

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.

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



$$\begin{array}{r} 6 \\ 708 \\ -359 \\ \hline 349 \end{array} \quad \begin{array}{r} 267 \\ +63 \\ \hline 330 \\ -11 \\ \hline 319 \end{array}$$

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

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.

Key Dates:

4th May – Bank holiday
 Trip: Kew Gardens: 30: Tuesday 5th May 3E: Wednesday 6th May 3B: Friday 8th May
 22nd April – Inset day

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 common homophones
- To spell words of French origin with the ‘j’ sound (pronounced as /sh/) spelt as ‘ch’.
- 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. Comparative adjectives ending in ‘e’ ‘y’ and comparative adjectives needing a double letter. Dictation.
- Daily guided reading sessions**

Curriculum Opportunity: History

- Understand what sources of information are.
- What sources can we use to find historical information and facts.
- Know the difference between primary and secondary sources.
- How reliable are sources of evidence?
 How can we possibly know what happened in their past when we weren't there?
 How can we know if a source is reliable?

Curriculum Opportunity: Geography

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

Curriculum Opportunity: Art:

- To observe real flowers and notice shape, colour, light, shadow, and texture.
- To experiment with watercolour techniques to represent observed flowers.
- Techniques: washes, dry brush, blending, directional strokes. To develop colour knowledge and create flowers using observational skills.
- Practise mixing secondary and tertiary colours.

Music

- Children will continue playing the ukulele this term. They will be able to:
- To recall C, Am and F chords
 - To recall G, C, E, A and B notes
 - To form a G chord
 - To explore TAB (tablature)
 - To learn a song with a G chord
 - To play TV themes
 - To play new strumming pattern to a backing track
 - To play a song with chorus and verse song structure



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.
- To identify some typical Mexican cuisine.

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.



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.

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| <p>Science</p> <ul style="list-style-type: none"> -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. | <p>Physical Education: PE –Outdoor: Athletics</p> <ul style="list-style-type: none"> - To explore how we can use our bodies to make us run as fast as possible. -To use the correct techniques for sprinting. - To develop an understanding of how and why we need to accelerate at the start of a race. - To apply pupils' understanding and application of running for speed, when running as part of a team. - To be introduced to a curved track and will start to understand simple changeover tactics. - To explore the differences between throwing for accuracy and throwing for distance. - To explore how we can use our bodies to jump as far as possible. | <p>PE- Indoor: Dance – Witches and Wizards</p> <ul style="list-style-type: none"> - To respond to different stimuli being able to sustain our character whilst adding drama and emotion to the dance. -To extend their characters' ideas and explore the theme of witches and wizards in more depth. -To use creative skills to create short sequences of movements representing spell creation. -To link their movements together, in character, ensuring they flow. -To use characterisation, expression and creativity pupils will be able to finish the story through sequencing their movements. |
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