

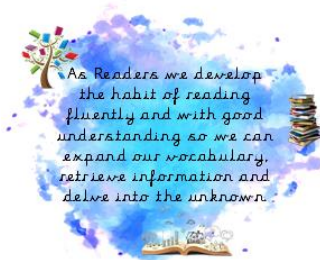


# GREENHEART

LEARNING PARTNERSHIP 

Year 3

Summer 1



### Reading –

In whole class reading, the pupils will finish exploring and analysing ‘Matilda’ by Roald Dahl. They will then move onto the book ‘Narnia: The Lion, the Witch and the Wardrobe’ by C.S Lewis.

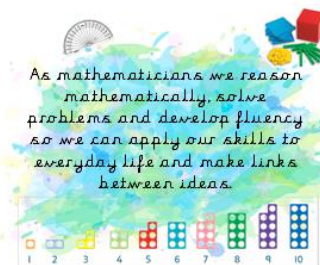
During this unit, they will continue to develop the following reading skills: vocabulary, inference, prediction, explanation, retrieval and sequence/summarise through a variety of questions and activities.



### Writing –

In writing, the children will develop their story writing skills by learning how to use dialogue (direct speech) sparingly to add effect to their work.

They will learn how and why inverted commas are used, synonyms for said and how to ‘tag on’ actions to show what a character is doing during speech.



### Mathematics –

In maths, pupils will continue to develop their understanding of fractions focusing on fractions of amounts and problem solving. They will then begin to make links between tenths and decimals.

They will then begin to learn how to divide numbers outside of their times table knowledge. They will be taught formal methods e.g. bus stop, to work out larger division calculations.



*As scientists, we question how the world around us works so we can make predictions, experiment and explain our understanding.*

### **Science – Plants**

In Science, pupils will build on their prior knowledge from key stage 1 about plants. They will explore the key components for vegetation to thrive and survive. Children will perform simple experiments to prove what plants do and don't need to grow.

They will further develop their knowledge of the structure of a plant and begin to understand the function these parts have.



*As historians, we learn from the past so we can understand changes over time and how this can impact on our own lives.*

### **History – Ancient Greeks**

In History, pupils will build on their prior knowledge of chronology, making links with their Stone Age and Ancient Egyptian learning.

They will analyse artefacts to understand the past and will use their critical thinking skills to suggest what life was like during this time period.



*As artists, we experiment with techniques and media, so we can create artwork that reflects ourselves and the world around us.*

### **Art – How to show movement through art**

In art, pupils will explore the meaning of art and its power. They will begin to understand the different varieties of mediums that artists can use to express themselves. Furthermore, pupils will begin to understand the purpose of art beyond it just being 'something nice to look at'.

In the unit, they will be given the opportunity to create still life images through photography and then move onto creating an image of movement by using charcoal.



*As individuals, we appreciate the religions and beliefs of all so we can demonstrate mutual respect and tolerance in a diverse society.*

### **RE – Hinduism**

In RE, pupils will gain an understanding of the viewpoints of Hindus and how they believe their god Brahman is in everything and everywhere.

They will explore Hindu beliefs and practises. Children will be encouraged to explain their thoughts and feelings whilst being tolerant of others.



*As aspiring athletes, we are physically active so we can lead healthy lives and develop skills in a variety of activities. We compete fairly, both individually and within teams. We aim to win but we can accept defeat graciously.*



### **PE – Tennis and Athletics**

In PE, the pupils will develop their hand-eye coordination skills by throwing and catching tennis balls and then learning how to accurately strike a ball with a racket. They will then begin to learn basic tennis rules and start to play short tennis matches with a partner.

In games, pupils will be getting themselves ready for Sports Day in the next half term. They will be practising and developing their sprinting, long distanced running, long jumping and throwing of bean bags and javelins.



*As citizens, we recognise and understand our own and others' needs, so we can make informed choices about our wellbeing.*

### **PSHE – Relationships**

In PSHE, the pupils will be developing their understanding of relationships of people around them. They will understand the roles and responsibilities they and their friends/family have whilst challenging gender stereotypes. Pupils will learn to navigate conflict with their peers and family members and understand how to respect people's personal boundaries.

Pupils will be given tools and support to help them maintain healthy relationships with their friends and family members.



*As computer scientists, we develop our use of digital systems so we can responsibly programme, create and communicate using a range of technology.*

### **Computing – Trailers**

In computing, pupils will be creating trailers on iPads for their favourite books. The pupils will need to consider, the purpose of their trailers, camera angles for the best effect and the story board of their books. Using their knowledge of the iPads, once planned, the pupils will create their books trailers.

### **French – The date and Birthday**

In French, the pupils will be studying the date and their birthdays in French. By using their previous knowledge of greetings, the pupils will incorporate how to say when their birthday is. As well as this, the pupils will learn the months in French.