
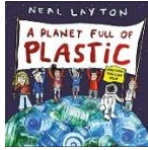




Year 3 Learning Web

Term: Summer 2

<p>Class book: Fiction: <i>Greta and the Giants</i> Non</p>  <p>Fiction: <i>A Planet Full of Plastic</i></p> 	<p>English All year 3 key skills to be covered, with particular focus on the following: Using commas in a list Prepositions Connectives Paragraphs Adverbs Contractions Year 3 Spellings</p> <p>Writing outcomes: Poetry Narrative News report Biography</p>	<p>Art Action: I understand what the Cubism movement was Action: I can explore the work and life of Cubism painter George Broque Action: I can create a piece based on the painting 'Violin and Candlesticks' Action: I can explore the features of buildings designed by the Architect Zaha Hadid Action: I can design a building or structure based on the architecture of Zaha Hadid Action: I can use a range of materials to create a collage inspired by Matisse</p>	<p>Computing Programming B – Events and Actions in Programs Action: I can explain how a sprite moves in an existing project Action: I can create a program to move a sprite in four directions Action: I can adapt a program to a new context Action: I can develop my program by adding features Action: I can identify and fix bugs in a program Action: I can design and create a maze-based challenge</p>	<p>Music Develop an understanding of the history of music. Describe using musical technical, musical vocabulary. Play and perform in solo and ensemble contexts, Playing tuned musical instruments, improvise and compose music</p> <p>History Action: I can identify changes from the late Neolithic hunter gatherers to the early farmers Action: I understand how the industrial revolution changed farming in the Victorian times Action: I can recognise the changes in British farming since the 1900's Action: I can explain why settlements develop in certain locations</p>
<p>British Values: Individual Liberty</p> 	<p>Reading Applying their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discussing words and phrases that capture the reader's interest and imagination Recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>DT Action: I can compare different products that use an electrical system Action: I understand the contribution of the electrical engineer and inventor Nikola Tesla Action: I can design a motorised car Action: I can create a motorised car Action: I can evaluate my product</p>	<p>Geography Land Use Action: to draw a simple sketch map to show how land is used Action: to use a map key to show how land is used Action: to annotate a sketch map to show relative distances. Action: identify urban and rural areas in the UK and list land uses in urban and rural areas. Action: list different types of rural spaces and explain what most rural land is used for in the UK. Action: compare maps of different agricultural areas and explain why an area is suited to crop or livestock farming</p>	<p>RE How and why do people try and make the world a better place? Action: I can identify ways in which the world is not always such a good place Action: I understand how religions acts as guides for believers to make the world a better Action: I can explore the ways non-religious people also try to make the world a better place Action: I can identify how different religions use charity to help the world Action: I can think of ways to make the world a better place</p>
<p>Christian Value: Service</p> 	<p>Maths Time Geometry: 2D and 3D shapes Geometry: Lines Multiplication Division Fractions Missing number problems</p>	<p>Science Biology – Animals Including Humans Action: I can sort foods into groups and I understand the different nutrients these groups provide Action: I can sort animal skeletons into groups and discuss their similarities and differences Action: I can understand how our muscles and bones work together to help us move Physics – Forces and Magnets Action: I can compare how things move on different surfaces Action: I can compare and group together a variety of everyday materials based on whether they are magnetic or non-magnetic Action: I can predict whether 2 magnets will attract or repel each other depending on where the poles are facing</p>	<p>PE Athletics Action: To practise running, jumping and throwing skills Action: To sprint effectively Action: To run with fluency over hurdles Action: To jump for distance Action: To develop and refine different throwing techniques Action: To learn different push throw techniques</p>	<p>French Animals and the Circle of Life Action: I can research a new noun and determine its gender Action: I can build sentences to describe where something lives or does not live Action: I can use knowledge about language to solve a science-based puzzle Action: I can describe a food chain in French Action: I can write a range of sentences in French to describe a food chain</p>
<p>Local Link: Creative tree-planting workshops with a local artist group in Nailsworth</p>			<p>PSHE Safety and Wellbeing Action: I know where I can get advice in school Action: I know the 5 ways I can take care of my well-being Action: I know how to stay safe if there is a fire Action: I know how to contact the emergency services</p>	