

## Literacy

### Spoken Language:

Participate in discussions, presentations, performances, role-play, improvisations and debates

Consider and evaluate different viewpoints, attending to and building on the contributions of others

### Reading:

Retrieve and record information from non-fiction  
Discuss words and phrases that capture the reader's interest and imagination

Ask questions to improve their understanding of a text

Retrieve and record information from non-fiction

### Writing:

Organise paragraphs around a theme  
Discuss and record ideas

In non-narrative material, use simple organisational devices

Discuss writing which is similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar

Proof-read for spelling and punctuation errors

In narratives, create settings, characters and plot

## Personal, Social and Emotional Development

### PSCHE: Relationships

Changing an unfair situation

Being pleased for someone's achievements

Telling the truth, saying sorry or making amends

Helping someone who is feeling sad or lonely

### R.E.: Sikhism - Do Sikhs think it is important to share?

WALT explore how Sikh beliefs affect their ways of life and the importance they place on sharing.

WALT discuss why it is important to share even though it is not always easy.

WALT describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.

WALT discuss and decide whether children think sharing is important or not to Sikhs.

## Understanding of the World

### Geography:

WALT use maps, atlases, globes and digital mapping to locate countries and describe features studied (look at the different habitats of predators, how are they adapted to their surroundings)

WALT use fieldwork to observe, measure, record and present the human and physical features in the local area. (doing a walking tour of the surrounding area making note of how many streets with houses, different shops and businesses and green spaces they see)

WALT use sketch maps, plans and graphs, and digital technologies to present our findings.

### Science: Plants

WALT identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

WALT 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 (long term experiment with different light variables to see how well each plant will grow)

WALT investigate the way in which water is transported within plants (use coloured dyes with white petaled flowers to see them change colour, watch water be transported up the tube of celery)

WALT explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

### Computing: Digital literacy

Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

## SUMMER TERM 1

### Activities

#### Predators on the prowl

#### Year 3

## Languages

### The Hungry Giant

Say and write at least four fruit nouns accurately.

Understand and recognise a French indefinite article.

Ask for an item politely.

## Mathematics

*Please see termly Success and Challenge cards.*

**Engage: Wildlife assembly show**

**Express: Predator dress up parade**

## Physical Development

### Athletics:

WALT use running, jumping, throwing and catching in isolation and in combination.

WALT develop flexibility, strength, technique, control and balance.

WALT compare their performances with previous ones and demonstrate improvement to achieve their personal best. (the children to keep a record or times, distances and amounts to show their progression)

## Expressive Art and Design

### D&T:

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### Music:

Improvise and compose music for a range of purposes using the inter-related dimensions of music