

Click here to view curriculum knowledge:

<https://www.potterhanworth.lincs.sch.uk/early-years-and-ks1-2-national-curriculum/>

English

### Writing

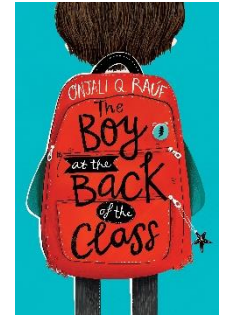
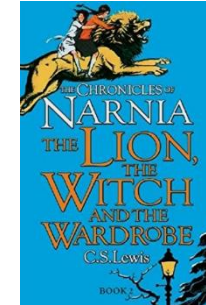
- Non-Fiction: Newspaper (based on Flood by Alvaro F Villa)
- Setting Description (based on The Lion, The Witch and The Wardrobe)
- Poetry (based on Oracy skills)
- End of Year 3 writing.

### Reading

Throughout the Summer Term, we will finish 'The Boy at the Back of the Class'. Alongside this, we will be also looking at a range of genres including: narratives, non-fiction texts linked to our big question and our history topics, poems and song lyrics.

We will focus on the following skills:

- Read with increasing accuracy and fluency.
- Compare the language choices the author has made to convey information over a range of non-fiction texts.
- Draw on inferences and justify with evidence from the text.
- Justify personal preferences for writers and types of text, whilst comparing books from similar authors.
- Make predictions based on details stated and implied.



Year 3	Summer Term 2025-2025	Is Change Important?
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## Maths

### Year 3

#### Measurement - Capacity, Time and Money

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
  - measure the perimeter of simple 2-D shapes
  - add and subtract amounts of money to give change, using both £ and p in practical contexts
  - tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
  - estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
  - know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

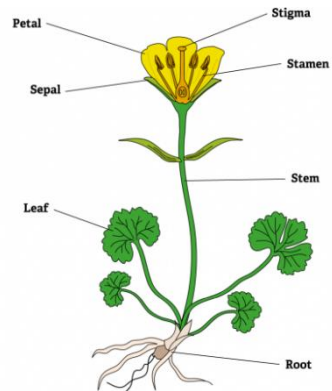
#### Fractions:

- count up and down in tenths; • recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- compare and order unit fractions, and fractions with the same denominators • recognise and show, using diagrams, equivalent fractions with small denominators
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$  ]

#### Time:

- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
  - estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
  - know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events

## Science - Plants



## How Water Moves through a Plant

1. The **roots** absorb water from the soil.
2. The **stem** transports water to the **leaves**.
3. Water **evaporates** from the **leaves**.
4. This **evaporation** causes more water to be sucked up the **stem**.



<https://www.bbc.co.uk/bitesize/topics/zy66fg8>

## Geography - Grid References and Map Skills

## 4-Figure Grid References



Write the four figure grid reference in the table.  
E.g. 87 31 = Estonia



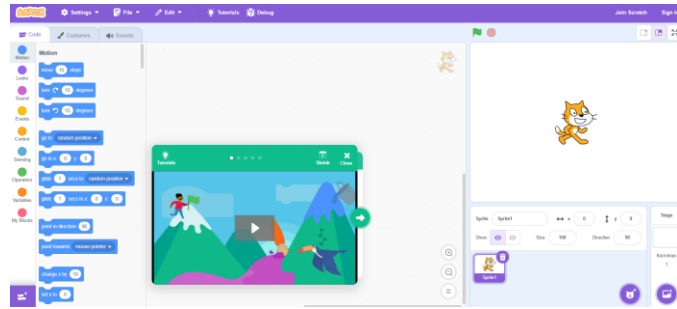
<https://www.bbc.co.uk/bitesize/articles/z6hxrj6>

## History - Local Study (RAF History)



<https://www.visitlincoln.com/things-to-do/history-heritage/aviation-history/>

## Computing - Repetition in Games



<https://scratch.mit.edu/projects/editor/?tutorial=getStarted>

## Art & Design - Clay Modelling



<https://www.bbc.co.uk/teach/class-clips-video/articles/zd28qp3>

## Religious Education -

Do you have to believe in God to be good?

