

Y3 Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Fiction – Fables. Become familiar with a range of traditional stories. Understand the difference between fables and other types of traditional story. Read and respond to different stories. Demonstrate their comprehension of what they have read. Summarise the stories they read.	Fiction – Fables. Rehearse oral retellings. Use their reading to help them to plan and write a familiar story. Describe characters, setting and plot. Include dialogue to convey character and advance the action.	Fiction – Fables. Retell familiar stories with familiar characters, settings and plots. Include dialogue to convey character and advance the action.	Fiction – Fables. Plan and write their own fable by creating their own or altering a character, setting or plot twist. Proofread, edit and improve their writing.	Non-fiction – Letters. Read and demonstrate their understanding of different types of letters. Identify the audience and purpose of different letters. Understand how letters are laid out and structured. Identify whether a letter is formal or informal and what indicates this. (Collins Unit 8 and 9)	Non-fiction – Letters. Understand how letters are laid out and structured. Identify and match writing to the audience and purpose. Plan, draft, write and edit a letter.	
Vocab	Fable, traditional, imaginary, magical, moral, retold, generation, word of mouth, cultural, character, setting, plot, dialogue, speech marks, inverted commas, narrative, narrator.	Fable, traditional, imaginary, magical, moral, retold, generation, word of mouth, cultural, character, setting, plot, dialogue, speech marks, inverted commas, narrative, narrator.	Fable, traditional, imaginary, magical, moral, retold, generation, word of mouth, cultural, character, setting, plot, dialogue, speech marks, inverted commas, narrative, narrator.	Fable, traditional, imaginary, magical, moral, retold, generation, word of mouth, cultural, character, setting, plot, dialogue, speech marks, inverted commas, narrative, narrator.	Letter, author, summary, formal, informal, purpose, audience, paragraph, opening, closing, address, date, recipient.	Letter, author, summary, formal, informal, purpose, audience, paragraph, opening, closing, address, date, recipient.	
GPS	Recognise and use expanded noun phrases.	Use fronted adverbials. Use commas after fronted adverbials.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Use conjunctions, adverbs and prepositions to express time and cause.	Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of).	Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).	
Spelling	Read Write Inc Unit 12 – Adding the prefix anti-. anticlockwise, antifreeze, antisocial, antiseptic, anticlimax, antisocial, reappear, rebuild, relearn, regroup.	Year 3 and 4 Statutory Spellings – complete, separate, perhaps, opposite, popular, actual, actually, answer, guard, guide.	Read Write Inc Unit 13 – Adding the prefix super-. superhero, superstar, supermarket, superhuman, superglue, superman, superwoman, superpower, supersonic, supermodel.	Year 3 and 4 Statutory Spellings – grammar, reign, library, natural, naughty, important, interest, difficult, different, special.	Read Write Inc Unit 14 – Adding the prefix sub-. subway, subzero, submarine, subsoil, subtitle, subheading, submerge, recycle, recomplete, reposition.	Year 3 and 4 Statutory Spellings – material, mention, potatoes, particular, peculiar, position, address, suppose, surprise, famous.	
Maths	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.	Geometry – Properties of Shape. Recognise and describe angles as a description of a turn. Identify right angles and whether angles are greater than or less than a right angle.	Geometry – Properties of Shape. Identify pairs of parallel and perpendicular lines. Recognise 2-D shapes in different orientations and describe them. Make 3-D shapes.	Statistics. Interpret and present data in tally charts. Interpret and present data in pictograms.	Statistics. Interpret and present data in tables. Interpret and present data in pictograms. Interpret and present data in bar charts.	Assessment and Consolidation. Carry out assessments. Recap and consolidate areas of learning from this term.	

		Draw 2-D shapes. Recognise angles as a property of shape. Identify horizontal and vertical lines.	Recognise 3-D shapes in different orientations and describe them.				
Vocab	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.	Angle, turn, quarter, half, three quarters, full, north south, east, west, clockwise, anticlockwise, right angle, acute, obtuse, horizontal, vertical.	Angle, side, horizontal, vertical, parallel, perpendicular, symmetry, quadrilateral, triangle, circle, square, rectangle, pentagon, hexagon, cone, sphere, cylinder, prism, pyramid, edge, face, vertex, vertices.	Data, tally, table, graph, pictogram, scale, key, title, axis, frequency.	Data, tally, table, graph, pictogram, scale, key, title, axis, bar, frequency.		

