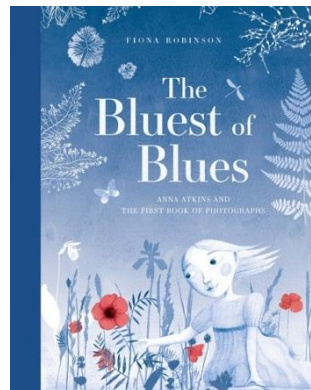


Year 3 - Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p>Plays and Dialogues</p> <p>Define proverb and work out the meanings. Identify and use adverbs and powerful verbs. Create characters using description, stage directions and dialogue.</p> <p>Grammar focus: Use adverbs.</p>	<p>Plays and Dialogues</p> <p>Compare dialogue and playscripts. Write and perform 2 playscripts: based on a proverb and on a Roald Dahl chapter.</p> <p>Grammar focus: Use and punctuate direct speech.</p>	<p>Non-Chronological Reports</p> <p>Non-chronological report writing is no longer a boring topic! This plan is based around computer and video games where children will read reviews, play games and will be itching to write their own game reports!</p> <p>Grammar focus: Express time, place and cause using conjunctions and prepositions and adverbs.</p>	<p>Non-Chronological Reports</p> <p>Non-chronological report writing is no longer a boring topic! This plan is based around computer and video games where children will read reviews, play games and will be itching to write their own game reports!</p> <p>Grammar focus: Identify and use past and present tense correctly.</p>	<p>Animal Poems</p> <p>Animals! Animals! Animals! Chn will be fully immersed in poems all about animals. They read, discuss and perform different styles of poems, comparing then collecting ones they like to create their own anthologies. They even write their own additions to their poetry collection.</p> <p>Grammar focus: Use conjunctions and prepositions to express time and cause.</p>	<p>Animal Poems</p> <p>Animals! Animals! Animals! Chn will be fully immersed in poems all about animals. They read, discuss and perform different styles of poems, comparing then collecting ones they like to create their own anthologies. They even write their own additions to their poetry collection.</p> <p>Grammar focus: Extend range of sentences with more than one clause by using conjunctions.</p>
Maths	<p>Time</p> <p>In this small step, children extend their understanding of when to use different units of time and compare lengths of time written</p>	<p>Shape</p> <p>In this small step, children are introduced to the concept of angles for the first time. In Year 2, they described turns as quarter, half, three-</p>	<p>Shape</p> <p>In this small step, children find and identify parallel and perpendicular lines in a range of practical contexts. Children learn that parallel lines stay the same distance</p>	<p>Statistics</p> <p>In this small step, children learn to read and interpret information presented in pictograms, building on their learning from Year 2</p>	<p>Statistics</p> <p>In this small step, children interpret information from simple two-way tables. Once they are confident in how the tables work and can identify which cell</p>	<p>Consolidation</p> <p>This provides an opportunity to revisit skills content covered this year. This also provides the opportunity to ensure any possible gaps in</p>

	<p>using different units. Children consider how long familiar activities take to complete, and this can be supported by completing practical activities and measuring with a stopwatch or other timer</p>	<p>quarter and full turns. They will now recognise angles as describing the size of a turn and understand greater angles as having made a greater turn. Children practise making quarter, half, three-quarter and whole turns in both clockwise and anticlockwise directions and in familiar contexts such as on a clock face or the points of a compass.</p>	<p>apart and never meet, whereas perpendicular lines meet at a right angle. Give them the opportunity to think about where they may find parallel and perpendicular lines in the world around them.</p>	<p>Children ask and answer questions about information presented in both horizontal and vertical pictograms. Encourage them to think carefully about why a particular symbol has been chosen and its relationship to the data being presented.</p>	<p>shows what information, children progress to using their calculation skills and understanding of the context to answer one- and two-step problems.</p>	<p>understanding are addressed before children move on.</p>
Science	LIGHT AND SHADOWS					
	<p>In the Light and Shadows project, your child will learn that light is a form of energy essential to life on Earth. They will learn that dark is the absence of light and that the Sun is Earth's main source of light and heat. They will identify light sources and reflectors and discuss their differences.</p>	<p>They will investigate materials to discover which are reflective and which are non-reflective. They will use their results to identify the qualities of reflective and non-reflective materials and discuss the need for reflective materials in everyday life. They will learn the importance of staying safe in the Sun and investigate sun creams.</p>	<p>They will learn about shadows and how they change shape when a light source moves. They will investigate whether transparent, translucent and opaque materials cast shadows and discuss their uses. They will ask scientific questions about light, reflectors and shadows and research to find the answers. They will complete their learning by investigating how shadows change during the day.</p>			