<https://humanists.uk/>

People of God

<https://bibleforchildren.org/languages/english/stories.php>



**WHAT IS IT LIKE TO FOLLOW GOD?**

## Design Technology - Fairground

## FAIRGROUND RIDES



## Technical Knowledge

All these fairground rides are mechanical and use movement to provide the thrill. A mechanical system is a system that causes motion (movement). There are four types of motion:



Rotary



Oscillating

Reciprocating  
side to side or up and downLinear  
One direction

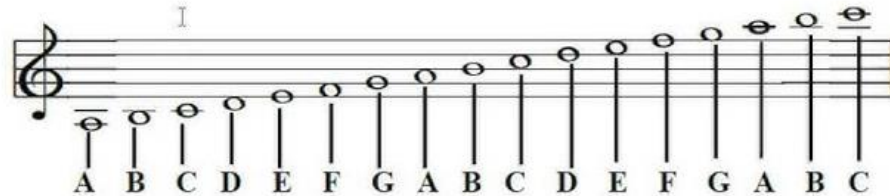
PRIMARY DESIGN TECHNOLOGY

IDEA Task 1

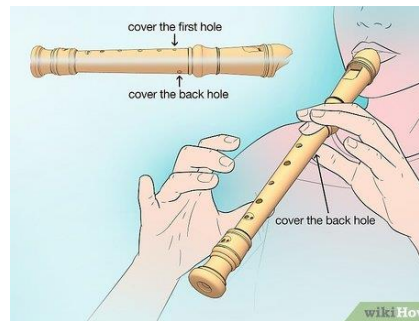


<https://www.youtube.com/watch?v=E5d-HK17Q3k>

## Music - Notation and Composition



## Tuned Instruments



## Samba and African Drumming



[Click here to view key knowledge](#)

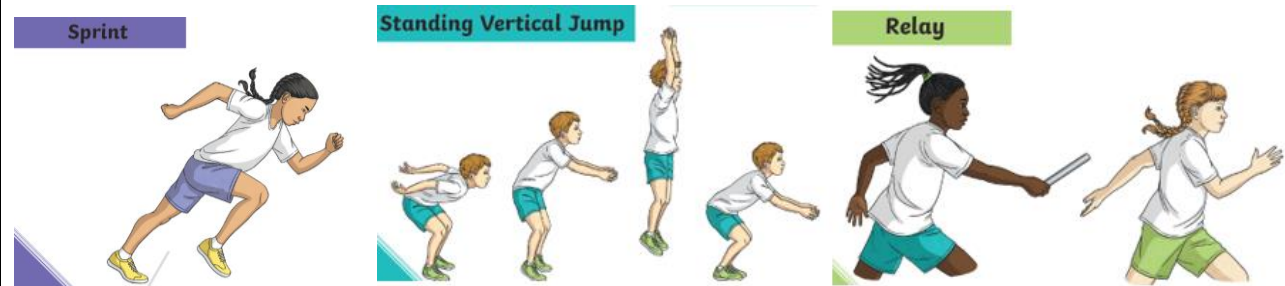


## Personal and Social, Health Education (PSHE) - Fire Safety



Free resources you may wish to access at home:  
<https://www.decision.co.uk/resources/kids-zone>

## Physical Education - Athletics and OAA



### Athletics - Sprint & Distance Run Video

[https://www.youtube.com/watch?v=tFOZiI\\_a\\_zE](https://www.youtube.com/watch?v=tFOZiI_a_zE)

### Problem solving challenges

<p><b>Fill the hoop</b></p> <p>The children hop skip or sidestep around a hoop or chalked circle. The children must put as many feet, hands, elbow, as the teacher asks for. No more, no less.</p>	<p><b>Circle of hoops</b></p> <p>The students stand in a circle holding hands. A teacher/leader will place a hoop between the hands of one pair. The students must pass the hoop around the whole circle and back to the start again. The students must not unlink their hands. Once students have practiced, it can be made into a race. <b>Progression</b> The hoop must not touch the floor Add an extra hoop</p>
<p><b>Stay out of the water</b></p> <p>The students stand on a bench in any order, they are on dry land but must not touch the water (floor) as they are surrounded by sharks. Without touching the floor they must form the following order: Height Age Alphabetically <b>Progression</b>—ask a better group to do without talking</p>	<p><b>Stepping stones</b></p> <p>The students start in order 1-6, with an empty stone in the middle. They must finish 6-1, the empty stone can be anywhere. Only one person on a stone at a time, they can move in any direction. They must not touch the floor.</p>
	<p><b>Human chain</b></p> <p>Starting with all members behind the line, which group can form the longest chain At least one student needs to keep contact with the line. The students must keep contact with each other in any way. <b>Progression</b>—create a group leader who can travel along the line and give instruction.</p>