

Year 3 Long Term Intent

Summer 2

Key Texts	Anna at War	
Genres	Recount, Diary entry, Persuasive letter	
Trips/Visits/Visitors/Experiences	London and Church visit	
Writing	<ul style="list-style-type: none"> Write effectively for some purposes and audiences using some organisational and presentation devices for a diary Begin to use headings and subheadings to aid presentation for a recount Understand paragraphs as a way to group related material Use past and present tense consistently and appropriate to genre appropriate to a recount and diary Begin to choose appropriate pronouns for clarity, cohesion and to avoid repetition Use expanded noun phrases for description and clarification for diary and recount Use an extended range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although) in a persuasive letter Use a range of adverbs and adverbial phrases to add information within a sentence and begin to front sentences using them Begin to use a range of adverbs and adverbials to begin sentences Spell word families based on common words, showing how words are related in form and meaning Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas for a persuasive letter Propose changes to grammar and vocabulary to improve consistency Proofread for spelling and punctuation errors 	
Reading	<ul style="list-style-type: none"> Identifies new vocabulary and sentence structure and discusses to develop understanding Identifies a range of standard words/phrases used at various stages of a narrative e.g. introduction, build up etc Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct Summarises main ideas from a text Begins to identify themes across texts e.g. friendship, good and evil, bullying Suggests reasons for actions and events Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story 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? Refers back to the text for evidence when explaining Retrieves information from text where there is competing (distracting) information Asks 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)' Uses dictionaries independently to check meaning of new vocabulary Analyses the use of language to set scenes, build tension or create suspense Explains how words/phrases in the description are linked to create suspense Comments on the effect of scene changes e.g. moving from a safe to a dangerous place to build tension 	
Spelling	Unit 14	Title of unit Using the prefix sub

		Revision of ous and ly suffixes Revision of ture and ion suffixes Revision of ch making the K sound and ch making the sh sound Revision of ion and ian suffixes Revision of homophones Revision of dis and im prefixes	
Handwriting	Check up 2 Practice joining (to the letter ly) Practice joining to a tall letter (ture) Practicing diagonal joins to a small letter (ch) Practice writing the letter t at the correct height (tion) Practice joining from the letter w Practice forming capital letters		
Maths	<ul style="list-style-type: none"> • Draw 2-D shapes • Make 3-D shapes using modelling materials • Recognise 3-D shapes in different orientations and describe them • Recognise angles as a property of a shape or a description of a turn • Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn • Identify whether angles are greater than or less than a right angle • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines • Interpret and present data using bar charts, pictograms and tables • Solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables • Know the number of seconds in a minute • Solve problems using time 		
Science Light	<ul style="list-style-type: none"> • Know that dark is the absence of light • Know that light is needed in order to see and is reflected from a surface • Know and demonstrate how a shadow is formed and explain how a shadow changes shape • Know about the danger of direct sunlight and describe how to keep protected. <p>Working Scientifically</p> <ul style="list-style-type: none"> • Ask questions such as: <ul style="list-style-type: none"> ○ Why does the moon appear as different shapes in the night sky? ○ Why do shadows change during the day? • Observe at what time of day a shadow is likely to be at its longest and shortest • Set up a fair test with different variables <p>Amend predictions according to findings</p>		
History Escaping the Blitz	<p>Topic intentions</p> <ul style="list-style-type: none"> • To know what impact the war had on different types of people • To know the meaning behind celebrations eg VE day • To know how people's lives changed during war time <p>Historical Skills</p> <ul style="list-style-type: none"> • Give simple reasons as to why key events happened in history • Identify and describe changes between specific time periods 		

	<ul style="list-style-type: none"> • Use dates and vocabulary relating to the passing of time • Discuss historical changes in Britain, what caused them and the impact on life in Britain
<p style="text-align: center;">Geography London and the River Thames</p>	<ul style="list-style-type: none"> • Describe different types of settlement and land use • Know why industrial areas and ports are important • Visit the city of London and take a river cruise and explore some key geographical features • Read and interpret the globe as a flat map and use maps to locate European countries and capitals. • To know key landmarks of London
<p style="text-align: center;">Religious Education</p>	<ul style="list-style-type: none"> • Identify and describe core beliefs in Islam • Offer informed suggestions about what prayer means to believers • Describe how people show their beliefs in Islam • Identify differences in how put their beliefs into practice • Understand what difference belonging to a religious community could make on someone's life • Ask important questions about beliefs making links between their own and others responses • Use religious words to identify some features of Isla
<p style="text-align: center;">Physical Education</p>	<p>Swimming</p> <ul style="list-style-type: none"> • Swim 10m on front and back without stopping. • Use the correct arm and leg movements to swim front crawl and backstroke. • Climb out of the pool unaided. • Submerge head under water and blow bubbles. • Swim a complete length of the pool, on front and back without stopping. • Use the correct arm and leg movements to swim breaststroke. • Tread water for at least 2 minutes. • Put head in the water when using different strokes.
<p style="text-align: center;">Computing Simulations and Graphing</p>	<p>Simulations</p> <ul style="list-style-type: none"> • To find out what a simulation is and understand the purpose of simulations. • To explore a simulation, making choices and discussing their effects. • To work through and evaluate a more complex simulation <p>Graphing</p> <ul style="list-style-type: none"> • To enter data into a graph and answer questions • To investigate in order to answer a question. <p>To present the results in graphic form.</p>
<p style="text-align: center;">DT Wooden photo frame</p>	<ul style="list-style-type: none"> • Prove that a design meets a set criteria. • Design a photo frame and make sure that it looks attractive • Explain strengths and weaknesses of existing photo frames • Select the most appropriate tools and techniques for cutting wood • Work accurately to measure, make cuts and make holes • Explain how to improve a finished model • Know why a model has, or has not, been successful • Know how to strengthen a product by stiffening a given part or reinforce a part of the structure

<p style="text-align: center;">Music Bringing Us Together - Disco</p>	<ul style="list-style-type: none"> • Using instruments combine different sounds to create a specific mood or feeling and compose three note patterns. • Improve my work; explaining how it has been improved • Perform given compositions/songs from memory. • Reflect on, and improve own work • Play clear notes on instruments and use different elements in composition • Combine different sounds to create a specific mood or feeling • Improvise repeated patterns • Compose three note patterns.
<p style="text-align: center;">Personal, Social, Health Education Health and Wellbeing</p>	<ul style="list-style-type: none"> • 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. • Recognise that feelings can change over time and range in intensity. • Consider everyday things that affect feelings and the importance of expressing feelings • Have a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. • Recognise their individuality and personal qualities. • Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • Consider how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking • Know how to predict, assess and manage risk in different situations. • Recognise hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe
<p style="text-align: center;">Modern Foreign Languages</p>	<ul style="list-style-type: none"> • Learn months of the year • Have a short conversation, saying three to four things • Give response using a short phrase • Start to speak, using a full sentence i.e. expressing a personal response, for example likes, dislikes and feelings • Memorise and present a short spoken text • Respond to topic related questions • Use generally accurate pronunciation when reading aloud or using familiar words or phrases