

Year 3		A Local Study: Counties of the UK		Summer 2
ROOTS Link: Local Study	Whole School Project: -	Ignites, Trips, Visits & Visitors: Field work mapping a local park/area. Using maps of the school site.		
Vision: For this project, the children will develop a greater awareness of the geographical features of the county they live in. They will draw comparisons between maps and compass points, understanding how a compass works scientifically to create directions. They will apply these skills through orienteering opportunities in their physical education lessons and explore magnetic fields and forces deeper in Science. The children will test properties of everyday surfaces and materials, looking at different forces through scientific investigations. They will apply their understanding of magnetic forces through the construction of a car propelled by magnets. Use of computing such as 2Graph will support them when presenting their investigation findings.		Key Texts: <ul style="list-style-type: none"> Tilly and the Time Machine 		
History/ Geography				
NC Links	Knowledge	Skills		
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Use fieldwork to observe, measure, record and locate the human and physical features in a local area using a range of methods including sketch maps, plans and graphs, and digital technologies.	<ul style="list-style-type: none"> Know the levels of traffic outside the school at different times of the day. Know features of Swanage and Buckinghamshire and use a key to identify them. Identify where Dorset is on a map using the grid reference. Understand what demographic data is Understand different OS map symbols OL: Can I use and create a map key? OL: Can I recognise the counties of England? OL: Can I understand OS map symbols? OL: Can I use demographic data to compare Dorset and Buckinghamshire? OL: Can I use grid references to locate counties? OL: Can I complete a traffic survey?	Accurately identify features of an unknown UK location using a map with symbols and a key. Find locations using 2 figure grid reference on map Conduct a simple observational fieldwork traffic survey comparing number of cars (compare day or time of day).		

English		
<p>Writing Focus: Persuasive Text & Recount</p> <p>Cold Write: Persuasive Letter to Miss Lovelock. A Recount of an incident.</p> <p>WAGOLL: Letter & Recount of a journey</p> <p>Hot Write: Persuasive letter to MK council for planning permission to build a new building/attraction to enhance MK futures 2050 project. Recount of an event that happens in Tilly and the Time Machine.</p>	<p>Short Bursts: Dragon's Den Write a persuasive advert for a mystery item.</p> <p>Blog Post – recount.</p>	
<p>Purpose: To persuade someone to have the same view as you. Retell from a certain viewpoint a key event in detail</p>	<p>Audience: MK Council/Local Area Fictional Character/Story/Court</p>	
NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
<p>Plan:</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. <p>Draft and write:</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organising paragraphs around a theme. In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices [headings and sub-headings] <p>Evaluate and edit:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the 	<ul style="list-style-type: none"> Identifying different types of nouns including abstract nouns. Using paragraphs to group information. Prepositions show where or when something is. Fronted adverbials as words or phrases give details of when, where and how. Apostrophes used on nouns show possession. Subordinate clauses cannot stand alone as a complete sentence; they complement a sentence's main clause, by adding additional information or description. Paragraphs group related material. 	<ul style="list-style-type: none"> Using expanded noun phrases to enhance descriptions <ul style="list-style-type: none"> Rhetorical questions Repeated words Powerful verbs and strong adjectives that appeal to the reader <ul style="list-style-type: none"> Adverbs of manner Conjunctions of cause (because, consequently, therefore, as a result, so) Comma in a noun phrase Full stops, question and exclamation marks used correctly Range of simple sentences <ul style="list-style-type: none"> Prepositions of time (time conjunctions) and place that are used at the beginning of a sentence

meaning is clear.		
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Speaking & Listening		
Speaking & Listening	Debating	
Use intonation to emphasise grammar and punctuation when reading aloud.	Vary language between formal and informal according to the situation.	
Explain a project or concept to a group of peers.	Engage in discussions, making relevant points.	
Respond appropriately when in role including basic improvisation.		
Spelling & Phonics		
NC Links	Knowledge	Skills
<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<ul style="list-style-type: none"> To know how to spell words which are often misspelt. Understand which homophones link together Sounding 'ow' spelt 'ou' year 3 and 4 statutory word list. 	<p>Apply the following spelling rules:</p> <ul style="list-style-type: none"> homophones Y3 statutory word list <p>Develop strategies for learning statutory words:</p> <ul style="list-style-type: none"> Pyramid words Identifying tricky part of the word Trace, copy, replicate Look, say, cover, write, check Drawing around the word to show the shape Drawing a mnemonic around a word
Handwriting		
NC Links	Knowledge	Skills
<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters using cursive style. Increase the legibility, consistency and quality of their handwriting. 	<p>Use joined handwriting throughout their independent writing.</p> <p>Write down what they want to say with increased fluency.</p>

