

MAIN FOCUS			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ ASSESSMENT
<p><u>Geography</u></p> <ul style="list-style-type: none"> <li>• <i>Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</i></li> <li>• <i>Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</i></li> <li>• <i>Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).</i></li> <li>• <i>Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.</i></li> <li>• <i>Ask and answer geographical questions about the physical and human characteristics of a location.</i></li> <li>• <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</i></li> <li>• <i>Use a range of resources to identify the key physical and human features of a location.</i></li> <li>• <i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</i></li> <li>• <i>Describe key aspects of:</i></li> </ul> <p><b>physical geography</b>, including: <i>rivers, mountains,</i></p> <p><b>human geography</b>, including: <i>settlements and</i></p>	<p>Rainforest adventures</p> <p>'Tribe' Bruce Parry film</p> <p>David Attenborough film</p> <p>The Shaman's apprentice</p> <p>The great Kapok tree</p> <p>Journey to the River Sea</p> <p>Practical challenges (practiclchallenge.org)</p> <p>Focus days: 22<sup>nd</sup> April- World Earth Day 8<sup>th</sup> June- World Ocean Day 24<sup>th</sup> June- Festival of the sun (Peru) Survival trip to Hareswith (date TBC)</p> <p>Working with experts outside</p>	<p>Rainforest diorama</p> <p>Maps- world, Europe, UK, Sussex</p> <p>Film weather reports</p> <p>Stop frame animation</p>	

<p><i>land use.</i></p> <p>Maths</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• Recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• Add and subtract fractions with the same denominator within one whole [for example, <math>5/7 + 1/7 = 6/7</math>]</li> <li>• Compare and order unit fractions, and fractions with the same denominators</li> <li>• Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>• 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</li> <li>• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>• Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>• Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li> </ul> <p>English</p> <p>In reading:</p> <ul style="list-style-type: none"> <li>• Retelling orally a wider range of familiar stories including fairy tales, myths and legends</li> <li>• Asking questions to improve their understanding of a text</li> <li>• develop awareness that writers have viewpoints and purposes and increasingly understand that texts have contexts that affect meaning</li> <li>• Identifying main ideas drawn from more than</li> </ul>		<p>Orally retell traditional stories</p>	
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<p>one paragraph and summarising these</p> <ul style="list-style-type: none"> <li>• Being willing to experiment with reading choices</li> <li>• Reading for a range of different purposes</li> <li>• Asking self-directed questions/ showing curiosity to deepen their understanding</li> </ul> <p>In writing:</p> <ul style="list-style-type: none"> <li>• Children begin to make conscious style choices that reflect a broadening understanding of text types-including those from individual and shared reading</li> <li>• Understanding and using some figurative language</li> <li>• Using more varied sentence structure including wider range of conjunctions to create sentences with more than one clause</li> <li>• Children explore and apply a range of different text structures and organisational devices to develop coherence and cohesion</li> <li>• Beginning to use some simple links between paragraphs</li> <li>• Beginning to sequence ideas or material logically</li> <li>• Increasing elaboration on information/events</li> <li>• Increasing clarity in terms of main purpose of writing</li> <li>• Increasing adaptation of style to get the attention of the reader</li> <li>• Commenting on the effectiveness of their own and others' writing, suggesting improvements and acting on suggestions about their own writing.</li> <li>• Increasingly effective proof reading for accuracy, meaning and impact and evidence of changes as a result</li> </ul> <p>In spelling:</p> <ul style="list-style-type: none"> <li>• Children draw on a range of strategies to spell as accurately as possible</li> <li>• 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</li> <li>• Spell correctly the list of Year 3 National Curriculum words</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</li> </ul>		<p>Produce a range of writing using formal and informal styles including persuasive, explanatory and non-chronological texts</p>	
		<p>Make a local flora magazine</p>	

<ul style="list-style-type: none"> <li>• 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.</li> <li>• Investigate the way in which water is transported within plants.</li> <li>• Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>• Recognise that living things can be grouped in a variety of ways.</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>• Ask relevant questions.</li> <li>• Set up simple, practical enquiries and comparative and fair tests.</li> <li>• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li> </ul> <p>DT</p> <ul style="list-style-type: none"> <li>• Understand the need for a seam allowance.</li> </ul>			
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Make a pillow linked with Art using applique techniques

<ul style="list-style-type: none"><li>• Join textiles with appropriate stitching.</li><li>• Select the most appropriate techniques to decorate textiles</li></ul> <p>Art</p> <ul style="list-style-type: none"><li>• Shape and stitch materials.</li><li>• Use basic cross stitch and back stitch.</li><li>• Colour fabric.</li><li>• Create weavings.</li><li>• Quilt, pad and gather fabric.</li></ul> <p>Music</p> <ul style="list-style-type: none"><li>• listen to, appraise, share and perform in a range of musical activities focused in song</li><li>• Learn and use a range of technical vocabulary- tempo, rhythm, pitch, pulse, structure, melody.</li></ul>	<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,</i> <i>my everything.</i></p>		
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