

# Year 3 Summer



## English

### Writing

I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

I can organise paragraphs around a theme.

I can proof-read for spelling and punctuation errors.

I can increase the legibility, consistency and quality of my handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

I can use conjunctions, adverbs and prepositions to express time and cause

I can use the grammar for years 3 and 4 in English Appendix 2

I can indicate possession by using the possessive apostrophe with plural nouns.

I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing and reading.

### Reading

I can recognise different forms of poetry.

I can read aloud poems and play scripts to perform, showing understanding through intonation, tone, volume and action.

I can identify how language, structure and presentation contribute to meaning.

I can check independently that a text makes sense through discussing my understanding of word meanings.

### Word Reading

I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

## Maths

I can add and subtract amounts of money to give change, using both £ and p in practical contexts.

I can solve one-step and two-step questions (for example, "How many more?" and "How many fewer?") using information presented in scaled bar charts and pictograms and tables.

I can recognise that two right angles make a half-turn, three make three-quarters of a turn and four a complete turn.

I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle.

I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

I can draw 2-D shapes and make 3-D shapes using modelling materials.

I can recognise 3-D shapes in different orientations and describe them.

I can recognise angles as a property of a shape or a description of a turn.

I can add and subtract fractions with a common denominator.

I can recognise and show, using diagrams, equivalent fractions with small denominators.

I can compare and order unit fractions, and fractions with the same denominators.

I can solve problems involving comparing and ordering fractions.

I can tell the time to the nearest minute and use specific vocabulary, including seconds, am & pm, o'clock, morning, afternoon, noon and midnight.

I can tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.

I can record and compare time in terms of seconds, minutes and hours.

I know the number of seconds in a minute and the number of days in each month, year and leap year.

### Spelling

I know the suffix -ly

I know the suffix -ous



## Art

### Printing

1. To print by pressing and rubbing.
2. To print by rolling and stamping.
3. To find and describe different textures and patterns.
4. To design a polystyrene printing tile.
5. To create a print in the style of Andy Warhol.
6. To create effects and textures using an It paint package.

## Music

### Singing

I can sing and perform actions confidently and in time to a range of action songs.

### Listening

I can recognise and comment on features of music from the Classical Romantic period.

### Composing

I can compose a short piece in response to different stimuli (eg. stories, verse, paintings and musical sources).

### Performing

I can copy a melodic phrase with accuracy at different speeds; *allegro* and *adagio* (fast and slow).

### Musical Notation

I can write simple musical notation using the treble clef.

## PSHE

### Physical health and fitness

I understand about taking care of my body.

I understand the characteristics and mental and physical benefits of an active lifestyle.

I can identify commonly available drugs and substances and which can affect our health.

I know about dental health and the benefits of good oral hygiene and dental flossing.

I understand school rules about health.

### Mental Health

I can understand what positively and negatively effects my emotional

## A United Kingdom Geography

## History

### Anglo Saxons & Scots

#### Historical Chronology

I can create a timeline, which outline the Roman withdrawal from Britain in c. AD 410, the arrival of the Saxons and the Scots.

#### Historical Concepts

I can explain the beliefs of the early Anglo Saxons and explain how their beliefs changed over time.

#### Historical Interpretation

I can understand and explain the reason for the Scots invasion from Ireland to Northern Britain.

#### Historical Enquiry

I can appreciate how historical artefacts have helped us understand more about British lives in the present and past.

#### Historical Communication

I can use various historical sources to find out about Anglo Saxon art and culture.

### Local Knowledge

#### Locational

I can say where I live in relation to the counties and cities of the UK and countries of the world.

#### Place

I can compare my locality a different one in the NW.

#### Human/physical

I can understand the position of Partington/Huyton in the development of Manchester/Liverpool

#### Skills/fieldwork

I can visit a contrasting locality that is different to my own.

## Design Technology

### Design

I can analyse current products similar to that which I will create.

I can use computer-aided design to create packaging for my food product.

### Make

I can prepare and cook a product from my own design.

### Evaluate

I can evaluate my own designs and suggest improvements.

### Technical Knowledge

I can show an understanding of how a variety of ingredients are grown.

# Year 3 Summer



## Computing

### Animation

1. To explain that animation is a sequence of drawings or photographs
2. To relate animated movement with a sequence of images
3. To plan an animation
4. To identify the need to work consistently and carefully
5. To review and improve an animation
6. To evaluate the impact of adding other media to an animation

## RE

### Sikhism

#### Sharing and Community

I can discuss why it is important to share even though it is not always easy.

I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.

I can begin to tell you if I think sharing is important or not to Sikhs.

#### Prayer and Worship

I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me. I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.

I can start to evaluate which ways may show more or less commitment to God for Sikhs.

## MFL

### Spanish culture

#### Speak

I can have a short conversation saying 2 or 3 exchanges.

#### Listening

I can listen to a short extract and understand the main points (family)

#### Reading

I can read and understand the main points in a short extract.

#### Writing

I can write a short sentence.

#### Grammar

I can begin to understand the concept of masculine and feminine words in Spanish.

## Science

### Light

#### Scientific Knowledge

I can recognise that they need light in order to see things and that dark is the absence of light.

I can notice that light is reflected from surfaces.

I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.

I can find patterns in the way that the size of shadows change.

#### Working Scientifically

I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

I can gather, record, classify and present data in a variety of ways to help in answering questions.

## PE

### Striking and fielding

1. I can develop throwing skills including overarm and underarm.
2. I can develop bowling techniques and learn the rules of bowling.
3. I can grip a bat appropriately to strike a ball.
4. I can develop skills in performing a two-handed pick up.
5. I can make decisions that benefit my team.

### Athletics

1. I can run at different speeds depending on the distance.
2. I can perform a running jump with some accuracy.
3. I can understand relay and passing the baton.
4. I can perform a variety of throws using a selection of equipment.

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