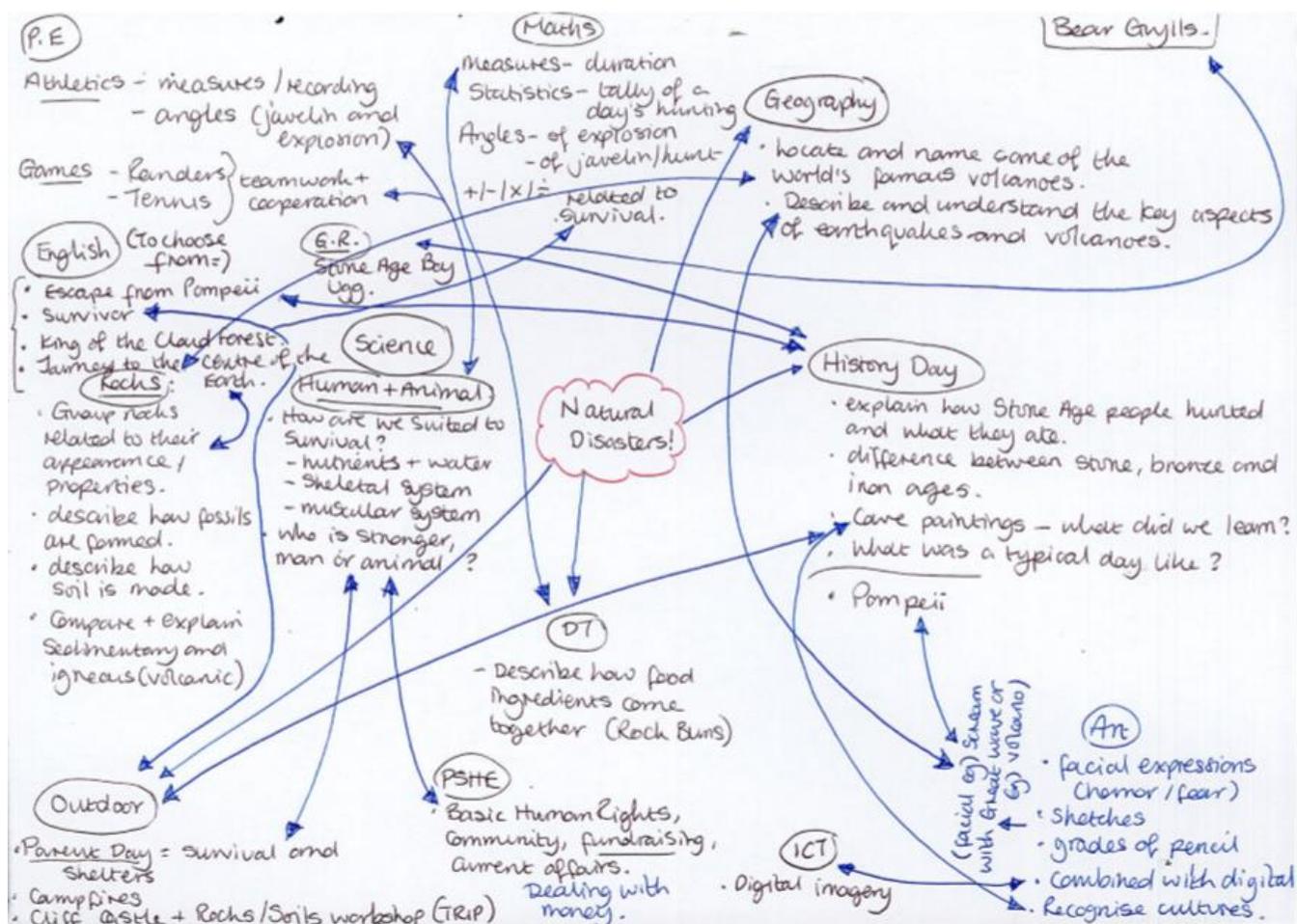


Topic planning

Year group, term

Year 3, Summer Term

Topic overview: Natural Disasters!



Subject	Objectives (if a subject is within your curriculum but an objective won't fit, put (D) in brackets)		Discrete?
Reading	<p><i>Applying Phonics:</i></p> <ul style="list-style-type: none"> ▪ I use analogy, drawing on the pronunciation of similar known words to read others. (D) <p><i>Reading for Pleasure:</i></p> <ul style="list-style-type: none"> ▪ I recognise the literary language typical of narrative genres read. ▪ I recognise words and language that show the setting of a book – historical, cultural or social. ▪ I explain why a writer makes choices about words and language used. ▪ I discuss meaning of specific or unusual words used by authors to create effects. ▪ I explain why a writer has chosen specific words and language. ▪ I record words and language from reading to use in my own writing. ▪ I make connections between books written by the same author. ▪ I re-tell some of stories written by the same author by heart. (D) 	<p><i>Reading for Pleasure (Poetry)</i></p> <ul style="list-style-type: none"> ▪ I discuss how the meaning is enhanced through performance. ▪ I identify that intonation, tone, volume and action can be used to enhance meaning. ▪ I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. (D) <p><i>Reading accurately, with fluency and understanding:</i></p> <ul style="list-style-type: none"> ▪ I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. ▪ I explain my personal response. ▪ I listen to others' personal responses to a text. ▪ I adapt own response in the light of others' responses. ▪ I know that characters' actions can tell the reader about their thoughts, feelings and motives. ▪ I infer characters' feelings, thoughts and motives from their actions. ▪ I give reasons for predicting what might happen next. ▪ I identify the organisation and layout in books. ▪ I explain how the organisation and layout helps me to understand it. 	
Writing (GPS)	<i>Spelling:</i>	<i>Grammar:</i>	

