

Y3 Summer 1

	Week 1 (½ week)	Week 2	Week 3	Week 4	Week 5	Week 6
English	Poetry – Kennings. Read a variety of kennings. Discuss words that have been used. Understand the structure of kennings and how poets build a picture with words.	Poetry – Kennings. Use reading as a model for writing their own kenning poems. Understand how they can achieve a similar effect by careful choice of words.	Fiction – Legends. Read and respond to the story. Demonstrate their comprehension of what they have read. Summarise the main events from the story. Identify themes and conventions in the story. Identify typical characters, settings and plots.	Fiction – Legends. Analyse how the author creates character. Rehearse oral retellings. Use their reading to help them to plan and write their own battle with a monster for the story.	Recounts. Read a range of recounts of real and fictional events. Identify the features of a recount. Rehearse orally recounting information of both real and imagined events.	Recounts. Write recounts of real events that they have been involved in or experienced. Write a recount of an event as a character from a familiar story.
Vocab	Poem, poetry, poet, language, image, capture, rhythm, alliteration, kenning, list, synonym, pattern, language, noun, naming.	Poem, poetry, poet, language, image, capture, rhythm, alliteration, kenning, list, synonym, pattern, language, noun, naming.	Legend, quest, hero, monster, object, danger, problem, journey, peril, character, setting, plot, theme, convention, suspense, fantastical.	Legend, quest, hero, monster, object, danger, problem, journey, peril, character, setting, plot, theme, convention, suspense, fantastical.	Recount, past tense, connectives, time, place, cause, events, chronology, experience, first person, personal pronouns.	Recount, past tense, connectives, time, place, cause, events, chronology, experience, first person, personal pronouns.
GPS	Know the different types of nouns. Recognise proper nouns begin with capital letters. Know when to use a and an to introduce nouns.	Recognise noun phrases and understand how to create them.	Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Recognise and use first person pronouns correctly.	Recognise and use first person pronouns correctly.
Spelling	Read Write Inc Unit 10 – Adding the suffix -ian. musician, politician, optician, electrician, mathematician, magician, education, attraction, location, action.	Year 3 and 4 Statutory Spellings – different, difficult, knowledge, sentence, therefore, believe, favourite, interest, enough, question.	Read Write Inc Unit 11 – Adding the prefix re-. reappear, recycle, rebuild, replay, reheat, recomplete, regroup, relearn, reposition, rewrite.	Year 3 and 4 Statutory Spellings – consider, continue, promise, purpose, probably, possible, though, although, suppose, surprise.	Read Write Inc Special Focus 4 – Homophones. whether, weather, ball, bawl, not, knot, plain, plane, scene, seen, week, weak, hear, here, male, mail, be, bee, shore, sure.	Year 3 and 4 Statutory Spellings – address, describe, calendar, ordinary, regular, decide, certain, bicycle, centre, notice.
Maths	Number – Fractions. Recognise, find and write fractions. Use unit and non-unit fractions. Recognise and show equivalent fractions. Count up and down in fractions.	Number – Fractions. Recognise, find and write fractions. Use unit and non-unit fractions. Recognise and show equivalent fractions. Add and subtract fractions with the same denominator. Compare and order fractions.	Measurement – Money. Recognise value of all coins and notes. Covert between pounds and pence. Add and subtract amounts of money. Use £ and p in practical contexts.	Measurement – Money. Add and subtract amounts of money. Use £ and p in practical contexts.	Measurement – Time. Tell and write the time with increasing accuracy. Record and compare times. Know the relationship between different intervals of time.	Measurement – Time. Tell and write the time with increasing accuracy. Record and compare times. Know the relationship between different intervals of time. Compare the durations of events.
Vocab	Fraction, part, whole, equal, numerator, denominator, half, halves, third, quarter, unit, non-unit, equivalent, equivalence.	Fraction, part, whole, equal, numerator, denominator, half, halves, third, quarter, unit, non-unit, equivalent, equivalence.	Count, money, coin, note, pound, pence, decimal point, add, subtract, total, change.	Count, money, coin, note, pound, pence, decimal point, add, subtract, total, change.	Time, analogue, digital, am, pm, midday, noon, midnight, second, minute, hour, day, night, week, month, year, o'clock, half past, quarter past, quarter to, calendar.	Time, analogue, digital, am, pm, midday, noon, midnight, second, minute, hour, day, night, week, month, year, o'clock, half past, quarter past, quarter to, calendar.

