**Year Group:** 3 **Term:** Summer 2 **Topic:** Our Changing World

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weeks** | **Week 1**  **WB 07/06/21** | **Week 2**  **WB 14/06/21** | | **Week 3**  **WB 21/06/21** | | **Week 4**  **WB 28/06/21** | **Week 5**  **WB 05/07/21** | **Week 6**  **WB 12/07/21** | **Week 7**  **WB 19/07/21** |
| **Unusual Timetable Events** | **4 days**  **7th June INSET**  **8th June Topic Launch**  **2 Maths**  **3 English** | **Assessment week**  **3 English**  **3 Maths** | | **25th SEND Class trials**  **3 English**  **3 Maths** | | **4 English**  **4 Maths** | **5th July Sports Day**  **7th July Transition day**  **2 English**  **2 Maths** | **13th July (possible) Beach Trip**  **Computing PM**  **3 English**  **3 Maths** | **20th July Summer Craft morning**  **21st DT morning**  **21st July Film Treat (pm)**  **3 English**  **2 Maths** |
| **Maths Intent:**  **To gain a basic understanding of time.**  **To name common shapes.**  **To begin to recognise angles and turns.**  **To measure and compare mass.** | | | | | | | | | |
| **Maths** | **VM - Time**  1. O’clock and Half past. **R**  2. Quarter past and quarter to. **R** | **VM - Time**  1. Telling the time to five minutes (1)  2. Telling the time to five minutes (2)  3. Telling the time to minutes (1) | | **VM - Time**  1. Telling the time to minutes (2)  2. AM and PM  3. 24 hour clock | | **MD - Time**  1. Finding duration (1)  2. Finding duration (2)  3. Comparing durations  4. 24 hour clock | **MD – 2D and 3D shapes**  1. Recognise 2D shapes  2. recognise 3D shapes | **MD - Angles**  1. Turns and angles  2. Compare angles  3. Horizontal and vertical | **MD – Mass and capacity**  1. Measure mass  2. Compare mass |
| **Maths End Points** | * Can read the time to O’clock and half past * Can read the time including quarter past and quarter to * Can tell the time to five minutes * Can tell the time to the nearest minute * Know the difference between AM and PM * Can read a 24 hour clock * Can find a duration * Can compare durations * Can recognise common 2D shapes * Can recognise common 3D shapes * Can recognise turns and angles * Can compare angles * Can measure and compare mass | | | | | | | | |
| **Maths Fluency**  **KH** | Time | Time | | 8 x tables | | 8 x tables | 8 x tables | 8 x tables | 8 x tables |
| **Fluency End Points** | * To know the days of the week * To know the months of the year * To know that there are 24 hours in a day and 7 days in a week * To know how many days are in each month * To know their 8 x tables with increasing fluency | | | | | | | | |
| **English Intent:**  **To write an adventure story** | | | | | | | | | |
| **English**  **MD** | **GH**  *Imitate*  1. Elicitation task  2. Learn a text  3. Likes, dislikes, puzzles and patterns. | **GH**  *Grammar and P*  1. Identify word classes  2. Identify different sentence types  3. Use inverted commas | | **GH**  *Grammar and P*  1. Use coordinating conjunctions  2. Use expanded noun phrases  3. | | **GH**  *Grammar and P*  1.  2.  3.  4. Box up the innovate | **VM**  *Innovate*  1. Innovate  2. Innovate | **VM**  *Invent*  1. Innovate  2. Box up the invent  3. Invent  4. Invent | **VM**  *Edit and publish*  1. Invent  2. Edit to improve  3. Publish |
| **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** | **Test practice**  Lessons 1 and 2 | | **Test practice**  Lessons 3 and 4 | | A new home for pirates  Quigleys Widlife (2 weeks)  Sinbad: valley of diamonds | | | | |
| **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** |  | |  |  | |  |  |  |  |
| **Spelling Intent:**  **To recall common spelling rules and apply them when writing.** | | | | | | | | | |
| **Spellings**  **RN** | 1- kn/gn words | 2- im/il/ir/in prefixes | | 3-sub/super prefixes | | 4- auto/inter prefixes | 5- wr words |  |  |
| **SEND Spellings- Phonics Groups**  **GH** |  |  | |  | |  |  |  |  |
| **Spelling End Points** | * To spell words containing, kn/gn, im/ir/in and wr correctly. * To spell words with prefixes sub and super correctly. * To spell words with prefixes auto and inter correctly. | | | | | | | | |
