



Learning Outline

Year 3: Summer Term

English	<p>In our English learning, children will be learning to write:</p> <p><u>Fiction: Myth</u> <i>Theseus and the Minotaur retold by Hugh Lupton & Daniel Morden</i></p> <p><u>Non-Fiction: Explanation</u> <i>The Street Beneath My Feet by Charlotte Guillain and Yuval Zommer</i></p> <p><u>Fiction: narrative</u> <i>Stone Age Boy by Satoshi Kitamura</i></p> <p>The children will also be learning to use inverted commas to punctuate direct speech. They will also be learning to use Adverbs [for example, then, next, soon, therefore], Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] and Prepositions [for example, before, after, during, in, because of].</p>
Maths	<p>Maths learning this term will focus on fractions: interpreting and writing proper fractions to represent 1 or several parts of a whole that is divided into equal parts. Children will also find unit fractions of quantities using known division facts and will reason about the location of any fraction within 1 in the linear number system. They will also add and subtract fractions.</p> <p>Maths learning will also focus on angles and shape: recognising right angles as a property of shape or a description of a turn and identify right angles in 2D shapes presented in different orientations. Children will also learn to draw polygons by joining marked points and identify parallel and perpendicular lines.</p> <p>Maths learning will also focus on measurement: children will learn measures of time, mass and capacity.</p>
Science	<p>Light and Shadows</p> <p>In physics we will be learning to recognise that we need light in order to see things and that dark is the absence of light. Children will notice that light is reflected from surfaces and recognise that light from the sun can be dangerous and that there are ways to protect their eyes. When looking at shadows, they will recognise that shadows are formed when the light from a light source is blocked by an opaque object. They will also find patterns in the way that the size of shadows change.</p> <p>Plants</p> <p>In biology we will be learning to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. The children will also 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.</p>
Latin	<p>In our Latin learning children will translate Latin nouns and noun phrases. They will also learn to ask simple Latin questions.</p>

	The cultural aspects of Latin will include a focus on Roman history – specifically the Roman army and Boudica.
PE	<p>Athletics</p> <p>The children will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p>Cricket</p> <p>The children will learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. The children are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>Tennis</p> <p>The children will develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. The children are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>Golf</p> <p>The children will develop the skills and apply them to striking, chipping, putting, and playing a short and long game. They will develop their coordination, accuracy, and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of the golf game and develop fluid movements that can be used in game situations.</p> <p>The children will be given the opportunity to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. The children will be given the opportunity to work on their own and others, taking turns and sharing ideas.</p>
PSHE & Relationships education	<p>PSHE learning will focus on the importance of honesty through the unit - Fake is a mistake</p> <p>Learning will also focus on the importance of resilience, and not giving up through the unit - No way through isn't true.</p>
Music	<p>Bringing us together (Disco)</p> <p>All the learning is focused around one song: Bringing Us Together. We teach using an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>Reflect, rewind and replay (Classical)</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p>

Design Technology	<p>Cook Well, eat well</p> <p>This project teaches children about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria.</p>	
Art and Design	<p>Prehistoric Pots</p> <p>This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.</p>	<p>Contrast and Complement</p> <p>This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.</p>
RE	<p>Christianity</p> <p>Teaching is cantered around two big questions</p> <p>When Jesus left, what next? Children will learn that Christians believe that Jesus inaugurated the ‘Kingdom of God’ — i.e. Jesus’ whole life was a demonstration of his belief that God is King, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’).</p> <ul style="list-style-type: none"> • Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible Kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church. <p>What kind of world did Jesus want? The children will learn that Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</p> <ul style="list-style-type: none"> • Jesus shows love and forgiveness to unlikely people. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. 	
Computing	<p>Desktop publishing</p> <p>During this unit, learners will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p> <p>Events and actions in programs</p> <p>During this unit, learners will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and</p>	

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