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History	When did the Anglo-Saxons come to England?	Who were the Picts and the Scots?	What was life like in an Anglo-Saxon settlement?	What were the Anglo-Saxon culture and religion like?	How did the Vikings shipbuilding skills help them to explore?	What happened when the Vikings invaded Britain?
Vocab	Anglo-Saxon, kingdom, ruler, crops, Mercia, Wessex, Northumbria, invade, migrate, Dark Ages.	Pict, invade, Scotti, Scots, Hadrian's Wall, Pictland Dál Riata.	Migrate, farm, settlement, slave, famine, crop, hunt, stonemason, carpenter, glassmaker.	Feasting, Christianity, convert, pagan, monk, Pope, craft workers, monasteries.	Vikings, Scandinavia, long ships, trade, migrate, invade, raid, exploration.	Raids, invasion, attack, conquer, valuable, burial site, carving.
Geography	What is a settlement?	How can I identify different types of settlement?	How do we identify rural, urban and suburban areas?	What information can we get from population densities?	What do settlements need?	Can I design a settlement of my own and explain my choices?
Vocab	Settlement, town, city, village, services.	Urban, rural, conurbation, hamlet, city, town, village.	Suburban, urban, rural, infrastructure, transport, population.	Density, population, graphs, evidence, sparse.	Construction, energy, population density, services, transport links.	Rural, urban, population, features, construction, energy, service, transport links.
Science	What are the parts of plants?	What do plants need for life and growth?	How does water move through a plant?	What is pollination and how does it happen?	How do plants spread their seeds?	How do flowering plants reproduce?
Vocab	Botanist, function, feature, Agnes Arber, Joseph Banks.	Thrive, wilt, hydrangea, sunflower, cactus.	Absorb, roots, stem, transport.	Pollen, pollination, pollinator, reproduce, seed, anther, stigma.	Germination, pollination, disperse, dandelion, sycamore, acorns, poppies.	Reproduce, pollination, seed dispersal, germinations, moisture, warmth, water, nutrients, thrive, grow.
Art	What was Anglo-Saxon art like and what was it made from? Can I draw the patterns on a shoulder clasp?	What is an interlaced design? Can I paint my shoulder clasp design?	What are illuminated letters? Can I draw patterns and pictures on a letter?	Can I create an illuminated letter? Can I paint an illuminated letter?	What is the Bayeux Tapestry and what does it show? Can I make a collage?	What is the Bayeux Tapestry and what does it show? Can I make a collage?
Vocab	Anglo-Saxon, Sutton Hoo, shoulder clasp, symmetrical, interlocking.	Interlace, curl, interlocking, looped.	Decorate, illuminate, Lindisfarne Gospels, Latin, manuscript, quill, monk.	Illuminate, illustrate, decorate.	Tapestry, embroidery, Battle of Hastings, William of Normandy, King Harold, Anglo-Saxons.	Tapestry, embroidery, Battle of Hastings, William of Normandy, King Harold, Anglo-Saxons.

