

### Art/DT

**Topic:** Interior Design

**Key Skills:** Recapping mark making, drawing skills and artist analysis. Exploring interior design elements including architecture, textiles, tiles, patterns. Focus on using different materials and media including clay, paper, textures, fabrics.

**Ideas:** Children to design and make a tiles for a purpose and learn how to design a room internally and externally

### PE

**Topic:** Athletics

**NC objectives:**

Athletics and practice for sports day.

**Skills:**

Use running, jumping, throwing and catching in isolation and in combination

Develop flexibility, strength, technique, control and balance

Take part in outdoor and adventurous activity challenges both individually and within a team

### Computing

**Topic:** Touch Typing

**NC Objectives:**

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

**Skills:**

To introduce typing terminology.

To understand the correct way to sit at the keyboard.

### Humanities (Geography)

**Topic:** Water cycle

**NC Objective:**

To describe and understand key aspects of physical geography, including, rivers and mountains and the water cycle

**Skills:**

Label each of the seas around the UK. Identify UK rivers on a map.

To identify the key features and purpose of River Thames

To identify and explore River Nile

To compare and contrast to important world rivers.

### PSHE and FBV

**Topic:** Heads Up

**Skills:** Build a secure and supportive environment as well as a sense of connectedness for the school as a whole during a time of change and uncertainty.

The programme is a group experience where children learn through games, drama, art and discussion.

Children will be given the opportunity to share feelings whilst also noting their strengths and building their resilience.

## Summer 2 Medium Term Plan

### Year 3

### 2021

### Science

**Topic:** Forces and Magnets

**NC Objectives:**

Compare how things move on different surfaces

Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance

Observe how magnets attract or repel each other and attract some materials and not others

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials  
Describe magnets as having 2 poles

**Skills:**

Setting up simple practical enquiries, comparative and fair tests

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

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

### Ivrit

**Topic:** In the Classroom.

**Nc Objective:**

Listen attentively to spoken language and show understanding by joining in and responding.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Read carefully and show understanding of words, phrases and simple writing.

Ask and answer questions. Describe things orally and in writing

**Skills:**

Repeat sentences heard and make simple adaptations to them.

Ask and answer simple questions.

Recognise some familiar words and phrases in written form.

Use simple adjectives such as colours and sizes.

Show that he / she recognises words and phrases heard by responding appropriately.

### Maths

**Topics:** Time/Geometry/ Volume

**NC Objective:**

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;

**Skills:**

identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them.

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

### English

**Book:** Charlotte's Web

**NC Objectives:**

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction

Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways

Maintain positive attitudes to reading and understanding of what he/she reads by increasing

his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally

Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books

**Skills:**

To begin to use ideas from their own reading and modelled examples to plan their writing.

To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.

To begin to organise their writing into paragraphs around a theme.

To compose and rehearse sentences orally

To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).

To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.

### Music

**Topic:** Glockenspiel program

**Skills:**

Play in solo and ensemble context;

Play instruments with increasing accuracy and confidence;

Read basic staff notation;

Develop and understanding of history of music;

**Ideas:** the children continue learning to play glockenspiels and reading staff notation.