**Oracy across the curriculum**

**Speaking:**

* Explain information and ideas using relevant vocabulary
* Organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation
* Speak clearly, varying expression to help listeners
* Use language appropriate to more formal situations, e.g. during an assembly, talking to a visitor
* Keep in role and support others in role play

**Listening**:

* Listen carefully and make connections between what they are learning and what they already know
* Check understanding by asking relevant questions or making relevant comments

**Collaboration and discussion**

* Contribute to group discussion, sharing ideas and information
* Use talk purposefully to complete a task in a group

 **Year 3 Literacy Framework links Go West Summer 2019**

**Reading across the curriculum**

* Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context.
* Use visual clues eg illustrations, diagrams, to enhance understanding.
* Read aloud using punctuation to aid expression
* Skim to gain an overview of a text, e.g. topic, purpose
* Look for specific information in texts using contents, indexes, glossaries, dictionaries
* Locate information on web pages using screen features, e.g. toolbars, side bars, headings, arrows.
* Read a range of advertising leaflets including leafets which promote tourism. Use these and travel websites to to look at the use of language and presentation. Collect words and phrases that are used to advertise holidays and find out the main ‘selling points used.’
* Individual reading and group reading.

**Comprehension**

* Accurately identify the topic and main ideas of a text, e.g. by highlighting, using key words of the text
* Deduce ideas and information by linking explicit statements, e.g. cause and effect

**Response and analysis**:

* Use information from texts in their discussion or writing

 **Writing across the curriculum**

**Meaning, purposes, readers**

* write for different purposes and readers choosing words for variety and interest
* include relevant details, information or observations in their writing
* note down ideas to use in writing
* use on-screen functions, e.g. font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning
* review and improve sections of their work.

**Structure and organisation**

* use a basic structure for writing
* write using an introduction to the topic and a conclusion
* use visual information if relevant, e.g. labelled diagrams.

**Language**

* use vocabulary related to the topic or subject context

**Handwriting, Grammar
Punctuation and Spelling**

* start sentences in a variety of ways
* use adjectives and adverbs to expand simple sentences and phrases
* use connectives for causation and consequence, e.g. because, after
* use full stops, question marks, exclamation marks and commas for lists
* spell plural forms, e.g. -s, -es, -ies
* use past tense of verbs consistently, e.g. consonant doubling before ed
* use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. most common polysyllabic words
* spell all high-frequency words correctly

**Rich Tasks**

Highways and Byways

Make Your Mind Up

**Reasoning skills across the curriculum**

* identify the appropriate steps and information needed to complete the task or reach a solution
* select appropriate mathematics and techniques to use
* refine informal methods of recording written calculations, moving to formal methods of calculation when developmentally ready
* use appropriate notation, symbols and units of measurement
* select and construct appropriate charts, diagrams and graphs with suitable scales
* select from an increasing range of checking strategies to decide if answers are reasonable

**Year 3 Numeracy Framework links Go West Summer 2019**

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**Number skills across the curriculum**

* read and write numbers to 1 000
* use mental strategies to recall number facts within 20
* recall 2, 3, 4, 5 and 10 multiplication tables and use to solve multiplication and division problems
* multiply numbers by 10
* use halves and quarters
* find fractional quantities linked to known multiplication facts, e.g. 1⁄3 of 18, 1⁄5 of 15
* check subtraction using addition
* check halving using doubling
* check multiplication using repeated addition
* order and compare items up to £10
* record money spent and saved

**Rich Tasks**

**Brain Box**

**Sale of the Century**

* **Measuring skills across the curriculum**
* use standard units of measure.
* weight/mass: use 5g, 10g and 100g weights
* tell the time to the nearest 5 minutes on an analogue clock and calculate how long it is to the next hour
* read hours and minutes on a 12-hour digital clock using am/pm conventions.
* take temperature readings using thermometers and interpret readings above and below 0°C.

**Data Skills across the curriculum**

Represent data using:

* lists, tally charts, tables and diagrams
* bar charts and bar line graphs labelled in 2s, 5s and 10s
* pictograms where one symbol represents more than one unit using a key
* Venn and Carroll diagrams
* extract and interpret information from charts, timetables, diagrams and graphs

**Mathematics**

* Add multiples of 10 and 100 to 3-digit numbers
* Subtract multiples of 10 and 100 from 3-digit numbers
* Spot patterns and relationships and make predictions
* Begin to understand equivalence by placing fractions on a number line
* Add and subtract fractions with the same denominator to make one
* divide with remainders
* Multiply multiples of 10 by 1-digit numbers.
* Use known tables and place value to multiply 2-digit by 1-digit numbers with the grid method.
* Interpret and complete pictograms where 1 symbol represents 2 items.
* Ask and answer questions about the data represented in pictograms and block graphs.
* Collect and organise data in tally charts.
* Interpret and complete block graphs where 1 block represents 2 items.
* Interpret and complete pictograms where 1 symbol represents 2 items.
* Interpret and present data in bar charts where 1 division represents 2 units, 100 units.

|  |
| --- |
|  |
| * Begin to say the time ten minutes, or twenty minutes, later or earlier.
* Use vocabulary such as morning, afternoon, noon, and midnight; also am and pm times and 12 hour clocks.
* Write and tell the time to the nearest minute using analogue and digital clocks. Use 24 hour clocks
 |
| * Develop an understanding of equivalence in fractions; 1/2s, 1/3s, 1/4s, 1/5s, 1/6s, 1/8s, 1/10s.
* Find fractions of amounts and relate to division and multiplication.
* Understand tenths (1/10s) as fractions and place them on a line
 |

**Digital Competence Framework**

To use J2E5 to create at least two features for an information text- headings, labelled diagrams, pictures, fact boxes and animation features.

