

## English

We will be reading *The Tear Thief* by Carol Ann Duffy and *The BFG* by Roald Dahl

As readers we will:

- Sequence the main events in stories
- identify, discuss and collect favourite words and phrases, explain the meaning of unfamiliar words by using the context
- raise questions during the reading process
- draw inferences around characters' thoughts, feelings and actions
- Use evidence from the text and use point and evidence to structure and justify responses.

As writers we will:

- Develop descriptive writing by up levelling our vocabulary, using a variety of word classes and expanded noun phrases
- Use similes and metaphors to add description
- Write and use complex sentences and adverbial openers in our work
- Plan, write, proof-read and redraft our work
- Using the story to write our own narrative
- Using the story as a stimulus to write a narrative poem
- Analysing features of non-fiction writing and writing our own reports

## Design Technology

We will be making a product for a stated purpose and a stated user

When designing and making we will:

- design purposeful, functional, appealing products based on a design criteria
- generate, develop, model and communicate our ideas through talking, drawing, templates, mock-ups
- select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing

## Maths

We will be learning to:

- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- compare and order unit fractions, and fractions with the same denominators
- add and subtract fractions with the same denominator within one whole [for example,  $5/7 + 1/7 = 6/7$ ]
- recognise and show, using diagrams, equivalent fractions with small denominators
- identify, represent and estimate numbers using different representations

## Science

We will:

- name some types of rock and give physical features of each
- explain how a fossil is formed
- explain that soils are made from rocks and also contain living/dead matter
- classify rocks in a range of different ways using appropriate vocabulary
- devise tests to explore the properties of rocks and use data to rank the rocks
- link rocks changing over time with their properties
- present our understanding of how fossils are formed in different ways
- identify plant/animal matter and rocks in samples of soil
- devise a test to explore the water retention of soils

## Geography

We will be studying A region of the UK: The Lake District

We aim to:

- understand geographical similarities and differences through the study of human and physical geography
- describe and understand key aspects of hills, mountains, rivers and lakes
- use map work to compare and contrast

## Computing

- Write programs that accomplish specific goals.
- Read what a sequence in a program does.
- Work with various forms of input.
- Work with various forms of output.
- Use logical reasoning to predict outputs.
- Create programs that implement algorithms to achieve specific goals.
- Debug programs that accomplish specific goals through self and peer assessment.
- Use sequence and repetition in programs
- Plan, test and evaluate programs that solve specific problems using a screen turtle or other programmable devices.

## Can you help?

- Read regularly at home- school books and any of their choice.
- Remind your child to log onto Times tables Rock Stars!



Summer 2

Year 3

## Music

We will

- Play tuned and untuned instruments with control and rhythmic accuracy.
- Practise, rehearse and present performances with an awareness of the audience.
- Improvise and develop rhythmic and melodic material when performing.
- Explore, choose, combine and organise musical ideas within musical structures.