

Year group: Year 3		Term: Summer 2
Subject	Strand	Unit of work title / Overview
English	Reading	Continue to develop fluency including accuracy, automaticity and prosody. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identifying how language, structure, and presentation contribute to meaning.
	Writing	Writing to entertain. Key Text: Brownstone's Mythical Collection – Arthur and the Golden Rope by Joe Todd-Stanton Create and develop characters, settings and a plot based on a model Noun phrases to describe and specify (characters and settings). Compose compound and complex sentences using co-ordinating conjunctions (for, and, but, or, yet, so) and subordinating conjunctions (because, although, if, when since. Use adverbs to modify verbs. Effectively use prepositions for where (above, below, beneath, within, outside, beyond) Use fronted adverbials to vary sentence structure. Use inverted commas to punctuate direct speech.
	Spelling	The /ʌ/ sound spelt 'ou', suffixes beginning with vowel letters to words of more than one syllable, homophones (heel, heal, he'll, plain, plane, groan, grown, rain, rein, reign), spell irregular plurals, Year 3 common exception words.
	Grammar	Select generate and effectively use imperative verbs and adverbs to add detail. Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Use conjunctions, adverbs and prepositions to express time, place and cause (when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in). Accurately use commas in a list. Exploring the use of first, second and third person. Using imperative verbs, fronted adverbials and noun phrases to describe and specify.
	Punctuation	Correctly demarcate sentences (statement, command, exclamation and questions). Capital letters, full stops, question marks, exclamation marks, apostrophe for possession and contractions, commas in a list. Beginning to use inverted commas to punctuate direct speech. Accurately punctuate commands, statements, exclamations and questions.
Maths	Units of work	Time: Roman numerals to 12, tell the time to 5 minutes, tell the time to the minute, read time on a digital clock, use am and am, solve problems with time. Shape: Turns and angles, right angles, compare angles, measure and draw accurately, horizontal and vertical, parallel and perpendicular, recognise, describe and draw polygons, recognise, describe and make 3-D shapes.
Science	Working scientifically	Scientific evidence to answer questions or to support their findings. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
	Units of work	Plants: Research and identify the stages of the lifecycle of a plant. Make observations of the parts of a flower. Understand the process of pollination. Observe different seeds and explain the different methods of seed dispersal?
Spanish	Units of work	Los helados; Ice-creams (Language Angels: Early Language)
Geography	Units of work	How are coasts changing? Identify the physical features of a coast including cliffs, waves, coves and beaches. Explain that coastal erosion can form caves, arches, stacks and stumps. Know that sea defences protect cliffs, land and buildings against erosion. Know that Mart Anning discovered fossils along the Jurassic Coast. Know that longshore drift is the movement of material along the coast. Know that lighthouse protect ships against the coastal rocks.
Art/D.T.	Artist	John Constable
	Units of work	Painting - Know that detail and colour can be built using paint and that a variety of colours can be created from using a limited palette. Create a colour wheel that displays tertiary colours and explore creating hues using watercolour paints. Explore complementary colour combinations and create a final landscape piece that uses complementary colours.
Music	Musician Units of work	Ukulele lessons with Mr Row (ArtForms)
RE	Units of work	How and why do people try to make the world a better place? Pupils will build on what they know already about Jewish, Christian, Muslim, and non-religious worldviews. They will consider what motivates many Christians, Jews, Muslims and people with non-religious worldviews to care for the world, basing their knowledge on scripture and teachings.
Computing	Units of work	E-safety: Explain and consider our digital footprint. Explain why we need to be careful before sharing anything personal online and how to seek advice or support before putting something online. Creating media: What is photo editing? I know that photo editing is the process of changing or altering a photo including changing digital images (rotate and crop), recolouring photos, retouching photos and creating own images.
PE	Units of work	Striking and fielding
PSHE	Units of work	Health and Wellbeing – Why should we keep active and sleep well? Know and can explain the positive impacts of physical activity on the mind and body. Know that regular (daily/weekly) exercise benefits my mental and physical health. Name some exercise that I enjoy to keep me healthy. Know that good sleep contributes to a healthy lifestyle. Know that I must go to bed at a similar time each night (and in good time). It is helpful to remove screens (computers, tv) in the hour before I go to bed. Know where to go for support if I am struggling with sleep routines and my physical activity levels.