Design & Technology: Pneumatic Toys

NC Links	Knowledge	Skills
<p>Design Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>	<ul style="list-style-type: none"> • To understand how pneumatic systems work. • To understand that pneumatic systems can be used as part of a mechanism. • To know that pneumatic systems operate by drawing in, releasing and compressing air. <p>OL: Can I understand how pneumatic systems work?</p> <p>OL: Can I design a toy that uses a pneumatic system?</p> <p>OL: Can I create a pneumatic system?</p> <p>OL: Can I test and finalise design ideas against design criteria</p> <p><u>Vocabulary:</u> mechanism lever pivot linkage system pneumatic system input output component thumbnail sketch research adapt properties reinforce motion</p>	<ul style="list-style-type: none"> • Designing a toy that uses a pneumatic system. • Developing design criteria from a design brief. • Generating ideas using thumbnail sketches and exploded diagrams. • Learning that different types of drawings are used in design to explain ideas clearly. • Creating a pneumatic system to create a desired motion. • Building secure housing for a pneumatic system. • Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy. • Selecting materials due to their functional and aesthetic characteristics. • Manipulating materials to create different effects by cutting, creasing, folding and weaving. • Using the views of others to improve designs. • Testing and modifying the outcome, suggesting improvements. • Understanding the purpose of exploded-diagrams through the eyes of a designer and their client.

Science		
Enquiry Questions: Do magnets work through different materials? Are all magnets the same strength? Can materials change their magnetic properties?		Key Vocabulary: Attract, compass, force, iron, magnet, magnetic, non-magnetic, pole, repel.
NC Links	Knowledge	Skills
<p>Work scientifically by: Comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p> <p>Explore the behaviour and everyday uses of different magnets.</p>	<p>Focus: Forces and Magnets</p> <ul style="list-style-type: none"> • A magnet is a material or object that produces an invisible magnetic field. • Magnetic fields pull on only a few other metals (e.g. iron) and attracts/repels other magnets. • A magnetic field is strongest at a pole (e.g. the ends of a bar magnet.) • Magnets have north and south poles. • Opposite poles attract. • Similar poles repel. <p>OL: Can I describe push and pull forces? OL: Can I investigate how things move on different surfaces? (practical: outdoors, toy cars) OL: Can I compare and group materials based on whether they are magnetic? OL: Can I investigate the strength of different magnets? (practical) OL: Can I describe magnets as having two poles? (practical)</p>	<ul style="list-style-type: none"> • Explain that push and pull are contact forces. • Compare how things move on different surfaces. • Carry out a fair test. • Use standard measures and record using a table and bar chart. • Compare the properties of different materials. • Describe how an object moves due to forces. • Describe how magnets attract and repel.

Music		
Termly Focus: Tooty Flutes – Term 2	Key Vocabulary: Instrument, note, scale, rhythm, rest, crotchet, staff, pace, pulse, notation, stave, pitch, dynamics, crotchet, quaver, semibreve, time signature, element, dynamics, stave, melody, improvise.	
NC Links	Knowledge	Skills
<p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To use and understand staff and other musical notations.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music.</p>	<p>Focus Composers/Players/Music:</p> <ul style="list-style-type: none"> • James Galway • Debussy – Clare de la lune <p>Knowledge (resource: Red Hot Recorder):</p> <ul style="list-style-type: none"> • Pick out tunes by ear that they play (e.g. BAG) • Copy patterns which include rests and syncopation. • Know how to hold a tooty flute • Know how to play a note. • Know how musical elements can affect how we play music. • Identify notation on bars. • continuing to practice playing in time to a steady pulse. • identifying and read note values: crotchet, quavers, semibreve. • understanding how pulse, tempo and dynamics are represented on a musical stave and applying these to my performances, • using the tooty flute to compose a two bar melody in 4/4 • notating composed melodies onto a stave with accuracy. • begin to use knowledge of notes to improvise a melody. 	<p>Pick out tunes by ear that they play (e.g. BAG)</p> <p>Can explore sounds within a scale or restricted set of notes e.g. BAG or CEG or DEGAB.</p> <p>Children sing to each other and on public occasions in large or small groups or as soloists.</p> <p>They are aware of dynamic range, character, ensemble and balance.</p> <p>They are able to maintain an independent part within large groups.</p> <p>Children refine their use of two hands and their fine motor skills on tuned instrument</p> <p>Begin to use rhythmic notation to indicate walk, stride, glide, jogging and the crotchet rest. They use this in conjunction with their learning of an instrument and in tandem with improvisation/composition.</p>

