

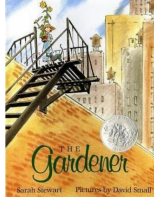


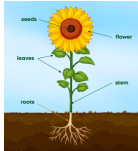








Year 3 Summer 1 Additional information

Reading	Writing	Mathematics
<p>Text: <i>Lost Species</i>, Jess French and Daniel Long Genre: non-fiction, factual Topic: environment, ancient history, species Key vocabulary: species, ancient history, extinction, excavation, fossils, endangered</p>  <p>Text: <i>Mr Penguin and the Lost Treasure</i>, Alex T. Smith Genre: adventure, mystery, comedy Topic: crime, friendship, choices Key vocabulary: penguin, treasure, adventurer, resilience, curiosity</p> 	<p>The Gardener Text type: Non-fiction Genre: Letter Topic: Families/Plants Cross-curricular links: Science/Art/PHSE Independent writing task: Children write a letter to a family member telling them all you know about rocks.</p>  <p>True Story of 3 Little Pigs Text type: Narrative Genre: Traditional tale with a twist Topic: Once upon a tale/Points of view Cross-curricular links: Drama Independent writing task: Children continue with plot: The wolf escapes from jail. How does he do it? Where does he go? What does he do?</p> 	<p>Angles and shape Key objectives -Identify angles including right angles and recognise as a quarter of a turn -Identify and draw parallel and perpendicular lines -Draw/make, classify and compare 2-D and 3-D shapes -Measure the perimeter</p> <p>Measure Key objectives -Read scales with different intervals when measuring mass and volume -Weigh and compare masses and capacities with mixed units -Estimate mass and capacity</p> <p>Timetables This half term, year 3 are learning their 4 times-table.</p> 

Science	History	Geography
<p>Plants In this unit, pupils will look more closely at flowering plants, their features and the functions of their features. They will learn that the scientific study of plants is called botany.</p>  <p>Key objectives</p> <ol style="list-style-type: none"> 1. Flowering plants all have roots, a stem or trunk, but do not all look the same. 2. Different plants need different amounts of things in order to thrive. 3. Water moves from the roots of a plant, upwards via the stem. 4. To know that pollination is needed for flowering plants to reproduce. 5. To understand that plants spread their seeds in many different ways to reproduce. <p>Key vocabulary plant, root, stem, leaves, flowers, nutrients, absorb, pollination, dispersal,</p>	<p>Law and Power (1154-1272) Throughout this unit, the children will analyse some of the significant changes that took place during this period which helped pave the way for a fairer and more democratic Great Britain.</p> <p>Key objectives</p> <ol style="list-style-type: none"> 1. To know that Henry II is known as the father of common law 2. To know that Thomas Becket was killed in Canterbury Cathedral. 3. To know that the crusades were a series of religious wars 4. To understand why King John was asked to seal the Magna Carta. 5. To know that Simon de Montfort called the first Parliament to make decisions about the country. <p>Key vocabulary Reformer, rule of law, judge, jury, trial by ordeal, Assizes, Royal Justices, Jury of Presentment, Common Law, Baron, Excommunicate,, Crusade, Archbishop of Canterbury, turbulent</p> 	<p>Western Europe Within this unit children will use maps of Western Europe to identify key countries and key physical features. They will use maps to explore the location of countries such as France, Germany and the Netherlands, recognising physical features such as peninsulas, mountains, and rivers.</p> <p>Key objectives</p> <ol style="list-style-type: none"> 1. Countries and Settlements in Western Europe 2. Climate of Western Europe 3. Trade in Western Europe 4. To locate and describe France. 5. A comparison of London and Paris  <p>Key vocabulary climate, temperate climate, trade, import, export, agriculture, the Alps</p>

