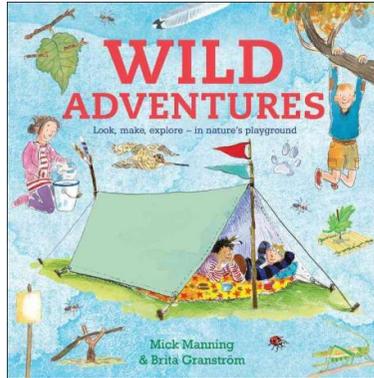


St Francis of Assisi Catholic Primary School
Year 3 Termly Overview of Planning – Summer 2020.



	Summer I (6 weeks)	Summer II (6 weeks)
RE	<p><u>Celebrating Easter and Pentecost</u></p> <ul style="list-style-type: none"> * To describe why we use the Pascal Candle and symbols of Easter * Have the opportunity to know the stories of the appearance of Jesus on the road to Emmaus and to Thomas * Have an opportunity to know that because Jesus rose from death to new life, we have hope that we will too. * Have an opportunity to know the story of the coming of the Holy Spirit and how it changed the disciples. <p>*Have an opportunity to reflect on times when we need the power of the Holy Spirit.</p>	<p><u>Being a Christian</u></p> <ul style="list-style-type: none"> * Have the opportunity to understand what being a Christian involves. * Have the opportunity to know how St. Peter became a follower of Jesus * Have an opportunity to understand how St. Paul had to learn how to be a Christian. * Have an opportunity to identify the gifts God has given us and reflect on ways we can use these gifts * Have an opportunity to know that God helps us to be good Christians. * Have an opportunity to reflect on our hopes and dreams for ourselves, our family and the world
Maths	<p><u>Number –Fractions</u></p> <p>Equivalent fractions (1) Equivalent fractions (2) Equivalent fractions (3) Compare fractions Order fractions Add fractions Subtract fractions</p> <p><u>Measure –Time</u></p> <p>Months and years Hours in a day Telling the time to 5 minutes Telling the time to the minute Using a.m. and p.m. 24-hour clock Finding the duration Comparing durations Start and end times Measuring time in seconds</p>	<p><u>Geometry- Properties of Shape</u></p> <p>Turns and angles Right angles in shapes Compare angles Draw accurately Horizontal and vertical Parallel and perpendicular Recognise and describe 2D shapes Recognise and describe 3-D shapes Make 3-D shapes</p> <p><u>Measurement – Mass & Capacity</u></p> <p>Measure mass (1) Measure mass (2) Compare mass Add and subtract mass Measure capacity (1) Measure capacity (2) Compare capacity Add and subtract capacity</p>

Class Book:



Writing Type:

Non-chronological

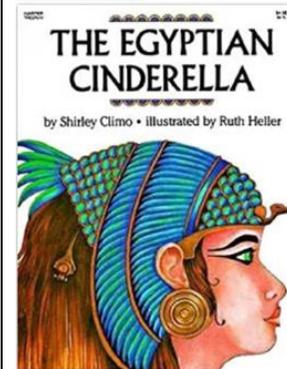
- * Features of non-chronological texts
- * sentence structure
- * openers
- * technical vocabulary
- * Write in paragraphs
- * Present tense
- * Third person
- * Caps, , ? , ! , ,
- * Notetaking
- * Plan, draft, evaluate
- Summarising
- Sub-heading & functions.

Writing assessment: 'The Mallodile' A report of an imaginary animal.

Poetry – Free verse

- * Rhyme
- * Rhythm
- * Features 5 lines
- AABBA
- line1=7-10 syll

ClassBook:



And - Moses – Prince of Egypt

Writing type:

Newspaper Article

Narrative: Development of Characterisation, Setting & plot

Composition:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English appendix 2)

- organising paragraphs around a theme
- in narratives, creating settings, characters and plot

line 2 7-10 sylls

Composition:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English appendix 2)

-organising paragraphs around a theme

-in narratives, creating settings, characters and plot

-in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

-evaluate and edit by:

-assessing the effectiveness of their own and others' writing and suggesting improvements

- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

-in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

-evaluate and edit by:

-assessing the effectiveness of their own and others' writing and suggesting improvements

- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

<p>Reading</p>	<p>Class Novel supplemented by other key materials including e-books, extracts & poems</p> <p>Reading - word reading</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes. • Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity. • Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. <p>Focus on Key Reading Skills:</p> <ul style="list-style-type: none"> • Vocabulary: Understand what they read by checking that the book makes sense to them, discussing and exploring the meaning of words in context • Infer: understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, begin to justify inferences with evidence • Predict: predict what might happen from details stated and implied • Explain: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Retrieve: retrieve key information from a text & retrieve, record and present information from non-fiction • Summarise: summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	<p>Class Novel supplemented by other key materials including e-books, extracts & poems</p> <p>Reading - word reading</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes. • Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity. • Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. <p>Focus on Key Reading Skills:</p> <ul style="list-style-type: none"> • Vocabulary: Understand what they read by checking that the book makes sense to them, discussing and exploring the meaning of words in context • Infer: understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, begin to justify inferences with evidence • Predict: predict what might happen from details stated and implied • Explain: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Retrieve: retrieve key information from a text & retrieve, record and present information from non-fiction • Summarise: summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
	<p>Grammar</p>	<p>Different types of nouns Compound words Using an and a /vowels Verbs in the past tense and present perfect tense adverbs, adjectives</p>

	Use of quotation marks in direct speech Commas to separate clauses Different types of conjunctions	Word families: adjectives, verbs, nouns & adverbs Revision task
Spelling	Spelling Shed List 22: Adding the suffix –ally instead of –ly when root word ends with –ic List 23: Adding the suffix –ly. Words which do not follow the rules. List 24: Challenge Words List 25: Words ending in ‘-er’ when the root word ends in (t)ch. List 26: Words with the /k/ sound spelled ‘ch.’ List 27: Words ending with g (sounding –gue) and words ending with –k in words (sounding –que)	Spelling Shed List 28: Words with the /s/ sound spelled ‘sc’ List 29: Homophones: same pronunciation/ different meanings and/or spellings. List 30: Challenge words List 31: The suffix ‘-sion’ pronounced /ʒən/ List 32: Revision of Stage 3 words (1 st group) List 33: Revision of Stage 3 words (2 nd group) List 34: Revision of Stage 3 words (3 rd group) List 35: Revision of Stage 3 words (4 th group)
PSHCE	Mental health and emotional wellbeing: Strengths and challenges Pupils learn: • about celebrating achievements and setting personal goals • about dealing with put-downs • about positive ways to deal with set-back	Celebrating Difference <ul style="list-style-type: none"> • Pupils learn : about valuing the similarities and differences between themselves and others • About what is meant by community • about belonging to groups
Geography/ History	River Nile – PlanBee (Geography) Location and map reading Countries the river runs through/ Source and mouth of river Felluca journey Importance of the river Nile for Egypt Investigate physical and human feature	Ancient Egyptians-PlanBee (History) Time and Place (what we already know?) The river Nile Tutankamun and Howard Carter Hieroglyphics Daily life of the ancient Egyptians Mummification
Design Technology/ Art	DT Greenhouses Exploring mini greenhouses Investigating stability Investigating materials Designing mini greenhouses Constructing mini greenhouses Evaluating mini greenhouses	Art Plant Art Appreciating the work of other artists Botanical illustrations Tints, shades and tones of colour Creating depth Sculpting clay Planning and creating artwork
Computing	Move It – Sort It! Handling Data • I can search a ready-made database to answer questions	

	<ul style="list-style-type: none"> I can add to a database I can make a branching database <p><u>Technology in our lives</u> Learning objectives:</p> <ul style="list-style-type: none"> I can use search tools to find and use an appropriate website I can save and retrieve work on the Internet, the school network, or my own device. I can talk about the parts of a computer. 	
<p>Science</p> <p>Main scientific enquiry strand</p>	<p>Light: <u>Children will be taught to:</u></p> <ul style="list-style-type: none"> -recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is blocked by a solid object -find patterns in the way that the size of shadows change. 	<p><u>Revision of Y3 Science</u> <u>with focus on Working Scientifically Skills</u></p>
<p>Music</p>	<p>Recorders</p> <ul style="list-style-type: none"> I can play a low D I can play an F sharp I understand bar lines, and time signatures such as $\frac{3}{4}$ and $\frac{4}{4}$ I can explain II: :II I can compose rhythms using notation I can explore and create melodies using notation I understand and can play f and p I can choose some good dynamics for a piece that we can play 	
<p>MFL</p>	<p>La Jolie Ronde</p> <ul style="list-style-type: none"> Months of the year Days of the week Greetings Likes and dislikes Revision of year 3 objectives Songs and short stories 	

PE	Dance -perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best	Tennis: Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Outdoor and Adventurous activity challenges both individually and within a team.	Athletics - use running, jumping, throwing and catching in isolation and in combination
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