



Class: Year 3

Term: Summer

Year: 2018



### Communication & Language:

- to listen to stories, accurately anticipating key events and respond to what I hear with relevant comments, questions or actions.
- to follow instructions involving several ideas or actions.
- to use past, present and future forms accurately when talking about events that have happened or are going to happen in the future.
- to ask relevant questions to extend my understanding and knowledge
- speak audibly and fluently with an increasing command of Standard English

### Personal, Social & Emotional Development:

- to describe self in positive terms and talk about abilities.
- to be aware of the boundaries set and behavioural expectations.
- to begin to negotiate and solve problems without aggression.
- to show sensitivity to other's needs and feelings, and form positive relationships with adults and other children.
- to say when they do or don't need help.
- to work as part of a group or class, and understand and follow rules.

### Understanding the World

- to enjoy joining in with family customs and routines.
- to look closely at similarities, differences, patterns and change.
- to use ICT hardware to interact with age-appropriate computer software.
- to know about similarities and differences between myself and others, and among families, communities and traditions.
- to select and use technology for particular purposes.

# Giants Around the World

### Expressive Arts & Design

- to create simple representations of events, people and objects.
- to play alongside other children who are engaged in the same theme.
- to represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

### British Values

- Making decisions together
- Turn taking games to encourage sharing and collaboration
- To understand that rules matter
- Mutual respect and tolerance: treat others as you want to be treated
- Saying please and thank you

### Physical Development:

- to dress with help, e.g. puts arms into open-fronted
- coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom
- the importance for good health of physical exercise.

### Mathematics

- to select the correct numeral to represent 1 to 5, then 1 to 10 objects.
- to use the language of 'more' and 'fewer' to compare two sets of objects.
- count to 100, forwards and backwards, beginning with 0 or 1, or from any given number
- to describe their relative position such as '*behind*' or '*next to*'.
- to use everyday language related to time.
- to order two or three items by length or height.
- to measure and record length or height
- to use everyday language related to money.
- to order and sequences familiar events.

### Outdoor Learning:

- to experiment with different ways of moving.
- to move confidently in a range of ways, safely negotiating space
- to enjoy an increasing range of books.
- to build a repertoire of songs and dances.
- to take steps to resolve conflicts with other children, e.g. finding a compromise.
- to introduce a storyline or narrative into my play.
- to make observations of animals and plants and explain why some things occur

### Literacy

- to continue a rhyming string.
- to use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- to segment the sounds in simple words and to blend them together and knows which letters represent some of them
- to attempt to write short sentences in meaningful contexts
- to talk about what is read to me, taking turns and listening to what others say
- to begin to form capital letters.
- to begin to punctuate sentences using a capital letter and a full stop or question mark