Year 3 – Summer 2

English	Maths	Art
To use fronted adverbials.	**Mass and capacity:** Measure mass in grams and kilograms.	A painting that could be used as street art.
To use commas to separate clauses.	Add and subtract mass, capacity and volume.	**PE**
To punctuate dialogue correctly.	Measure capacity and volume in litres and millilitres.	To swim competently, confidently and proficiently over a distance of at least 25 metres.
To use the present perfect form of verbs.	**Money:** To convert pounds and pence.	**PSHE**
To use subordinating conjunctions to join clauses.	To add and subtract money.	Changing Me
	To find change.	**RE**
	**Time:** To understand roman numerals to 12. To tell the time to the minute. To use start and end times (hours and minutes)	What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important?
	Shape: To compare angles.	**Computing**
	To understand horizontal, vertical, parallel and perpendicular.	Events and actions
	Statistics: To interpret and draw pictograms.	**Music**
	To interpret and draw bar charts.	Sing confidently and tunefully in varying styles taking into account dynamics.

Year 3 – Summer 2

Science	Geography
Main scientific skill taught in this topic:	Locate some cities in the UK.
Observing and measuring	Describe the difference between villages, towns and cities.
Objectives:	Identify features on an OS map using the legend.
Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.	Describe the different types of land use.
Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.	Follow a route on an OS map.
Investigate the way in which water is transported within plants.	Discuss reasons for the location of human and physical features.
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Locate some geographical regions in the UK.
Our scientific question is:	Describe the location and identify some human and physical features in New Delhi.
What do plants need to grow? How does the water transport through a stem? What design makes the most effective seed spinner?	State some similarities and differences between land use and features in New Delhi and the local area.