| **Computing Intent:**  **To collect and present data.** | | | | | | | | | |
| **Computing**  **KH** |  | | | | | | | Computing afternoon  PowerPoint |  |
| **Computing End Points** | * + They understood how to turn the laptops on   + They can open and run software as directed   + They can edit a page of text in PowerPoint   + They can add a picture to a slide   + They can change the transition of slides   + They can shut the computer down properly | | | | | | | | |
| **Science Intent:**  **To develop an understanding of, and have knowledge about, rocks.** | | | | | | | | | |
| **Science**  **Forces and magnets:**  **MD** | 1. May the force be with you! | 2. Acting forces | | 3. Magnetic attraction | | 4. Poles apart | 5. Magnetic fun time | 6. All the fun of the fair! |  |
| **Science End Points** | **Magnets:**   * Compared how things move on different surfaces. * Understand that forces are pushes and pulls which can make things move, stop or change shape. * Set up and conducted a comparative fair test, recorded measurements and discussed results. * Noticed that some forces need contact between two objects, but magnetic forces can act at a distance. * Compared and grouped together a variety of everyday materials on the basis of whether they were attracted to a magnet and identified some magnetic materials.   **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:**  Isaac Newton | | | | | | | | |
| **Science Investigation (x1)** | Make observations  Classifying textures and surfaces | Set up comparative and fair tests  Make observations | | Set up comparative and fair tests  Make observations | | Compared and grouped together materials, based on their magnetic qualities. | 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 coastal erosion (including it’s causes and what we can do to prevent it).** | | | | | | | | | |
| **Topic**  **Geography**  **KH** | 7. What is a coast/coastline? (coastal features) | 8. Costal erosion types. | | 9. Mapping UK coasts – grid references. | | 10. Coastal defences. | 11. Changes in land use. | 12. Our local coasts. |  |
| **Topic End Points (KIRFS)** | Geography:   * Know the main features of the coastline * Know the coastal erosion types * Can map the UK using grid references * Know about some methods of coastal defence * Can talk about how the use of land has changed over time * To study our local coasts – completing a field trip to look at local coastal erosion | | | | | | | | |
| **PE Intent:**  **To play a game of tennis**  **To develop skills needed for athletics (and apply them during Sports Day)** | | | | | | | | | |
| **PE** | OAA  Tennis | Athletics  Tennis | | Athletics  Tennis | | Athletics  Tennis | Athletics  Tennis | Athletics  Tennis | Athletics  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 Athletics:   * to improve running technique to go faster * to exchange a baton successfully during relay races * to swing arms in order to jump further or higher * to use underarm and overarm passes to hit a target | | | | | | | | |
| **RSHE Intent:**  **To understand the importance of relationships.** | | | | | | | | | |
| **RSHE** | 1. How babies grow | 2. Babies | | 3. Outside body changes | | 4. Inside body changes | 5. Family Stereotypes | 6. Looking Ahead |  |
| **RSHE End Points** | * I can express how I feel when I see babies or baby animals * I can express how I might feel if I had a new baby in my family * I recognise how I feel about these changes happening to me and know how to cope with those feelings * I recognise how I feel about these changes happening to me and know how to cope with these feelings * I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes * I can start to think about changes I will make next year and know how to go about this | | | | | | | | |

**Planning responsibilities:**

Rach – Reading Skills, Spelling and P.E

Georgie – ILP Maths, Phonics and 4x weeks of English

Kate – Geography, RSHE and Maths fluency

Matthew – 4x weeks of Maths, Science

Vicky – 3x weeks of Maths and 3x weeks of English 1x week of Reading Skills and 6 x lessons of DT