**Year Group:** 3 **Term:** Summer 1 **Topic:** Our Changing World

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| **Weeks** | **Week 1**  **WB 19.04.21** | **Week 2**  **26.04.21** | | **Week 3**  **03.05.21** | | | **Week 4**  **10.05.21** | **Week 5**  **17.05.21** | | **Week 6**  **24.05.21** | |  | |
| **Unusual Timetable Events** | **INSET 19.04**  **3 Days of Maths and English** | **4 Days of Maths and English** | | **03.05.21 Bank H**  **STEAM week 1**  **Tue**  **STEAM - Kilmar**  **SMSC- Trew**  **Friday –**  **STEAM – Trew**  **SMSC - Kilmar**  **3 Days of Eng and Maths** | | | **STEAM week 2**  **Tue –**  **SMSC- Bearah**  **STEAM - Treg**  **Friday**  **STEAM - Bearah**  **SMSC Day - Treg** | **4 Days of Maths and English** | | **Science and STEAM Week**  **Monday - Local Rock Survey (TRIP)**  **3 days of Maths and English** | |  | |
| **Maths Intent:**  **To gain a basic understanding of fractions.** | | | | | | | | | | | | | |
| **Maths** | **KH**  1/5 Number – Fractions  Recognise a half  Find a half  Recognise a quarter | **KH**  2/5 Number – Fractions  Find a quarter  Recognise a third  Find a third  Unit fractions | | **KH**  3/5 Number – Fractions  Non-unit fractions  Equivalence of a half and 2 quarters  Count in fractions | | | **VM**  4/5 Number - fractions  Making the whole  Tenths  Count in tenths | **GH**  5/5 Number – Fractions  Fractions on a number line  Fractions of a set of objects (1)  Fractions of a set of objects (2) | | **GH**  Fractions of a set of objects (3)  Equivalent fractions (1)  Equivalent fractions (2) | |  | |
| **Maths End Points** | * Make equal parts * Recognise a half, a quarter, a third and tenths. * Find Unit fractions * Find Non-unit fractions * Equivalence of half and quarter * Count in fractions | | | | | | | | | | | | |
| **Maths Fluency**  **KH** | 3x  4 x  8 x | 3x  4 x  8 x | | 3x  4 x  8 x | | | 3x  4 x  8 x | 3x  4 x  8 x | | 3x  4 x  8 x | | 3x  4 x  8 x | |
| **Fluency End Points** | * To recall the 3 and 4 times tables with increasing speed and begin to learn the 8 times tables. | | | | | | | | | | | | |
| **English Intent:**  **To write an adventure story** | | | | | | | | | | | | | |
| **English**  **MD** | **GH**  *Imitate*  1. Elicitation task  2. Learn a text  3. Improve vocabulary | **MD**  *Grammar and P*  1. Story structure  2. Punctuation  3. Sentence openers  4. Co-ordinating conjunctions | | **MD**  *Grammar and P*  1. Punctuating speech  2. Punctuating speech  3. Adjectives | | | **MD**  *Grammar and P*  1. Paragraphs  2. Punctuation  3. 1. Box up the innovate | **MD**  *Innovate*  1. Innovate Box 1  2. Innovate Box 2  3. Innovate Box 3 and Box 4  4. Box up the invent | | **MD**  *Invent*  1. Invent Box 1  2. Invent Box 2  3. Invent Box 3 and 4  4. Editing | |  | |
| **English End Points** | * **Used familiar and new punctuation correctly, including full stops and capital letters.** * **Used expanded noun phrases to describe and specify.** * **Used co-ordination in their writing (using or, and, or but).** * **Began to use paragraphs to organise their writing.** * **Began to use inverted commas to punctuate speech.** * **Planned what they were going to write, by writing down key ideas and vocabulary.** * **Imitate vocabulary use and a style of writing.** * **Used adverbs to add detail.** * **Used a range of adjectives to describe a setting and a character.** | | | | | | | | | | | | |
| **Reading Intent:**  **To improve confidence, comprehension and retrieval skills to improve overall reading ability.** | | | | | | | | | | | | | |
| **Reading Skills** | **RN**  Poetry: Wizards, Spiders & Castles | | **VM**  Poetry: Bumblebees, Sweets and see-through Stomach | | **VM**  About Earth (week 1/2) | **MD**  Earth’s Amazing Environments (week 1/2) | | | **MD**  Earth’s Amazing Environments (week 2/2) | | **VM**  STEAM reading skills week | |  |
