

Woodpecker Hall Academy Learning Web: Year 3 Summer 1

Let it grow

This term children will be learning different the parts and functions of a plant and how seeds are dispersed. Alongside this, children will also be learning about Christianity with the focus of Baptism.

Key Dates:

Trip: Kew Gardens 30- Tuesday 6th May
3B- Monday 19th May
3E- Tuesday 20th May

Maths -Place Value

- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Compare and order numbers up to 1000
- Count from 0 in multiples of 4, 8, 50 and 100 find 10 or 100 more or less than a given number



Addition and Subtraction

- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- Add and subtract numbers mentally using bonds to 10 linking this to 100 and 1000 -eg: if 6+4=10 then 60+40=100
- Adding subtracting amounts of money to give change, using both £ and p in practical contexts

$$\begin{array}{r} 6708 \\ -359 \\ \hline 349 \end{array} \quad \begin{array}{r} 267 \\ +63 \\ \hline 330 \end{array}$$

Multiplication and division

- To use practical methods to solve questions linked to measure (3,4 and 8 times tables) eg: 4 friends each have 3m long string, how long is the string all together?
- Solve questions multiplying two-digit by one-digit numbers, using mental and progressing to formal written methods.

$$\begin{array}{r} 52 \\ \times 4 \\ \hline 208 \end{array} \quad \begin{array}{l} 4 \times 2 = 8 \\ 4 \times 5 = 20 \end{array}$$

Geometry

- To identify properties of 2D and 3D shapes.
- To recognise angles greater than, less than or equal to a right angle.

English – ‘Ratatouille, up, toy story

- To create a Haiku poem.
- To write a narrative in the form of a flashback from the story Ratatouille
- To write a non-chronological report in the form of a Disney annual.

Writing skills

- Forming complete sentences using a capital letter, finger spaces and a full stop.
- To use compound and complex sentences -eg: Compound sentence: We like pizza and we like sausages. Complex sentence: Although my friend invited me to his house, I didn’t want to go because I wasn’t feeling well.
- To use expanded noun phrases with prepositions -eg: The tiny, blue bird flew over the majestic tree.
- To use a range of verbs and adverbs -eg: verbs: run, walk, and jump. Adverbs: slowly, quickly, dramatically.
- Emotive and expressive language -eg: The girl walked away with her head down and tears running down her red face.
- To use descriptive language -eg: **brown, shiny** hair. **Crystal, blue** ocean.
- To use formal tone.



-Spelling-

- Revise adding ‘-es’ to nouns and verbs ending in -y from
- Add the suffix ‘-ly’ to root words.
- Revise common homophones - there/their

-Handwriting: Cursive handwriting Letter Join

-Daily guided reading sessions

Music

- Children will continue playing the ukulele this term. They will be able to:
- compare two compositions by a celebrated composer
 - explore the rhythmic patterns used by a celebrated composer
 - explore the melodic patterns used by a celebrated composer
 - perform a simple accompaniment
 - play an instrument with control
 - sing as an ensemble
 - perform a rap with expression



Spanish



- To apply prior learning. (Days, school subjects, places around school, describing school)
- To describe the flags of some Spanish-speaking countries.
- To explore key facts about Mexico.

- To explore the life of a Mexican family.
- To recognise traditional Mexican clothing.

PHSE: Relationships

- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.
- I can identify and put into practice some of the skills of friendship.
- I know and use some strategies for keeping myself safe online.
- I can explain how some of the actions and work of people around the world help and influence my life
- I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.
- I know how to express my appreciation to my friends and family.



DT: Healthy Food

- To investigate and evaluate existing smoothie products.
- To explore different techniques (cutting shaping and peeling).
- To make a healthy smoothie.

Curriculum Opportunity: History

- To understand what sources are
- To know the difference between primary and secondary sources.
- To know reliable sources of information for gathering evidence.

Curriculum Opportunity: Geography

- To explore topographical maps
- To explain how the topography of an area can determine how the land is used.

Art:

- To study the work of Georgia O’Keefe.
- To design their own flower – inspired by Georgia O’Keefe.
- To use oil or watercolour paints to paint their flower.

RE- Christianity



- I can discuss some events or services that might happen at a church (with a focus on Baptism).
- I can discuss some events or services that might happen at a church (with a focus on Holy Communion).
- I can discuss how a church might support a Christian with prayer and worship in their lives today.
- I can describe some of the ways Christians use Churches to worship and pray or celebrate important events and services such as Baptisms and Holy Communion.

Science

- To identify parts of a plant and explain their functions.
- To experiment what plants need to grow -water, sunlight, and warmth.
- To investigate if temperature affects the pace in which water travels through a plant.
- To identify parts of a flower and explain their functions.
- To explore different ways in which seeds are dispersed.

Physical Education: PE –Outdoor: Blind Athletics

- Learn how to accelerate quickly from a stationary position.
- To take part in different relay activities included blind relay races.
- To experiment with different ways of jumping.
- Use explore the pull throw technique.
- To experiment with different ways of throwing in order to choose and use the best technique.

PE- Indoor: Outdoor and Adventurous Activity

- To be able to follow a marked trail and remember as many items as possible along the way.
- To be able to identify the different map symbols and match them with their correct name card.
- To be able to organize yourself/pair/group in a range of control games.