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History	What were Viking settlements like?	Who was King Alfred and what did he do?	What were the Vikings religious beliefs?	Who were King Canute and Edward the Confessor?	What happened at the Battle of Hastings?	How did life change in England between 450 and 1066?	
Vocab	Danegeld, Danelaw, law, crops, farming, wattle, daub, thatched roof, pit, weaving, firewood.	Retreat, defeat, marshland, oath.	Pagan, Odin, Thor, Loki, Freja.	King Canute, empire, tide, power, Edward the Confessor, confession.	Defeat, victorious, victory, knight, chainmail, lance, mace.	Romans, Anglo-Saxons, Angles, Saxons, Jutes, Picts, Scots, kingdoms, Vikings, pagan, Christianity, Normans.	
Geography	What area is identified as the South West of England?	What is coastal erosion?	Why is tourism a major industry in the South West?	How does the climate in the South West help farmers?	How has the South West changed over time?	How would a geographer describe the South West of England?	
Vocab	Western, southern, county, city, Cornwall, Devon, Dorset, Somerset, Gloucestershire.	Dorset, Jurassic Coast, Durdle Door, southern, western, erosion, tourism, beaches, coastline.	Beaches, coastline, tourism, Stonehenge, Bath, Durdle Door, Bournemouth, Glastonbury Tor, The Eden Project.	Agriculture, climate, fertile, Downs, dairy, Somerset, Devon.	Prehistoric, historic, modern, mining, agriculture.	Location, settlements, counties, landscape, coast, erosion, landmarks, tourism, agriculture, climate.	
Science	Why do we need light?	How does light act differently on different materials?	How can mirrors reflect light in different ways?	How do shadows change throughout the day?	How do shadows change throughout the day?	How are shadows made?	
Vocab	Light, dark, source.	Transparent, opaque, transmit, reflect, absorb, translucent.	Plane, concave, convex.	Shadow, predict, record, observe, investigate, measure, conclude.	Shadow, predict, record, observe, investigate, measure, conclude.	Source, shadow, opaque, block.	
Art	How do modern and traditional architecture compare? Can I draw The Guggenheim Museum?	How does the function of a building affect its design? Can I create a design of my own?	What do architects use to inspire their designs? Can I draw a skyscraper inspired by an everyday object?	What is the process that an architect goes through when designing a building? Can I make a model of a building?	What is the process that an architect goes through when designing a building? Can I make a model of a building?	How do engineers work out how buildings will stand up safely? Can I create a bridge experimenting with the strongest way to bridge a gap?	

Vocab	Architecture, architect, design, modern, traditional, materials, features, functions, Guggenheim Museum, Frank Gehry.	Innovative, design, function, Scottish Parliament Building, Enric Miralles.	Inspiration, inspire, Serpentine Pavillion, Francis Kere, London Aquatic Centre, Zaha Hadid.	Process, model, architectural drawing, plan, section, elevation, Guggenheim Museum, Frank Gehry.	Process, model, architectural drawing, plan, section, elevation, Guggenheim Museum, Frank Gehry.	Construct, construction, engineer, Millau Viaduct, Norman Foster, Michel Virlogeux.	
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Music	How does music connect us with our planet?	How does music connect us with our planet?	How does music connect us with our planet?	How does music connect us with our planet?	How does music connect us with our planet?	How does music connect us with our planet?	
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, pop.	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, pop.	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, pop, hip hop.	
MFL	Can I recognise and ask for different snacks?	How do I give opinions about food?	Can I say and use the numbers twenty-one to thirty-one?	Can I recognise and use the months of the year?	How can I form dates and give birthdays?		
Vocab	Une pomme (an apple), une banana (a banana), un jus d'orange (an orange juice), un sandwich (a sandwich), une pizza (a pizza), un gâteau (a cake).	C'est délicieux (it's delicious), c'est bon (it's nice), ce n'est pas bon (it is not nice), c'est mauvais (it's bad).	Vingt et un (21), vingt-deux (22), vingt-trois (23), vingt-quatre (24), vingt-cinq (25), vingt-six (26), vingt-sept (27), vingt-huit (28), vingt-neuf (29), trente (30), trente et un (31).	Janvier (January), février (February), mars (March), avril (April), mai (May), juin (June), juillet (July), août (August), septembre (September), octobre (October), novembre (November), décembre (December).	C'est quand, ton anniversaire? (When's your birthday?).		
PSHE	Sharing Secrets – RSE Solutions Lesson 6. What are the differences between secrets and surprises? Why is it okay to keep a surprise and important to share a secret?		Confidence – My Life Lesson 3. What do confidence and self-awareness mean? What are my strengths and how can I improve my confidence?		Self-awareness – My Mind Lesson 11. What is self-awareness and how can I make positive changes?		
Vocab	Secret, surprise, confidence, share.		Confidence, self-esteem, strengths, belief, feelings, positive, boost, pride, skill, talent, accomplishment, try.		Self-awareness, strengths, weaknesses, personality, character, beliefs, values, skills, admiration.		
RE							
Vocab							

Computing	Can I explain the relationship between an event and an action?	Can I choose a character and program their movement?	Can I choose blocks to program further movements?	Can I build up sequences of commands to meet given criteria?	Can I identify and fix bugs in a program?	Can I design and make a maze-based challenge?	
Vocab	Motion, event, sprite, algorithm, logic, code.	Sprite, motion, move, resize, algorithm, code.	Sprite, motion, move, resize, speed, direction, algorithm, code.	Sprite, motion, move, resize, speed, direction, algorithm, event, action, code.	Motion, event, sprite, algorithm, logic, debugging, errors, setup, code.	Motion, event, sprite, algorithm, logic, design, code, set up, test, debug, actions, events.	
PE							
Vocab							
DT			How are sundials made? What can I learn from looking at examples of sundials?	Can I produce my own ideas and design for a sundial?	Can I make a sundial using my design and what I have learnt about sundials?	Can I evaluate the sundial that I have made?	
Vocab			Sundial, time, sun, position, shadow.	Sundial, time, sun, position, shadow.	Sundial, time, sun, position, shadow.	Sundial, time, sun, position, shadow.	