| **Reading End Points** | **VIPERS** – this term children focused on:  Vocabulary:   * Give/explain the meaning of words in context * Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * Identifying how language, structure and presentation contribute to meaning   Inference:   * Make inference from the text/explain and justify using evidence from the text * Drawing inferences such as inferring character’s feelings, thoughts and motives from their actions and justifying inferences with evidence   Prediction:   * Using evidence, children predict what a text might be about or what might happen next. They are encouraged to use their inference skills to support this.   Explaining   * Using reasoning skills to explain their thinking or explain an answer.   Retrieval:   * Retrieve and record key information / key details from fiction and non-fiction * Retrieve and record information from non-fiction | | | | | | | | | | | | |
| **Phonics intervention group**  **GH** | **Module 4**  **Set 3 sounds**  **Recap Set 2** | | **Module 4**  **Set 3 sounds**  **Recap Set 2** | **Module 5**  **Set 3 sounds**  **Recap Set 2** | | | **Module 6**  **Set 3 sounds**  **Recap Set 2** | **Module 7**  **Set 3 sounds**  **Recap Set 2** | | **Module 8**  **Set 3 sounds**  **Recap Set 2** | |  | |
| **Spelling Intent:**  **To recall common spelling rules and apply them when writing.** | | | | | | | | | | | | | |
| **Spellings**  **RN** | Months of the year | Suffix ‘shun’ spelt: -sion, -ssion, tion, cian | | Suffix ‘ment’ & ‘ness’ | | | Suffix ‘ly’ & ‘ally’ (adverbs) | Suffix ‘ture/sure’ | | Kn/Gn words | |  | |
| **SEND Spellings- Phonics Groups**  **GH** | ‘oy’ grapheme  (Set 2 spelling) | ‘ea’ grapheme  (Set 3 spelling) | | ‘oi’ grapheme  (Set 3 spelling) | | | ‘a-e’ split digraph  (Set 3 spelling) | ‘i-e’ split digraph  (Set 3 spelling) | | ‘o-e’ split digraph  (Set 3 spelling) | |  | |
| **Spelling End Points** | * To spell all 12 months of the year * To spell words containing the suffix ‘sion/ssion,tion,cian’ * To spell words containing the suffix ‘ly/’ally’ to create adverbs * To spell words continuing ‘ture/sure’ * To spell words containing ‘kn’ and ;gn’ sounds | | | | | | | | | | | | |
| **Computing Intent:**  **To collect and present data.** | | | | | | | | | | | | | |
| **Computing**  **KH** | We are meteorologists:  Work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) 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. | | | | | | | | | | |  | |
| **Computing End Points** | * + They understood different measurement techniques for weather, both analogue and digital   + used computer-based data logging to automate the recording of some weather data   + used spreadsheets to create charts analyse data,   + explore inconsistencies in data and make predictions   + practise using presentation software and, optionally, video. | | | | | | | | | | | | |
| **Science Intent:**  **To develop an understanding of, and have knowledge about, rocks.** | | | | | | | | | | | | | |
| **Science**  **VM** | 1. Become rock stars! | 2. Rock detectives | | 3. Rock types | | |  | 4. Fantastic fossils | | 5. Rock survey in our locality  6. Amazing rock and fossil museum! | |  | |
| **Science End Points** | **Rocks:**   * There are three different types of rock; They are Igneous, Sedimentary and Metamorphic. * There can be manmade rock. * Geology is the study of rocks; petrologists are the people that study rocks. * Fossils can be found in some rocks. * Rocks have been used for millions of years as tools and weapons. * Rocks can be grouped by their properties. * Igneous Rocks come from molten magma. * Sedimentary rocks are formed over a long time by compressing sand, mud and small stones. * Metamorphic rock has been put under a lot of pressure and heat.   **Working Scientifically:**   * Ask relevant questions and using different types of scientific enquiries to answer them. * Set up simple practical enquiries and comparative and fair tests * Make systematic and careful observations and, where appropriate, take accurate measurements using standard units. * Gather, record, classify and present data in a variety of ways to help answer questions. * Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. * Identify differences, similarities or changes related to simple scientific ideas and processes.   **Scientists:**  Florence Bascom  Friedrich Mohs  Mary Anning | | | | | | | | | | | | |
