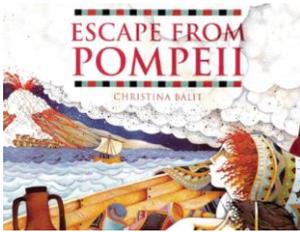




## English

As writers, our learning will be centred around our core text of 'Escape from Pompeii' by Christina Balit



Through this, we will:

- Improve our use of exciting vocabulary in our writing by considering the purpose and context of our writing, and reflecting this in our verb and adjective choices.
- Write in-character as a child waking up on the day of Mount Vesuvius' eruption, including use time adverbials to order events, pronouns to avoid repetitions and thoughts and feelings of the character
- Use paragraphs to denote a change in time, person, place or topic.
- Edit our writing for both secretarial errors and to improve and develop vocabulary choices and sentence structures.

# YEAR 3

## SUMMER TERM 1



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## Reading



As readers, we will focus on:

- Reading a range of fiction, non-fiction and poetry to develop our word reading and comprehension.
- Explore a variety of new vocabulary, reading around unknown words to determine it's meaning and using dictionaries to find definitions.
- Explain our answers fully using information from the text to support our answers

Our reading for pleasure text will be 'Griffingate' by Vashti Hardy and 'The Barnabus Project' by The Fan Brothers



## Maths

As mathematicians, we will follow White Rose units. This half term our learning will focus on mass and capacity, before moving on to learning about fractions towards the end of the half term.

Through this, we will:

- Use scales to measure the mass of objects in grams and kilograms as well as finding equivalent masses by converting between kilograms and grams.
- Solve problems by adding and subtracting masses, capacity and volume, and comparing capacity and volumes.
- Understand that fractions are equal parts of a whole and using this knowledge to add and subtract fractions.
- Find both unit and non-unit fractions of objects and amounts, drawing links between division and finding fractions.



## French

As linguists, our Kapow unit is 'French Transport. We will learn the names of various methods of transport and compare the English vocabulary with French cognates. We will complete a traffic survey by asking questions and answering in French and learn about Francophone countries.



## Science

As scientists, our Plan Bee unit is 'How Plants Grow'

Through this, we will:

- Identify and describe the functions of roots of flowering plants through the observations of beans growing over a series of weeks.
- Explore the life cycle of flowering plants and the function of leaves within this cycle as well as the process of pollination in the reproduction of new plants.
- Investigate the process of transpiration by planning, setting up and collecting data from an experiment exploring how water is transported in plants.
- Identify some of the ways that flowering plants disperse their seeds, including by animals, through the air and water, and propulsion and sort seeds into their different dispersal methods.



## History

As historians, our Plan Bee unit is 'Romans: Invaders and Settlers.

Through this, we will:

- Discover whether the Romans were invaders or settlers, considering arguments and evidence for both sides before
- Investigate who lived in Britain prior to the Roman invasion and use artefacts to find out what their lives looked like, exploring how life changed between the end of the Iron Age and the arrival of the Romans
- Research the role of Boudica in British resistance against Roman rule, considering the extent to which history is dependant on personal viewpoints and the reasons why her revolt failed.
- Explore the impact of Roman rule on life in Britain today



## Geography

As geographers, our Plan Bee unit is 'Volcanoes'.

Through this, we will:

- Learn what a volcano is and use digital maps, atlases and different information types to locate and describe volcanoes.
- Explore tectonic plates and the 'Ring of Fire', understanding how volcanoes are formed, their main features and what happens when volcanoes erupt.
- Understand what life is like in volcanic areas such as Hawaii before comparing life in these areas with life in the UK and the adaptations that have been made in order to survive. We will explore why people continue to choose to live in volcanic areas and the impact that eruptions have on the soil and farming.



## Enhanced Opportunities

To strive beyond the curriculum, we provide children with additional learning opportunities to widen their knowledge and broaden their experiences.

This half term we will:

- Engage in Newsround weekly to widen our knowledge and awareness of local, national and global news in our society.
- Embed our singing skills by taking part in regular weekly singing assemblies.
- Learn about Norway and the art of Edward Munch in our 'Passport to the World' event.

# YEAR 3

## SUMMER TERM 1



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## Homework

To consolidate our learning and to support children in knowing more and remembering more, we will have the following homework each week:

- 3 x 20-minute sessions on Maths Whizz (1 hour)
- Weekly spellings – tested on Monday.
- 1hr per week on Times Tables Rockstars.
- Weekly comprehension tasks
- Regular reading of their Accelerated Reader book, and quizzing on this at school.



## PE

As sports people, we will focus our learning on building our team working skills through a number of outdoor adventurous activities.

Throughout this unit, we will further our communication skills when working with others in our team, as well as developing our leadership skills.



## Music

As musicians, our Kapow unit is 'Jazz'.

Through this, we will:

- Learn about syncopation and sing and clap a syncopated rhythm in a ragtime style song.
- Improvise a call and response in the style of Dixieland music and apply this when scat singing
- Create a jazz motif using swung rhythms and recording their creation using staff notation.



## PSHE

As citizens of the community, our Kapow unit is 'Economic Wellbeing'

Through this, we will:

- Recognise different ways to pay for items and the need for money when purchasing via cheque, bank transfer or card
- Understand why budgets are necessary, consider what they might need to budget for and create a simple budget.



## Design Technology

As designers, our Kapow unit is 'Constructing a Castle'.

Through this, we will:

- Explore the work of famous architects and using existing designs to influence our own dream home designs
- Use a combination of 2D and 3D geometric shapes using nets to make composite parts of our house designs
- Create special features to personalise the house design to its owner.
- Evaluate our work and the work of others based on the finished design and the comparison to the original design.



## Computing

As users of technology our Kapow unit is 'Computing systems and networks: Emailing'

Through this, we will:

- Learn how to log in to our school email accounts and practise sending emails to each other using suitable tone in our messages and adding attachments.
- Be responsible digital citizens by considering how we want to make others feel when they open our emails, making good choices and being kind to others online
- Know that not all emails are real and how to spot the signs of a fake email.



## Religious Education

As theologians, our Plan Bee unit is 'Why is the Bible important?'

Through this, we will:

- Share with others books that are important to us and how we look after these.
- Explore why the Bible is important to Christians and how the Bible is used both at home and in Church
- Identify the books of the Old and New Testament, understanding how the books of the Bible are structured and grouped, and locating key verses within the Bible.
- Explore different types of writing in the Bible, looking at examples of poetry and letters.