

Y3 Summer Overview 2021-2022

| Writing | Maths |
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| <p>Objectives: <u>The Iron Man</u> To describe setting, character and plot To understand what makes an effective story opener To write in role To write a diary entry To write a set of instructions to trap the Iron Man To write own views on what should happen to the Iron Man To create blackout poetry Hotseat as SBAD, question and answers.</p> <p><u>Once in a Lifetime</u> (film study, writing focus) To write a character description To write a description of a setting To use persuasive language to write a job description To draw an emotions graph to show understanding To write a diary entry To know features of a non chronological report To plan and write non chronological report.</p> | <p>Objectives: <u>Fractions</u> Making the whole Tenths Count in tenths Tenths as decimals Fractions on a number line fractions of a set of objects equivalent fractions compare fractions order fractions Add fractions Subtract fractions</p> <p>Time O clock Quarter past quarter to Months and years Hours in a day Telling the time to 5 minutes Telling the time to 1 minute Using am and pm 24 hour clock Finding duration Comparing duration Start and end times Measuring times in seconds Problem solving with time</p> |
| SPAG | |
| <p>Speech Tenses Nouns Paragraphs Word families Prefixes</p> | |
| Spelling | |
| <p>Objectives: Words with /s/ sound spelled sc Homophones Challenge words The suffix sion pronounced zion</p> | <p>Properties of shape Turns and angles Right angles in shapes Compare angles</p> |

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| revision | Draw accurately Horizontal and vertical Parallel and perpendicular Recognise and describe 2d shapes Recognise and describe 3d shapes Make 3D shapes |
| Reading | |
| <p><i>Texts covered: The Iron Man</i></p> <p><i>Objectives:</i> Predict what might happen from details stated and implied Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Making comparisons with and across books Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their view.</p> | <p>Mass and Capacity Measure mass Compare mass Add and subtract mass Measure capacity Compare capacity Add and subtract capacity temperature</p> |
| Geography | |
| <p><u>How can we live more sustainably?</u> What does being sustainable actually mean? How can we help to make our school more sustainable? Why are we seeing more wind and solar farms in the countryside? How is sustainable development helping the lapwing out of the red? How are solar cookers helping Sunita and her family to live more sustainably? (links with global learning activities and SDG 7, 11, 13,)</p> | <p>History</p> <p>How did the arrival of the Romans change Britain and impact our local area? Why did Emperor Claudius invade Britain? Why did the Romans almost lose control of Britain? (War with Boudica) Why was it so important to Claudia Aelius that her friend Lepidina Cerialis came and visited her? Why were Claudia and Lepidina living in Vindolanda (Hadrian's Wall) How do we know so much about the towns the Romans built in Britain? Why did the Romans organise gladiatorial games? Why was Hadrians Wall built? What features are still visible today in Maryport from the Romans? (learning walk through Maryport, visit to Maryport Roman museum and Vindolanda)</p> |
| PE | |
| <p>Games- rounders, cricket, tennis Athletics- running, long jump, javelin, discus, 100m, 200m, high jump Dancing- creating own dance routines to music</p> | |
| Science | RE |

