

# Year 3 Long Term Intent

## Summer 1

Key Texts	Oliver Twist
Genres	Review, Character Description and Poetry
Trips/Visits/Visitors/Experiences	London trip / Church visit
<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>• Write effectively for some purposes and audiences using some organisational and presentation devices appropriate to a diary entry, letter and poem</li> <li>• Understand paragraphs as a way to group related material</li> <li>• Use past and present tense consistently and appropriate to genre</li> <li>• Begin to choose appropriate pronouns for clarity, cohesion and to avoid repetition</li> <li>• Form nouns using a range of prefixes such as super- and anti-</li> <li>• Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel</li> <li>• Use expanded noun phrases for description and clarification</li> <li>• Use prepositions in phrases</li> <li>• Use an extended range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although)</li> <li>• Use a range of adverbs and adverbial phrases to add information within a sentence and begin to front sentences using them</li> <li>• Use present perfect tense</li> <li>• Begin to use a range of adverbs and adverbials to begin sentences</li> <li>• Begin to use apostrophes to mark possession</li> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Assess the effectiveness of their own and other's writing, suggesting improvements</li> <li>• Propose changes to grammar and vocabulary to improve consistency</li> <li>• Proofread for spelling and punctuation errors</li> <li>• Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear</li> <li>• Spell word families based on common words, showing how words are related to form and meaning</li> <li>• Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear</li> </ul>
<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and can indicate the strength/likelihood of their prediction being correct</li> <li>• Refer back to the text for evidence when explaining</li> <li>• Ask increasingly informed questions to improve understanding of a text e.g. 'I wonder if this is like .... because (linking to other texts)', 'Perhaps he did that because (linking own experiences/that of other characters)'</li> <li>• Comments on use of language using terminology including alliteration, rhythm, rhyme, simile</li> <li>• Uses dictionaries independently to check meaning of new vocabulary</li> <li>• Comments on the effect of scene changes e.g. moving from a safe to a dangerous place to build tension</li> <li>• Explain how words/phrases in the description are linked to create suspense</li> <li>• Explain how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?'</li> <li>• Suggests reasons for actions and events</li> <li>• Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</li> <li>• Identifies with characters and makes links with own experiences when making judgements about the characters' actions</li> <li>• Justifies their views about what they have read</li> <li>• Identifies how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?</li> <li>• Identifies evidence of relationship between characters based on dialogue and behaviour</li> <li>• Identifies a range of standard words or phrases, used at various stages of a narrative. E.g. introduction/build up etc</li> </ul>

<b>Spelling</b>	Unit	Title of unit
		Homophones
	Unit 12	Adding the prefix anti-
	Unit 13	Adding the prefix super-
	Unit 14	Adding the prefix sub-
<b>Handwriting</b>	28	K
	Check up 2	
	Recapping common joins.	
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>• Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks</li> <li>• Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock/a.m./p.m., morning, noon and midnight</li> <li>• Know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>• Compare durations of events</li> </ul>	
<b>Science Plants</b>	<ul style="list-style-type: none"> <li>• Know how water is transported within plants</li> <li>• Know the plant life cycle, especially the importance of flowers</li> <li>• Explore the requirements of specific plants for life and growth</li> <li>• Know the function of different parts of flowering plants and trees</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Observe which type of plants grow in different places</li> <li>• Test to see which type of soil is most suitable when growing two similar plants</li> <li>• Set up a fair test with different variables e.g. the best conditions for a plant to grow</li> <li>• Measure carefully (taking account of mathematical knowledge up to Year 3) and add to scientific learning</li> <li>• Group information according to common factors e.g. plants that grow in woodlands or plants that grow in gardens</li> </ul> <p>Suggest conclusions, possible improvements or further questions</p>	
<b>History Escaping the Blitz</b>	<ul style="list-style-type: none"> <li>• Know the significance of the Blitz</li> <li>• Know the impact bombing had upon the lives of children and young people</li> <li>• Know what children felt when they were evacuated and the impact it had upon their lives.</li> <li>• Know how children felt about rationing</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• Create historically valid questions about similarities and differences</li> <li>• Examine and compare artefacts</li> <li>• Give simple reasons as to why key events happened in history</li> <li>• Identify and describe changes between specific time periods</li> <li>• Use dates and vocabulary relating to the passing of time</li> <li>• Know that the past can be divided into different periods of time</li> </ul> <p>Discuss historical changes in Britain, what caused them and the impact on life in Britain</p>	
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Know, name and locate the main rivers in the UK</li> <li>• Know why most cities are located by a river</li> <li>• Visit the city of London and take a river cruise and explore some key geographical features</li> <li>• Know and label the main features of a river</li> <li>• Know the name of and locate a number of the world's longest rivers</li> </ul>	
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>• Why do some people think life is a journey?</li> <li>• What is the significance of baptism to Christians?</li> <li>• How do Jewish people mark becoming an adult?</li> <li>•</li> </ul>	

