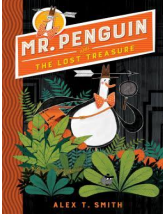



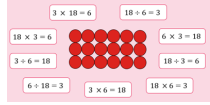
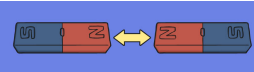
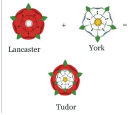


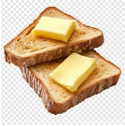









Year 3 Summer 2 additional documents

Reading	Writing	Mathematics
<p><b>Text:</b> <i>Mr Penguin and the Lost Treasure</i>, Alex T. Smith  <b>Genre:</b> fiction, adventure, mystery, comedy  <b>Topic:</b> crime, friendship, choices  <b>Key vocabulary:</b> penguin, treasure, adventurer, resilience, curiosity</p>  <p><b>Text:</b> <i>Arthur and the Golden Rope</i>, Joe Todd Stanton  <b>Genre:</b> fiction, adventure, myths and legends  <b>Topic:</b> curiosity, bravery, overcoming adversity, exploring  <b>Key vocabulary:</b> Norse myths, Thor, Fenrir, magical elements, sourcing, Viking</p> 	<p><b>True Story of 3 Little Pigs</b>  <b>Text type:</b> Narrative  <b>Genre:</b> Traditional tale with a twist  <b>Topic:</b> Once upon a tale/Points of view  <b>Cross-curricular links:</b> Drama  <b>Independent writing task</b>            Children continue with plot: The wolf escapes from jail. How does he do it? Where does he go? What does he do?</p>  <p><b>George's Marvellous Medicine</b>  <b>Text type:</b> Narrative  <b>Genre:</b> Comedy  <b>Topic:</b> Families  <b>Cross-curricular links:</b> PSHE  <b>Independent writing task:</b> children will write their own character description of a character from the story.</p> 	<p><b>Applying multiplicative thinking</b>  <b>Key objectives</b>            Applying multiplicative thinking            -Representing multiplication and division problems            -Solve a one-step problem</p> <p><b>Exploring calculation strategies and place value</b>  <b>Key objectives</b>            -Add and subtract mentally            -Find 10, 100 and 1000 more or less            -Order and compare beyond 1000            -Round numbers</p>  <p><b>Timetables</b>            This half term, Year 3 are learning their 6 times-table</p>

Science	History	Geography
<p><b>Forces and Magnets</b>            This unit introduces pupils to simple forces, including magnetism, friction and gravity, and how they behave. Pupils will learn about the force of friction. They will compare and group materials on the basis of whether they are attracted to a magnet and they will investigate and identify magnetic forces.</p> <p><b>Key objectives</b></p> <ol style="list-style-type: none"> <li>To know that a force is a push or a pull</li> <li>To know that friction is the force between two surfaces</li> <li>To know that magnets have an invisible push or pull force</li> <li>To know that magnets have poles and a magnetic force</li> <li>To know that magnetic forces are not all the same strength</li> </ol> <p><b>Key vocabulary</b>            force • gravity • magnetism • friction • heat • reduce • increase • force • magnetism • magnet • metal • iron • lodestone north • south • attract • repel • push • pull • pole • magnetic field • magnetic force</p> 	<p><b>The War of Roses</b>            The children will focus on some of the key events that took place during this period and the lives of some of the significant people such as Edward IV and Richard III. <b>Key substantive</b> concepts focused on in this unit are monarchy, power and civil war. <b>Key disciplinary</b> concepts focused on are causation, historical interpretations and sources and evidence.</p> <p><b>Key objectives</b></p> <ol style="list-style-type: none"> <li>To understand that the Wars of the Roses were fought between two families who had a claim to the throne.</li> <li>To know that Edward IV (House of York) took the throne from Henry VI (House of Lancaster).</li> <li>To know that Richard III took the throne from his nephew and made himself king.</li> <li>To understand how Henry VII became king.</li> <li>To understand how Henry VII ended the Wars of the Roses.</li> </ol> <p><b>Key vocabulary</b>            Civil War, House of York, House of Lancaster, plantagenet, readeption, exile, pious, Tower of London, heir, usurper, coronation, Battle of Bosworth Field</p> 	<p><b>Asia- China and India</b>            This unit supports children's knowledge of physical and human geography including climate zones, biomes, rivers, mountains and also considers human geographical aspects of the regions including land use, population distribution, settlements and industry.</p> <p><b>Key objectives</b></p> <ol style="list-style-type: none"> <li>Locating India and China</li> <li>Human and Physical Geography of India</li> <li>Rivers of India</li> <li>Human and Physical Geography of China</li> <li>The Great Wall of China</li> </ol> <p><b>Key vocabulary</b>            Taj Mahal, Indus River, Indus Valley Civilisation, River Ganges, Great Wall of China, Qin Shi Huangdi</p> 

