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

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| **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 PM3. 24 hour clock | **MD - Time**1. Finding duration (1)2. Finding duration (2)3. Comparing durations4. 24 hour clock | **MD – 2D and 3D shapes**1. Recognise 2D shapes2. recognise 3D shapes | **MD - Angles**1. Turns and angles2. Compare angles3. Horizontal and vertical | **MD – Mass and capacity**1. Measure mass2. 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
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| **English Intent:****To write an adventure story** |
| **English****MD** | **GH***Imitate*1. Elicitation task2. Learn a text3. Likes, dislikes, puzzles and patterns. | **GH***Grammar and P*1. Identify word classes2. Identify different sentence types3. Use inverted commas | **GH***Grammar and P*1. Use coordinating conjunctions2. Use expanded noun phrases3.  | **GH***Grammar and P*1.2. 3. 4. Box up the innovate | **VM***Innovate*1. Innovate2. Innovate | **VM***Invent*1. Innovate2. Box up the invent3. Invent 4. Invent | **VM***Edit and publish*1. Invent2. Edit to improve3. 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.**
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| **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 piratesQuigleys 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
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| **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.
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| **Computing Intent:****To collect and present data.** |
| **Computing****KH** |  | Computing afternoonPowerPoint |  |
| **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
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| **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 observationsClassifying textures and surfaces | Set up comparative and fair testsMake observations | Set up comparative and fair testsMake observations | Compared and grouped together materials, based on their magnetic qualities. | Set up comparative and fair testsMake 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.
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| **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
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| **PE Intent:****To play a game of tennis****To develop skills needed for athletics (and apply them during Sports Day)** |
| **PE** | OAATennis | AthleticsTennis | AthleticsTennis | AthleticsTennis | AthleticsTennis | AthleticsTennis | AthleticsTennis |
| **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
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| **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
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**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