| **Science Investigation (x1)** | Make observations  Classifying rocks | Set up comparative and fair tests  Make observations | | Local rock survey – observing and classifying in context | | |  | Set up comparative and fair tests  Make observations | |  | |  | |
| **Science Investigation End Points** | * 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. * Use straightforward scientific evidence to answer questions or to support their findings. * Make careful observations in order to classify. | | | | | | | | | | | | |
| **Topic Intent:**  **To develop their understanding of the different structure-types of bridges and their importance.**  **To develop a design, test it and evaluate it.**  **To be able to talk about the general landscape of the UK, including beginning to develop map skills.** | | | | | | | | | | | | | |
| **Topic**  **RN** | 1. England counties – mapping and compass directions. | 2. UK cities - mapping and compass directions. | | 3. What is/causes weather and climate? | | | 4. Why does the weather vary across the UK? | 5. Extreme UK weathers. | | 6. Weather reporting [Computing lesson]. | |  | |
| **Topic End Points (KIRFS)** | Geography:   * Know the eight points of the compass are N,S, E, W, SW, SE, NW and NE. * Know the UK is split into regions and counties. * Know that we live in the county of Cornwall which is in the south west region. * Know that cities are marked with dots on a map. The city closest to us is Plymouth. * Know that the weather in the UK changes with the seasons. Summer is **normally** hot and sunny, Winter is cold and dark, Spring is warm with sunny spells and light rain, Autumn is overcast with heavy rain. * Know that weather in an area depends upon: the season, location (NESW) within the UK, if you are inland or coastal. * Know that extreme weather is caused by climate change. Examples of extreme weather are floods, droughts, wildfires and storms. | | | | | | | | | | | | |
| **PE Intent:**  **To**  **To** | | | | | | | | | | | | | |
| **PE** | OAA  Tennis | OAA  Tennis | | OAA  Tennis | | | OAA  Tennis | OAA  Tennis | | OAA  Tennis | | OAA  Tennis | |
| **PE End Points** | End points for Tennis:   * Throw a ball to correctly and with accuracy * Move around with the ball using your hands keeping it under control * Use a tennis racket to move a tennis ball around the playground * Perform a variety of skills using a tennis racket * Understand the action we use when playing a tennis shot * Be able to push the ball with a tennis racket along the floor * Hit the tennis ball with a racket correctly * Be able to hit a tennis ball to a partner * Perform a rally with a partner * Hit the ball over a net   End points for OAA:   * Recalled map symbols * Followed a simple trail * Remembered objects and symbols seen along a trail * Worked as a team to find clues * Used map skills to find controls | | | | | | | | | | | | |
| **RSHE Intent:**  **To understand the importance of relationships.** | | | | | | | | | | | | | |
| **RSHE** | Lesson 1 – 1. Family Roles and Responsibilities | Lesson 2 – Friendship | | Lesson 3 – Keeping myself safe online | | | Lesson 4 – Being a global citizen 1&2 | Lesson 5 – Celebrating my web of relationships | |  | |  | |
| **RSHE End Points** | * I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. * I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener. * I know and can use some strategies for keeping myself safe online. * I can explain how some of the actions and work of people around the world help and influence my life. * I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. * I know how to express my appreciation to my friends and family. | | | | | | | | | | | | |

**Planning responsibilities:**

Rach – Geography, 1 week R.Skills and Spellings (9.5 hours of planning).

Georgie – ILP Maths, Phonics, RSHE, Maths Weeks 5&6, English Week 1, SMSC Day (24 hours of planning).

Kate – Weeks 2, 3&4 Maths, Maths fluency (14 hours of planning).

Matthew – English Weeks 2-6, 2weeks R.Skills (23 hours of planning).

Vicky – Science, Art, Week 4 Maths, 3 weeks R.Skills, STEAM Day (22 hours of planning).