Art & Design	DT	French	Religious Education
<p><b>An introduction to modern architecture:</b> In this unit the children will be introduced to the idea of modern architecture, thinking about buildings that have been designed and built within approximately the last 30 years and the process of architectural design</p>  <p><b>Key objectives:</b></p> <ol style="list-style-type: none"> <li>To compare modern and traditional architecture</li> <li>To understand how function affects design.</li> <li>To understand architects use different things to inspire their designs</li> <li>To consider the process to design a building</li> <li>To understand the role of an engineer</li> </ol> <p><b>Key vocabulary:</b> Architecture, architect, design, modern, traditional, materials, features, function, innovative</p>	<p><b>Bread and Butter</b> <b>Key objectives</b></p> <ol style="list-style-type: none"> <li>To understand how pasta is made and that Italy is famous for pasta</li> <li>To understand that wheat makes flour which can be made into bread and cows make milk which can be made into butter</li> </ol>  <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>bread • wheat • grain • flour • rise • knead • bake • dairy • milk • cream • butter wholemeal • yeast • Churn • Yoghurt • pasta • dough • boil • bake • vegetable • preserve • tinned • chop • chopping board • peel • peeler</li> </ul>	<p><b>Key objectives</b></p> <ul style="list-style-type: none"> <li>-Identify animals and pets</li> <li>-Recognise and use numbers 11–20</li> <li>-Give someone’s name</li> <li>-Describe someone</li> <li>-Recognise and spell with letters of the alphabet</li> <li>-List household items</li> </ul> <p><b>Key vocabulary/ context</b> j'ai + [animal] je n'ai pas d'animal Animals: un chien (dog), un chat (cat), une tortue (tortoise), un lapin (rabbit), un oiseau (bird), une souris (mouse), un dragon (dragon)</p> <p><b>Numbers 11–20:</b> onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Il/Elle s'appelle... (S/he's called...) Il/Elle est... (S/he's ...)</p> 	<p><b>Sikhism</b> <b>Key objectives</b></p> <ol style="list-style-type: none"> <li>To understand the Sikh perspective on life, birth, and actions</li> <li>To understand the specific meaning of the word 'Guru'</li> <li>To create a mind map of Guru Nanak (1469-1539), who founded Sikhism</li> <li>To describe the different parts of the Khanda symbol</li> <li>To know that the Nishan Sahib is the Sikh flag and has the symbol of the Khanda on it</li> </ol> <p><b>Key Vocabulary</b> Sikhism Guru Guru Nanak Khanda Nishan Sahib</p> 

PSHE	Physical Education	Computing	Music
<p><b>Respecting Ourselves and Others</b> <b>Key objectives</b></p> <p>Understand and explain how the brain sends and receives messages through the nerves; Suggest reasons why friends sometimes fall out; Rehearse skills for making up again; Develop skills in discussion and debating an issue; Empathise with different viewpoints; Practise explaining the thinking behind their ideas and opinions.</p> <p><b>Key vocabulary</b> respect, cooperation, listening skills, politeness, manners, conflict, point of view, collaboration, teamwork, strategies, point of view, apologise</p> 	<p><b>Dodgeball</b> This term the children will be working on improving their dodgeball skills and understanding of the game</p> <p><b>Key objectives</b> To develop throwing towards a moving target. To develop and apply dodging skills to avoid being hit. To develop catching skills</p> <p><b>Key vocabulary</b> Throw Catch Dodge Jump respect</p> <p><b>Rounders</b> This term the children will be working on improving their rounders skills and understanding of the game before putting them into a match situation.</p> <p><b>Key objectives</b> To learn how to score points in a striking and fielding game. To develop batting to score points. To understand the role of a bowler in the fielding team.</p> <p><b>Key vocabulary</b> Underarm throw Catch Bowl Bat Field</p>  	<p><b>Online Safety Comic Creator</b> This unit of work builds upon pupils previous experience of multimedia as pupils will manipulate text and images to create a comic book to help children stay safe online. Pupils will learn about a range of dangers online and how to stay safe.</p> <p><b>Key Objectives</b></p> <ul style="list-style-type: none"> <li>-state how they can use technology to communicate</li> <li>-give examples of bullying behaviour and how it can look online</li> <li>-describe how their online information can be seen by others</li> <li>-recognise that content on the internet may belong to others</li> <li>-create an online safety comic book</li> </ul> <p><b>Key Vocabulary</b> Online Identity Cyber Bullying Private Information Online Gaming Copyright Act</p> 	<p><b>Consolidation Unit - Reflect, Rewind and Replay</b> This unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><b>Musical learning focus:</b> Listen and Appraise Classical music Using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments</p> 



Year 3

Summer 2

2026