	<ul style="list-style-type: none"> <li>•</li> </ul>
<p align="center"><b>Physical Education</b></p>	<p><b>Brilliant Ball Skills</b></p> <ul style="list-style-type: none"> <li>• Stop the ball in the hands without fumbling.</li> <li>• Practise the correct batting technique and use it in a game situation.</li> <li>• Use fielding skills to stop the batter scoring</li> <li>• Be ready to react quickly once the ball has been caught.</li> <li>• Be able to hit the ball as far as possible with a rounders bat.</li> <li>• Recognise own improvement in ball games</li> </ul> <p><b>Gymfit circuits</b></p> <ul style="list-style-type: none"> <li>• Develop activities into a circuit in order to improve fitness levels</li> </ul>
<p align="center"><b>Computing</b> <b>3.6 Branching Databases</b></p>	<ul style="list-style-type: none"> <li>• To sort objects using just YES/NO questions</li> <li>• To complete a branching database using 2Question.</li> </ul> <p>To create a branching database of the children's choice</p>
<p align="center"><b>Art</b> <b>Paul Nash</b> <b>World War 2 Painting</b></p>	<ul style="list-style-type: none"> <li>• Know how to use digital images and combine with other media</li> <li>• Know how to create block colour and depth through use of coloured pencils and crayons</li> <li>• Know how to create a background using a wash</li> <li>• Know how to use a range of paint and brushes to create different effects in painting</li> <li>• Know how to identify the techniques used by different artists (Peter Nash)</li> </ul>
<p align="center"><b>Music</b> <b>The Dragon Song – Charanga</b> <b>(funky)</b></p>	<ul style="list-style-type: none"> <li>• Using instruments combine different sounds to create a specific mood or feeling and compose three note patterns.</li> <li>• Improve my work; explaining how it has been improved</li> <li>• Perform given compositions/songs from memory.</li> <li>• Reflect on, and improve own work</li> <li>• Play clear notes on instruments and use different elements in composition</li> <li>• Combine different sounds to create a specific mood or feeling</li> <li>• Improvise repeated patterns</li> <li>• Compose three note patterns.</li> </ul>
<p align="center"><b>Personal, Social, Health</b> <b>Education</b> <b>Heath and Wellbeing</b></p>	<ul style="list-style-type: none"> <li>• Know how to make informed decisions about health.</li> <li>• Understand the elements of a balanced, healthy lifestyle.</li> <li>• Consider choices that support a healthy lifestyle, and recognise what might influence these.</li> <li>• Identify habits that can have both positive and negative effects on a healthy lifestyle.</li> <li>• Know what constitutes a healthy diet; how to plan healthy meals; explain the benefits to health and wellbeing of eating nutritionally rich foods; know the risks associated with not eating a healthy diet including obesity and tooth decay.</li> <li>• Explain how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</li> <li>• Recognise that feelings can change over time and range in intensity.</li> <li>• Consider everyday things that affect feelings and the importance of expressing feelings</li> <li>• Have a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</li> </ul>

## **Modern Foreign Languages**

- Have a short conversation, saying 3 to 4 things
- Memorise and present a short spoken text
- Use generally accurate pronunciation when reading aloud or using familiar words or phrases
- Use sounds to help identify written words
- To know the names of some school items
- To learn the names of subjects in school