Art & Design	Religious Education	Computing	French
<p>Architecture/Architects: Parthenon , Callicrates), St Paul's Cathedral (Wren), Sagrada Familia (Gaudi), Grand Stupa</p> <p>What is architecture/an architect, sculptures in relief - frieze (Parthenon marbles history), line and symmetry in architecture, features of architecture (towers/domes) Gaudi's use of curved lines, nature, mosaics and stained glass</p> <p>Key objectives</p> <ol style="list-style-type: none"> 1.To understand what architecture means and the importance of the Parthenon 2. To know that line and symmetry are important when designing buildings 3. To understand that architects use different things to inspire their designs 4/5. To recognise and describe work by Gaudi <p>Key vocabulary architecture, architect, dome, symmetrical, asymmetrical, frieze, mosaic</p> 	<p>Christianity Key Objectives</p> <ol style="list-style-type: none"> 1. To understand Christian beliefs - What is the story of creation in the Bible? 2. To identify important events in the life of Jesus - What happened during Jesus' nativity and baptism? 3. To reflect on the teachings of Jesus - What can we learn from Jesus' temptations in the desert? <p>Key Vocabulary Christianity Bible Creation Nativity Baptism Temptation Disciples</p> 	<p>Coding A Story The Coding a Story unit of work builds upon pupils previous experience of programming in a visual programming language. Earlier in the year, pupils developed their understanding of using visual programming in Scratch Jr. Now they are consolidating this understanding by applying it to Scratch.</p> <p>Key Objectives - -use visual code and events to change backdrops in a story game use visual code to change sprite costumes using a loop use sensing in a visual code to allow the user to input choices within a story game use the wait code to allow sprites to interact in conversation</p> <p>Key Vocabulary Sprite Backdrop Event Loop Sensing Wait</p>	<p>Ma Famille (my family) Key objectives</p> <ol style="list-style-type: none"> 1. identify family members 2. Recognise and spell with letters of the alphabet 3. List household items 4. Use basic prepositions 'sur' (on) and 'dans' (in) to describe position <p>Key vocabulary <u>Family members:</u> ma mère (mother), mon père (father), mon frère (brother), ma sœur (sister), mes parents (my parents) <u>Letters of the alphabet:</u> a-z, plus some accented letters</p>  <p><u>Household objects:</u> l'ordinateur (computer), le jeu vidéo (video game), la machine (machine), la table (table), la chaise (chair) <u>Sentences.</u> e.g. Le jeu vidéo est sur la table <u>Prepositions:</u> dans (in), sur (on)</p> 



Yeadon Junior School

Year 3

Summer 1

2026



Yeadon Junior School

Families & Friendships and Safe Relationships

Key objectives

Recognise that there are many different types of family; Identify people who they have a special relationship with. Know who they could ask for help if a secret made them feel uncomfortable or unsafe; Understand and explain some of the reasons why different people are bullied. Identify key people who are responsible for them to stay safe and healthy

Key vocabulary

Friendship, falling out, making up, compromise, family, adoption, fostering, similarities, differences, identity, respect, trust, danger, prejudice, disability, race, colour, gender, helper, responsible, safe, healthy, trust, unsafe



Athletics

This term the children will be working on athletics where they will improve on different track and field events.

Key objectives

- Jumping and hopping sequences
- To run at different speeds
- To approach and jump hurdles

Key vocabulary

Run Jump Throw Speed pace



Cricket

This term the children will be working on improving their cricket skills

Key objectives

- To hit a stationary ball into space using the straight drive
- To bowl underarm to a batter with some consistency
- To perform as a wicketkeeper

Key vocabulary

Batting Fielding Wicket Stump bowling



Bringing Us Together

Facts/Info: Disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines.

Key Objectives

- Learn to Sing the Song - step-by-step manageable learning chunks spread over the 6 steps including the 2nd vocal part.
- Play Instruments with the Song (in the chorus only) using the notes , G and A
- Improvise with the Song (in the chorus only) then a group for the performance
- Compose with the Song (in the chorus only) then perform the class or group composition in the performance

Key vocabulary

Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture

