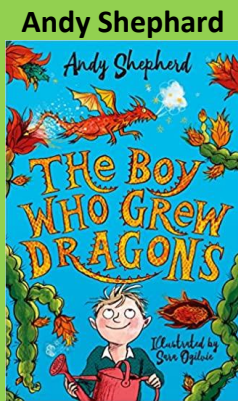
English:

Journey Aaron Becker



A lonely girl draws a magic door on her bedroom wall and through it escapes into a world where wonder, adventure, and danger abound. Red marker in hand, she creates a boat, a balloon, and a flying carpet that carry her on a spectacular journey toward an uncertain destiny. When she is captured by a sinister emperor, only an act of tremendous courage and kindness can set her free. Can it also lead her home and to her heart's desire?

The Boy Who Grew Dragons



When Tomas discovers a strange old tree at the bottom of his grandad's garden, he doesn't think much of it. But he takes the funny fruit from the tree back into the house - and gets the shock and delight of his life when a tiny dragon hatches! The tree is a dragonfruit tree, and Tomas has got his very own dragon, Flicker ...

Mathematics: Along with our arithmetic and calculation skills we will be looking at the following areas of the curriculum:

| Year Three | | Summer One |
|------------|-----------------------------|--|
| Week | Unit | Expectations |
| 1 | Place Value | Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) Compare and order numbers up to 1,000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1,000 in numerals and in words Solve number problems and practical problems involving these ideas Recognise the value of each digit in a 4-digit number and the value of a tenth Begin to have an understanding about negative numbers recognising they are smaller than zero |
| 2 | Addition and subtraction | Add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction Add and subtract numbers with any number of digits using formal written methods |
| 3 | 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, 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 Know all multiplication facts up to 10 x 10 and be able to instantaneously answer questions such as, how many 7s in 42? Multiply and divide any 2-digit number by a single digit number and have an understanding of 'remainder' |
| 4 | 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, 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 Find fractional values (from $\frac{1}{2}$ to $\frac{1}{10}$) of amounts up to 1000 |
| 5 | Measurement | Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes Add and subtract amounts of money to give change, using both £ and p in practical contexts Use knowledge of number to solve problems related to money, time and measures Measure, compare, add and subtract more complex problems using common metric measures set out in Ks, ms, Kl, litres ; Km and metres, etc. |
| 6 | Properties of Shape | Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines Know that the total internal angles of a triangle measure 180° and can measure each |

Useful websites:

<https://play.trockstars.com/auth/school/student>

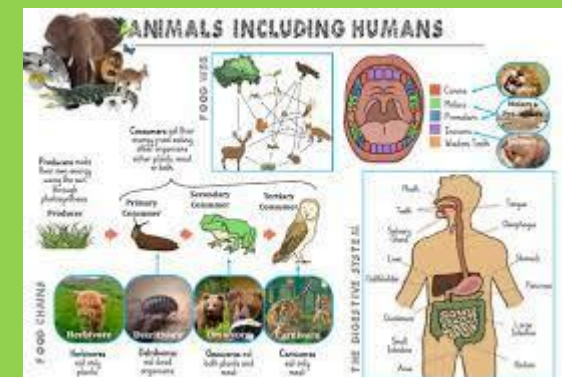
Science: Our scientific studies will focus on **Animals Including Humans**

Animals, including humans



Through our study of animals, including humans the children will:

- identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement



Poetry: I Saw a Peacock



We will use this poem alongside other short poems and illustrations to write about an imaginary journey. We will explore surrealist art and Icelandic imagery to create similes and investigate different forms to inspire our own nonsense style poems.

Writing: We will be using our class texts to focus on the following targets in our grammar and writing:

- Use small details to describe characters and include a setting to create atmosphere
- Write an opening paragraph and further paragraphs for each stage
- Create dialogue between characters that shows their relationship with each other
- Use 3rd person consistently
- Use tenses appropriately
- Use the present perfect form of verbs in contrast to the past tense
- Use prepositions, conjunctions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant content)
- Group related ideas into paragraphs
- Use a or an according to whether the next word begins with a noun or a consonant

Useful websites:

<https://www.bbc.co.uk/bitesize/topics/zcyycd>

[m](#)

Physical Education: Volleyball



In PE the children will be focussing on volleyball and will:

- Use a range of skills with increasing control.
- strike a ball with intent and throw it more accurately when serving
- Intercept and stop the ball with consistency, and be able to catch the ball.
- Return the ball quickly and accurately to the appropriate place.
- Choose and use striking skills to make the game harder for their opponents.
- Choose where they should field to be most effective.
- Work well as a team using the rules.
- Describe what is successful in their own and others play and suggest improvements.
- Understand the demands activities make on the body and how to prepare for these activities.

Geography – Geographical skills and fieldwork

We will learn the eight points of a compass and use these to identify locations on simple maps, follow directions and write directions for a planned route. We will learn how to use four figure grid references and explore symbols and keys on a variety of maps including Ordnance Survey maps.

We will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



Art:

Mixed media

Through our focus on mixed media and explorations of the work of MC Escher we will develop skills in:



- Pattern in the environment design
- Using ICT
- Make patterns on a range of surfaces
- Symmetry
- Explore environmental and manmade patterns
- Tessellation

We will aim to:

- Show confidence and independence when working creatively e.g. with a range of media on different scales.
- Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work.

Religious Education: Sikhism

In RE, we will explore the Sikh tradition and its origins with the teachings and example of Guru Nanak and Guru Gobind Singh and gain an understanding of the term 'guru' and why the gurus are important role models for Sikhs.

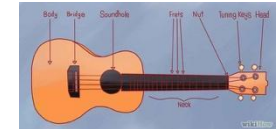
We will learn about the Guru Granth Sahib and how/why it is treated with great respect by Sikhs and within the Gurdwara. We will explore the importance of commitment within Sikhism and how this might be expressed and reflect on and develop our own understanding of the value of commitment.



Music:

Traditional instruments and improvisation: Around the world: India

Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style.



In this unit, the pupils will be...

- **Performing** a traditional Indian song with voices and instruments from staff notation.
- **Recognising** the stylistic features of Indian classical music .
- **Creating** an Indian-inspired composition using drone, rag and tal.
- **Consider** how music developed differently in other parts of the world.

PSHE:

Physical health and mental well-being



This half term the PSHE will focus on a range of different topics including recognising the importance of making good health choices and recognising bad habits, recognising what affects feelings, exploring appropriate ways of expressing feelings.

Languages:

Ice Cream



In this unit the children will learn how to:

- Name and recognise up to 10 different flavours for ice creams.
- Ask for an ice-cream in Spanish using 'quisiera'.
- Say what flavour they would like.
- Say whether they would like their ice-cream in a cone or a small pot/tub.

Computing:

Information Technology



During this computing unit the children will learn to troubleshoot when something doesn't appear to be working on a device, discuss different types of digital content and file types, improve the quality and presentation of their work and create with technology e.g. video, animation, 3D.