

Geography

I can understand how land has changed over time

I can describe and understand key aspects of volcanoes.
I can understand human geography, including: types of settlement and land use, and the distribution of natural resources.

I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Art

I can create sketch books to record observations and use them to review and revisit ideas

I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Design and Technology

I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

I can investigate and analyse a range of existing products

I can understand how key events and individuals in design and technology have helped shape the world

I can evaluate their ideas and products against my own design criteria and consider the views of others to improve my work.

Year Three Summer 1

Volcanoes

(6 weeks)



During this topic, children will learn about why volcanic activity happens. They will locate the ring of fire and explore the impact that volcanoes have on people and places.

Science

Rocks

I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.

I can recognise that soils are made from rocks and organic matter.

I can ask relevant questions and using different types of scientific enquiries to answer them.

I can set up simple practical enquiries, comparative and fair tests.

Reading

I can apply my improving knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.

I can begin to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

I can develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can develop positive attitudes to reading and understanding of what I read by reading books that are structured in some different ways and reading for a range of purposes.

I can use dictionaries to check the meaning of words that they have read.

I can identify themes and conventions in a range of books.

I can discuss some words and phrases that capture the reader's interest and imagination.

I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.

I can identify the main ideas drawn from more than one paragraph and summarising these.

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

I can retrieve and record simple information from non-fiction.

I can participate with support in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

Writing

I can use some prefixes and suffixes and understand how to add them.

I can spell some words that are often misspelt.

I can use the first two letters of a word to check its spelling in a dictionary.

I can increase the legibility, consistency and quality of my handwriting.

I can plan writing by beginning to discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.

I can plan my writing by beginning to discuss and record ideas.

I can draft and write by composing and rehearsing simple sentence structures, progressively building a varied and rich vocabulary and an increasing range of sentence structures.

I can draft and write by organising simple paragraphs around a theme.

I can evaluate and edit by beginning to assess the effectiveness of my own and others' writing and suggesting improvements.

I can proof-read for some spelling and punctuation errors.

I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

I can use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.

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

I can understand paragraphs as a way to group related material.

I can use grammatical terminology for Year 3 using headings and sub-headings to aid presentation.

Maths

Shape

I can recognise angles as a property of 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.

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.