Computing		
NC Links	Knowledge	Skills
<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>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.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Purple Mash Unit 3.7 / 3.8: Simulations / Graphing</p> <p>Programs: 2Simulate, 2Graph</p> <p>OL: Can I consider what simulations are?</p> <p>OL: Can I explore a simulation?</p> <p>OL: Can I analyse and evaluate a simulation?</p> <p>OL: Can I enter data into a graph and answer questions?</p> <p>OL: Can I solve an investigation and present the results in graphic form?</p>	<p>Know that a computer simulation can represent real and imaginary simulations.</p> <p>Give examples of simulations used for fun and for work.</p> <p>Suggest advantages and problems of simulations.</p> <p>Compare a simulation with a real situation and evaluate its usefulness.</p> <p>Analyse choices made using a branching database.</p> <p>Recognise patterns within simulations and make and test predictions.</p> <p>Create own simulations.</p> <p>Create a graph with a given number of fields.</p> <p>Enter data for a graph.</p> <p>Produce and share graphs made on the computer.</p> <p>Solve a maths investigation (maths link).</p> <p>More Able: Select the most appropriate style of graph for their data and explain their reasoning.</p> <p>Use the sorting option to make analysis of data easier.</p>



RE		
Termly Focus: Rites of Passage	Key Question: What does going on a pilgrimage mean to a Muslim?	
Religion Focus: Islam		
NC Links	Knowledge	Skills
<p>To develop understanding of concepts and mastery of skills to make sense of religion and belief.</p> <p>To provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.</p>	<ul style="list-style-type: none"> • know what Islam means • know and understand the five pillars of Islam • know what happens at a naming ceremony • predict or explain what names represent • explain the steps of a Muslim marriage • understand Muslim religious requirements for a marriage. • Understand and explain what happens at a Muslim funeral • know how Muslims express mourning • Know what Hajj is and why Muslims go on a pilgrimage. • Pilgrimage is a rite of passage for Muslims <p>OL: Can I understand what Islam is and what the five pillars are?</p> <p>OL: Can I explore Muslim birth ceremonies and naming days?</p> <p>OL: Can I find out about the Islamic marriage ceremony?</p> <p>OL: Can I find out about Muslim funeral ceremonies?</p> <p>OL: Can I understand the importance of Hajj for a Muslim person?</p>	<ul style="list-style-type: none"> • Consider what Islam means to Muslims • explain what Islamic communities and families celebrate and relate these to their own experiences. • explain why naming ceremonies are important and compare these to other similar religious celebrations. • understand why it is important for their to be a ceremony for marriage and compare to other religions • explain and compare how Muslims mourn a death and what happens at a funeral. • describe what I would take on a journey with me and why. • Understand how people feel after making a pilgrimage.

PSHE	
Knowledge	Skills
<p>Focus: Changing Me</p> <ul style="list-style-type: none"> • Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. • Understand how babies grow and develop in the mother's uterus. • Understand what a baby needs to live and grow. • Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • Identify how boys' and girls' bodies change on the outside during this growing up process • Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up • Start to recognise stereotypical ideas I might have about parenting and family roles • Identify what I am looking forward to when I move to my next class 	<p>Express how I feel when I see babies of baby animals.</p> <p>Express how I might feel if I had a new baby in my family.</p> <p>Recognise how I feel about changes happening to me and know how to cope with those feelings.</p> <p>Express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p> <p>Consider changes I will make next year and know how to go about this.</p>

PE		
NC Links	Knowledge	Skills
<p>Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Outdoor Focus: Kick Rounders OL: Can I bowl and strike a ball?</p> <p>OL: Can I field a thrown or struck ball?</p> <p>OL: Can I understand the roles and responsibilities of the backstop and base fielders and field effectively in these positions?</p> <p>OL: Can I understand the roles and responsibilities of deep fielders and field effectively in these positions?</p> <p>OL: Can I apply tactics during competitive situations using a range of fielding and striking strategies?</p> <p>Outdoor Focus: OAA OL: Can I develop communication and co-operation skills in relation to problem solving skills – both verbal and nonverbal? Can I understand safe practice? Can I solve simple problems and discuss their actions?</p> <p>OL: Can I give and receive verbal instructions that guide others through a pre-determined course? Can I listen to and follow instructions?</p> <p>OL: Can I create and follow a range of trails that can be undertaken as a paired and also solo journey? Can I recognise hazards, assess the risks and take action to control the risks?</p> <p>OL: Can I understand what a map is and simple concepts in using a map? Can I develop the skills of map reading and map orientation?</p>	<p>Strike a bowled ball out into the field.</p> <p>Control the speed and direction of a ball when thrown.</p> <p>Accurately throw a ball overarm and underarm to reach a designated target.</p> <p>Move into the correct position or space to field a ball.</p> <p>Interact positively and can work together to solve and perform a range of tasks.</p> <p>Read simple plans and maps.</p> <p>Understand the main compass points (N, E, S, W) and begin to use additional degrees of direction (e.g. NE).</p> <p>Work collaboratively to create simple plans and maps, orientate to North and follow map markers.</p>