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Music	How does music make a difference to us every day?	How does music make a difference to us every day?	How does music make a difference to us every day?	How does music make a difference to us every day?	How does music make a difference to us every day?	How does music make a difference to us every day?
Vocab	Pulse, beat, rhythm, long, short, pitch, high, low, rising, falling, tempo, fast, slow, dynamics, loud, quiet, timbre, texture, structure, introduction, verse, chorus, minim, crotchet, quaver, rest, bar, stave, line, space, clef, gospel.	Pulse, beat, rhythm, long, short, pitch, high, low, rising, falling, tempo, fast, slow, dynamics, loud, quiet, timbre, texture, structure, introduction, verse, chorus, minim, crotchet, quaver, rest, bar, stave, line, space, clef, gospel.	Pulse, beat, rhythm, long, short, pitch, high, low, rising, falling, tempo, fast, slow, dynamics, loud, quiet, timbre, texture, structure, introduction, verse, chorus, minim, crotchet, quaver, rest, bar, stave, line, space, clef, jazz.	Pulse, beat, rhythm, long, short, pitch, high, low, rising, falling, tempo, fast, slow, dynamics, loud, quiet, timbre, texture, structure, introduction, verse, chorus, minim, crotchet, quaver, rest, bar, stave, line, space, clef, jazz.	Pulse, beat, rhythm, long, short, pitch, high, low, rising, falling, tempo, fast, slow, dynamics, loud, quiet, timbre, texture, structure, introduction, verse, chorus, minim, crotchet, quaver, rest, bar, stave, line, space, clef, hip hop.	Pulse, beat, rhythm, long, short, pitch, high, low, rising, falling, tempo, fast, slow, dynamics, loud, quiet, timbre, texture, structure, introduction, verse, chorus, minim, crotchet, quaver, rest, bar, stave, line, space, clef, gospel, jazz, hip hop.
MFL		How do I identify family members?	Can I recognise and use the letters of the alphabet?	Can I recognise and name different household items?	Can I use basic prepositions to describe positions?	
Vocab		Ma mère (mother), mon père (father), mon frère (brother), ma sœur (sister), mes parents (my parents).	Ça s'écrit (it's spelt).	Le CD (CD), le lecteur de CD (CD player), l'ordinateur (computer), le jeu video (video game), le DVD (DVD), la machine (machine), la table (table), la chaise (chair).	Sur (on), dans (in).	
PSHE	My Body, My Right – RSE Solutions Lesson 5.	Giving First Aid. British Red Cross Resources.	LORIC – Communication Lesson 5. How can we communicate our	LORIC – Communication Lesson 6. How can we listen to others	LORIC – Communication Lesson 7. When is it okay to express our	LORIC – Communication Lesson 8. How can we express our feelings

	Know that it is my right to decide who can touch my body. What are the reasons why someone may need to touch my body? How can I respond if someone touches my body without permission?	What is first aid?	opinions?	opinions sensitively?	feelings?	appropriately?
Vocab	Right, protect, unwanted touch, uncomfortable, trusted adult, private, penis, testicles, vulva, vagina.	First aid, emergency, help, bleed, recovery, CPR, choking, burn, cut, break, emergency services, doctor, hospital, paramedic.	Communication, opinion, majority, minority, right, wrong, express, represent.	Communication, opinion, majority, minority, right, wrong, express, represent, debate, sensitive, respectful.	Communication, feelings, emotions, perform, body language, facial expression.	Communication, feelings, emotions, timing, express.
RE		What are the key Muslim beliefs about God and Muhammed? Are human beings the best creation?	Who is Muhammed and why is he so significant to Muslims?	What happens in some of the key stories about Muhammed? Why are these stories so important to Muslims? How could you set an example or be a good role model for others?	What sacred text do Muslims have? How do Muslims respect the Qur'an? What do you treat with great care and why?	What do Muslim texts teach us about God, the world and human life? What do you find wonderful about creation?
Vocab		Islam, Muslim, Allah, God, prophet, Muhammed.	Islam, Muslim, Allah, God, prophet, Muhammed.	Islam, Muslim, Allah, God, prophet, Muhammed.	Islam, Muslim, Allah, God, prophet, Muhammed, Qur'an.	Islam, Muslim, Allah, God, prophet, Muhammed, Qur'an.
Computing	What are the advantages and disadvantages of using text and images?	Can I edit the font style, size, and colour?	Can I create a template for a given purpose?	Can I add and make changes to content?	Can I choose a suitable layout for a given purpose?	What are the advantages of desktop publishing?
Vocab	Text, images, advantages, disadvantages, communicate.	Font, style, size, colour, communicate, template.	Landscape, portrait, orientation, placeholder, template.	Desktop publishing, copy, paste, content, text, images.	Desktop publishing, layout, purpose.	Desktop publishing, benefits, compare.
PE	Can I develop different speeds with coordination and an awareness of distance?	Can I develop confidence with running and jumping over obstacles?	Can I develop and practise a range of jumping techniques?	Can I demonstrate and improve throwing for distance?	Can I demonstrate and improve throwing for accuracy?	Can I demonstrate and increase stamina and personal bests through circuit stations?
Vocab	Speed, distance, coordination, fluent, duration, short, long, sprint, jog.	Spatial awareness, coordinated, fluent, run, jump, speed, obstacle, timing.	Distance, height, coordination, control, forward, motion, swing, jump, bend, impact.	Distance, weight, coordination, control, forward, motion, push, release, height, follow through.	Accuracy, distance, weight, coordination, control, forward, motion, push, release, height, follow through.	Stamina, personal bests, target, motivation, circuit, station, muscles.
DT						
Vocab						