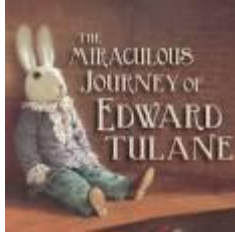


## Summer Term



You're Hired!



### English

**Programme of study includes:** word reading, comprehension, transcription, handwriting, composition and vocabulary, grammar and punctuation.

**The process of writing includes:** Introduce meaningful opportunity to write, Analysis of text  
- Read and study genre examples - Talk opportunities - Shared/modelled writing - Planning - Writing - Editing and improving - Publishing

#### **Inspiration:**

*The Miraculous Journey of Edward Tulane* by *Kate De Camillo*

*A Slippery Tale, a short film*

*Wolves* by *Emily Gravett*

*Ug* by *Raymond Briggs*

During Guided Reading children will explore a variety of books which will inspire discussion and debate.

**Class Reading Book:**

## Year Three Summer Term Overview

Throughout the year, children work towards an 'Apprentice' style showdown at the end of the final term. As the children further develop their skills and knowledge by completing various cross-curricular projects, they will evaluate their achievements and choose one final exhibition piece to present to the panel at the end of the year. Throughout this term, the children will develop their enterprise skills. Together they will further develop their presentation, performance and evaluation skills. The theme of self-improvement will be nurtured by well chosen core texts. The year will close with a grand finale celebration of achievements - The Apprentice style!

### Art and Design Technology

#### **Design Technology:**

- to 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
- to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided-design.
- to 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
- to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- to understand and use mechanical systems, e.g. gears, pulleys, cams, levers and linkages

#### **Art and Design**

Working towards exhibiting their favourite art work which demonstrates the four step approach.

### Social, Moral and Cultural Education - including Religious Education and RRS

SMSC is embedded in what we do and who we are everyday.

**Themes raised in the class text:** friendship, identity, wants vs needs

#### **Religious education**

What do we know about Jesus?

What is the bible and why is it important?

**RRS: 2, 3 and 27**

### History

**Changes in Britain from the Stone Age to the Iron Age** ([link to previous projects on rocks](#))



# You're Hired!

## Computing

Using 'Google Forms' and 'Google Sheets' to create graphs and present data on 'Numbers/Keynote' on an iPad.

## Mathematics

Over the year, children will continue to develop their mathematical skills and knowledge through Maths Mastery. Alongside this, the children will apply their maths skills across the curriculum, for example they will interpret and present charts and tables using 'Google Forms' and then solve one and two step problems. Using the language of the passing of time, children will sequence events in chronological order from the Stone Age to the Iron Age.



## Music

### Exploring structure, pitch and performing

- to play and perform in solo and ensemble contexts
- to improvise and compose for a range of purposes
- to listen with attention to detail and recall sounds with increasing aural memory
- to develop an understanding of the history of music

## French

- Weather and telling the time
- Weather and naming different sports

## Physical Education

### Athletics, cricket, folk dance and Latin/ballroom

- to control and coordinate their bodies and movements with increasing skill and confidence
- to follow and apply more complex rules in a range of competitive and cooperative games and physical activities
- to develop physical skills and techniques by observation, evaluation and refinement; and to use repetition and practice to reach higher standards
- to use tactics, strategies and compositional ideas to achieve set objectives and improve performance
- to recognise ways in which stamina and flexibility can be improved through daily physical activity

## Science

### Learning Objectives:

#### Physical Processes - Light

I can recognise that I need light in order to see things, and that dark is the absence of light.

I can notice that light is reflected from surfaces.

I can find patterns in the way that the sizes of shadows change.

I can recognise that shadows are formed when the light from a light source is blocked by a solid object.

I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes

#### Scientific Enquiry Skills

Ask relevant questions, and use different types of scientific enquiries to answer them

Set up simple practical enquiries, comparative and fair tests

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers

Gather, record, classify and present data in a variety of ways to help in answering questions

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Identify differences, similarities or changes related to simple scientific ideas and processes

Use straightforward scientific evidence to answer questions or to support their findings