	<ul style="list-style-type: none"> ▪ I recognise and spell additional homophones. (<i>he'll/heel/heal</i>) ▪ I make comparisons from a word already known to apply to an unfamiliar word. ▪ I spell some identified commonly misspelt words from the Year 3 and 4-word list. (D) <p><i>Composition:</i></p> <ul style="list-style-type: none"> ▪ I make improvements by proposing changes to grammar and vocabulary to improve consistency. (<i>The accurate use of pronouns in sentences/ tenses</i>) ▪ I look at and discuss different models of writing, taking account of purpose and audience. ▪ I plan my writing by discussing and recording ideas. (<i>timeline, flowchart, spider diagram, jottings</i>) ▪ I write a narrative with a clear structure, setting, characters and plot. ▪ I suggest improvement to my writing through assessing the writing with peers and through self-assessment. 	<ul style="list-style-type: none"> ▪ Word choices are adventurous and carefully selected to add detail and to engage the reader. ▪ Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials. <p><i>Punctuation:</i></p> <ul style="list-style-type: none"> ▪ Commas are sometimes used to mark clauses and phrases. 	
Sp&L	<ul style="list-style-type: none"> • I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. 		
Maths	<p><i>Addition and Subtraction:</i></p> <ul style="list-style-type: none"> ▪ I estimate the answer to a calculation and use the inverse operations to check my answers. ▪ I count up and down in tenths; recognise that tenths arise from dividing an object into 	<p><i>Geometry:</i></p> <ul style="list-style-type: none"> ▪ I draw 2D shapes. ▪ I recognise angles are a property of shape or a description of a turn. ▪ I identify whether angles are greater than or less than a right angle. 	

	<p>ten equal parts and in dividing numbers or quantities by 10.</p> <ul style="list-style-type: none"> ▪ I add and subtract measures (length, mass and volume) with up to 3 digits, using formal written methods of columnar addition and subtraction. ▪ I solve word problems including missing number problems, number facts, place value and more complex addition and subtraction. <p><i>Multiplication and Division:</i></p> <ul style="list-style-type: none"> ▪ I practise formal methods of multiplication and division, including a high focus on reasoning. <p><i>Measures:</i></p> <ul style="list-style-type: none"> ▪ I know the numbers of seconds in a minute and the number of days in each month, year and leap year. ▪ I compare durations of events, for example to calculate time taken by particular events or tasks. 	<ul style="list-style-type: none"> ▪ I identify horizontal and vertical lines and pairs of perpendicular and parallel lines. <p>Statistics:</p> <ul style="list-style-type: none"> ▪ I solve 1-step and 2-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts, pictograms and other graphs. 	
Science	<p><u><i>Animals, including humans:</i></u></p> <ul style="list-style-type: none"> • I explain how nutrients, water and oxygen are transported within animals and humans. • I describe and explain the skeletal system of a human. • I describe and explain the muscular system of a human. • I describe the purpose of the skeleton in humans and animals. 	<p><u>Rocks:</u></p> <ul style="list-style-type: none"> • I compare and group rocks based on their appearance and physical properties, giving a reason. • I describe how fossils are formed. • I describe how soil is made. • I describe and explain the difference between sedimentary and igneous rock. 	

History	<ul style="list-style-type: none"> • I explain how stone age people hunted for their food and what they ate. • I understand some of the differences between the stone, bronze and iron ages. • I know what people learnt from stone aged paintings. • I describe what a typical day would have been like for a stone age man, woman or child. 		
Geography	<ul style="list-style-type: none"> • I locate and name some of the world's most famous volcanoes. • I describe and understand the key aspects of earthquakes. • I describe and understand the key aspects of volcanoes. 		
Art	<ul style="list-style-type: none"> • I show facial expressions in my art. • I use sketches to produce a final piece of art. • I use different grades of pencil to shade and to show different tones and textures. • I use digital images and combine with other media in my art. • I recognise when art is from different cultures. • I recognise when art is from different historical periods. 		
DT	<ul style="list-style-type: none"> • I describe how food ingredients come together. 		
Music	<ul style="list-style-type: none"> • I sing a tune with expression. • I play clear notes on instruments. • I use different elements in my composition. • I create repeated patterns with different instruments. 		

	<ul style="list-style-type: none"> • I compose melodies and songs. • I create accompaniments for tunes. • I combine different sounds to create a specific mood or feeling. 		
PE	<u>Athletics</u> <ul style="list-style-type: none"> • I run at fast, medium and slow speeds; changing speed and direction. • I take part in a relay, remembering when to run and what to do. 	<u>Games</u> <ul style="list-style-type: none"> • I throw and catch with control. • I am aware of space and use it to support team-mates and to cause problems for the opposition. • I know and use rules fairly. (e.g. rounders, tennis)	
Computing	<u>Information technology:</u> <ul style="list-style-type: none"> • I collect information. • I present information. (Graphing)		
MfL	<u>Spoken language:</u> <ul style="list-style-type: none"> • I name and describe people. • I name and describe a place. • I name and describe an object. • I have a short conversation saying 3-4 things. • I give a response using a short phrase. • I am starting to speak in sentences. <u>Reading:</u> <ul style="list-style-type: none"> • I read and understand a short passage using familiar language. • I explain the main points in a short passage. • I read a passage independently. • I use a bilingual dictionary or glossary to look up new words. 	<u>Writing:</u> <ul style="list-style-type: none"> • I write phrases from memory. • I write 2-3 short sentences on a familiar topic. I say what I like/dislike about a familiar topic	(D)

RE	<ul style="list-style-type: none"> • What do different people believe about God? • How do faith communities demonstrate what is sacred. • How do believers use symbolism to show their beliefs. (D) 		
PSHCE	<p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	(D)
Forest area	Campfires and survival		