Guided Reading
The Bluest of Blues


The book *The Bluest of Blues* spans approximately six weeks, covering 30 sessions. Subtitled *Anna Atkins and the First Book of Photographs*, this beautifully illustrated picture book introduces children to the life of a pioneering 19th-century botanist and photographer. Through Anna's passion for plants and scientific discovery, the book explores themes of curiosity, perseverance, and creativity, while also providing insight into the historical challenges faced by women in science. The striking blue-toned illustrations, inspired by her cyanotype prints, add depth to the storytelling and encourage visual interpretation.

The book provides a strong model for biographical writing and exploring the differences between fiction and information texts. There are plentiful opportunities for cross-curricular learning, particularly in science, art, and history, as children investigate photography, botanical studies, and Victorian naturalists. Practical activities, such as creating cyanotype prints, further enrich their understanding of Anna's contributions, making this an inspiring text for developing creative and informative writing.

Topic
TRANS-SAHARAN TRADE

This unit explores the significance of the Trans-Saharan trade routes and their impact on different regions. Children will learn about the Golden Age of Trans-Saharan trade, focusing on how goods such as gold and salt were exchanged and how this trade contributed to the wealth of empires like Mali and Mauritania. They will examine everyday life in Mauritania and the role of rulers in expanding and controlling trade routes.

They will learn about key trading hubs, including Timbuktu, and show how trade extended into regions such as Algeria and Libya, shaping cultures and economies. Additionally, students will investigate the importance of the Nile River as a vital trade lifeline, connecting Egypt and Sudan, and uncover how trade influenced daily life, commerce, and cultural exchange. The unit concludes by emphasising how these ancient trade networks served as crossroads of commerce, fostering connections between different civilisations.

Art & DT	MOSAIC MASTERS		
	<p>This project teaches children about the history and significance of mosaics, with a particular focus on the colours, patterns, and themes found in Roman mosaic art. They explore the work of ancient artists and record their observations in sketchbooks, using them to develop and refine their own mosaic designs.</p>	<p>Through hands-on practice, children improve their mastery of art and design techniques by carefully arranging and fixing tesserae to create a decorative border tile. Finally, they evaluate and analyse their own and others' work, using the language of art, craft, and design to reflect on their creative choices.</p>	
PSHE	WHY SHOULD WE KEEP ACTIVE AND SLEEP WELL?		
	<p>In this unit, children learn how regular physical activity benefits bodies and feelings, how to be active on a daily and weekly basis - how to balance time online with other activities.</p>	<p>They learn how to make choices about physical activity, including what and who influences decisions, and how the lack of physical activity can affect health and wellbeing.</p>	<p>They learn how lack of sleep can affect the body and mood and simple routines that support good quality sleep. They learn how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.</p>
PE	STRIKING AND FIELDING - CRICKET		
	<p>In this cricket unit children are introduced to the fundamental skills needed to play the game, focusing on catching, throwing, batting, and bowling. They develop hand-eye coordination through quick catching drills and learn to attack the ball effectively when fielding. Through targeted activities, they refine their throwing technique for distance and accuracy, as well as improve their batting skills. The unit concludes with a skills circuit, allowing children to apply their learning in a fun and competitive environment.</p>		