Word Online

Choose a location of interest and make simple adverts and leaflets about the resort. Use ICT to create. Include images downloaded from the internet to illustrate. Maps and facts/data from previous research about the location can also be used.

Solving Problems and Thinking Critically

To understand what a database is.

Pupils to create their own databases.

To introduce children to spreadsheets using Excel Online.

Digital Creativity and Innovation

To look at a previously made PowerPoint and discuss how it communicates information. Show how to add text to a slide or import an image.

Look at how to change background colour etc. Children to create their own PowerPoints relating to the topic.

**English**

Children prepare questions for an American visitor.

Learn techniques of writing adverts. Use a range of different reading materials such as newspapers, brochures, leaflets and advertisements to support the development of use of language, layout and presentation techniques. Compare different types of adverts. Choose a location of interest and make simple adverts and leaflets about the resort. Use ICT to create.

Writing postcards.

Writing playscripts

Persuasive writing on why the USA is the best holiday destination ever!

Creative Writing

The Write Stuff Books - 'The Storm' and 'The 3 Liitle Pigs.'

**PE**

**Health, fitness and wellbeing**

**History**

The Founding Fathers

The American Flag

The Pilgrim Fathers

Native Americans

Famous US Landmarks

**Science**

Habitats eg Desert, sea, river, mountains, ice, rainforest

Climate in the USA compared to Wales.

Food chains

Magnetism

**Rich Task**

Magnets Mayhew

 **Year 3 Subject based Year planning Go West Summer 2019** Summer Term 2019

**Year 3 Subject based Year planning Go West Summer 2019**

**Geography**

Map of the World- Identifying the 7 continents (Antartica, North and South America, Asia, Africa, Europe and Australia/Oceania).

Investigate the 4 oceans (Indian, Pacific, Atlantic and Arctic)

Compass points and co-ordinates

Lines of Longitude and latitude, the equator

Locating the USA on a map.

Compare the UK and the US. - Investigating population sizes, number and names of states, capital cities, distance from the UK, climate, food, languages spoken etc.

Famous attractions/ landmarks in the US EG Disneyland, The Empire State Building, The Statue of Liberty, The Grand Canyon, Arizona Desert, The White House, Hollywood.

Researching places to visit in the US for holidays. Looking at geographical features of different areas.

What to pack for holidays in different states.

**PE**

Learning team games - **Rounders** -rules and how to play it.

**Tennis**

Skills: Hit Ups Hand return Bouncing a ball and hitting the ball to a partner

Volley , Keeping a rally going.

**Welsh**

**Fi a Fy Ffrindiau (Me and My Friends)**

**Revise**

Dw i eisiau mynd i’r sinema. *I want to go to the cinema.*

Dw i ddim eisiau siopa. *I don’t want to shop.*

Beth wyt ti eisiau? *What do you want?*

**New**

Dw i eisiau … gyda Sam ond dw i ddim eisiau … gyda Sam.

*I want to … with Sam but I don’t want to … with Sam.*

Ble est ti? *Where did you go?*

Es i / i’r … *I went to / to the …*

Beth gest ti? *What did you have?*

Ces i … *I had …*

Beth gest ti i ... ? *What did you have for … ?*

**Extension**

Ces i afal, dw i’n hoffi afalau coch. *I had an apple, I like red apples.*

Ces i afal ond dw i ddim yn hoffi afalau. *I had an apple but I don’t like apples*.

I ginio, ces i salad a sglodion. *For lunch, I had salad and chips.*

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**R.E**

Understanding Christianity SOW

Places and Symbols

Creations and Fall

The church year eg Ascension Day

Values :- Perseverance and Courage

 **Year 3 Subject based Year planning Go West Summer 2019**

**Expressive Arts**

**Music/Drama –**

**DT –**

**RE**

**Expressive Arts**

**Art/DT**

Making dream catchers

Making teepees and Indian Art

Georgia O’Keeffe (American artist known for her paintings of enlarged flowers, New York skyscrapers and New Mexico landscapes. Recognised as the ‘Mother of American Modernism.’)

Making a panel for the Understanding Christianity Big Frieze.

**Music/Drama**

Looking at musical notes –names and values

Looking at note sounds using chime bars. Investigating sound producing potential of percussion instruments.

Investigating rhythms

Using voice in rhyme, song and rap.

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