



Curriculum Overview

Year 3 Summer Term



Subject	Content
Religious Education	<p>Easter</p> <ul style="list-style-type: none">• know the Stories of the Road to Emmaus and Breakfast at the Shore• understand that through these events the Apostles of Jesus became aware of his presence amongst them• know that the Church celebrates the presence of the Risen Christ at the Eucharist• identify moments in the Mass when the presence of Christ is celebrated <p>The Eucharist is a Thanksgiving to God</p> <ul style="list-style-type: none">• sequence the Liturgy of the Eucharist• discuss the different words and actions associated with this part of the Mass• understand that Mass is a celebration of thanksgiving for the death and resurrection of Christ• know that Christ is present in the form of bread and wine. <p>Pentecost</p> <ul style="list-style-type: none">• know the Story of Pentecost• recognise the change the Holy Spirit brought to the lives of the Apostles• understand that in the celebration of the Sacraments the Church celebrates the presence of the Holy Spirit <p>Prayer (This Unit will be taught throughout the year)</p> <ul style="list-style-type: none">• will know that Jesus valued his relationship with God his Father in prayer• understand that people can pray in different ways• talk about different styles of prayer and some symbols used to help people to pray
RSE	<p>Created and Loved by God</p> <ul style="list-style-type: none">• In these sessions we explore understanding differences, respecting our bodies, puberty and changing bodies (recommended for Year 4+), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.
English	<p>Reading:</p> <ul style="list-style-type: none">• use context clues to find information

	<ul style="list-style-type: none"> • explore authors' use of language to describe or create effects • make notes of details within the text • develop explanations and opinions <p>Writing:</p> <p>Traditional tales</p> <ul style="list-style-type: none"> • use adjectives to describe nouns • sequence the beginning, the middle and the end • proof read their own writing to check punctuation and spelling <p>Instructions</p> <ul style="list-style-type: none"> • understand the format of instructions and how numbered points help the reader • use imperative verbs • understand the importance of clear sentences <p>Recounts</p> <ul style="list-style-type: none"> • use conjunctions • begin to write sentences with subordinate clauses • plan a visual version of a recount based on their own experience <p>Poetic style</p> <ul style="list-style-type: none"> • explain why chosen poem is their favourite. • compare and contrast poems by one author. • explore how grammar affects the style of poems. <p>Grammar, Punctuation and Spelling:</p> <ul style="list-style-type: none"> • consolidate the speech punctuation • extend knowledge of pluralisation and collective nouns • understand the difference between 1st, 2nd and 3rd person and consolidate noun/ verb agreement • spell words using the apostrophe for contraction, homonyms
<p>Mathematics</p>	<p>Fractions</p> <ul style="list-style-type: none"> • recognise and show, using diagrams, equivalent fractions with small denominators • compare and order unit fractions, and fractions with the same denominators • add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] • solve problems that involve all of the above <p>Time</p> <ul style="list-style-type: none"> • tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks

	<ul style="list-style-type: none"> • 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] <p>Properties of Shape</p> <ul style="list-style-type: none"> • 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; 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 <p>Mass and Capacity</p> <ul style="list-style-type: none"> • measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)
Biology	<p>Plants</p> <ul style="list-style-type: none"> • identify and describe the functions of plants • know what a plant needs to live and grow • explore water transportation in plants through practical investigations • learn the life-cycle of flowering plants
Computing	<p>Unit 7 – Simulations</p> <p>What Are Simulations?</p> <ul style="list-style-type: none"> • Children know that a computer simulation can represent real and imaginary situations. • Children can give some examples of simulations used for fun and for work. • Children can give suggestions of advantages and problems of simulations. <p>Exploring a Simulation</p> <ul style="list-style-type: none"> • Children can explore a simulation. • Children can use a simulation to try out different options and to test predictions. • Children can begin to evaluate simulations by

comparing them with real situations and considering their usefulness.

- Children can analyse choices made using a branching database.

Analysing and Evaluating a Simulation

- Children can recognise patterns within simulations and make and test predictions.
- Children can identify the relationships and rules on which the simulations are based.
- Children can evaluate a simulation to determine its usefulness for purpose.
- Children can create their own simple simulation (extension).

Unit 8 – Graphing

Introducing 2Graph

- Children can set up a graph with a given number of fields.
- Children can enter data for a graph.
- Children can produce and share graphs made on the computer.
- Extension: Children can select most appropriate style of graph for their data and explain their reasoning.

Using 2Graph to Solve an Investigation

- Children have solved a maths investigation.
- Children can present the results in a range of graphical formats.
- Children can use the sorting option to make analysis of their data easier.
- Extension: Children can select most appropriate style of graph for their data and explain their reasoning.

Unit 9 – Presenting (with Microsoft PowerPoint)

Making a Presentation from a Blank Page

- Children know what PowerPoint is.
- Children can open PowerPoint.
- Children can add text to a page and format it.
- Children can add shapes to a page.

Adding Media

- Children can change the design of the slides.
- Children can insert a new slide.
- Children can insert pictures.
- Children can edit pictures.
- Children can insert video and audio.

Adding Animation

- Children can use animations in a presentation.

	<ul style="list-style-type: none"> • Children can use transitions in a presentation. • Presenting with Timings • Children can add timings to a presentation. • Children can present effectively using PowerPoint. <p>Create a Presentation</p> <ul style="list-style-type: none"> • Children can create a presentation including formatted text. • Children can include different media. • Children can add transitions and animations. • Children can add timings to the presentation. • Children can present effectively.
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Creative Curriculum

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

<p>YEAR A</p> <p>Summer 1: Sport and Leisure/ Team Work</p> <p>Main Focus: Design Technology Playground Designs</p> <p>We will be exploring playgrounds and designing and making our own moving playground equipment.</p> <ul style="list-style-type: none"> • can think about their ideas as they make progress and be willing to make changes if necessary • can make drawings with labels when designing • selects appropriate tools and works safely • can measure, cut, join and assemble components with accuracy 	<p>YEAR B</p> <p>Summer 1: Our Wonderful World</p> <p>Main Focus: Music- composing</p> <p>We will be using instruments and our voices to compose on the theme.</p> <ul style="list-style-type: none"> • select and combine instruments to describe visual images • analyse and comment on how sounds are used to create different moods • explore and select different melodic patterns • perform a repeated pattern to a steady pulse <p>perform with awareness of different parts</p> <p>Secondary Focus: History / Geography Project extending some of the work taught over the year.</p>
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<p>Year A</p> <p>Summer 2: Beside the Seaside</p> <p>Main Focus: Music- composing</p> <p>We will be using instruments and our voices to compose on the theme.</p>	<p>Year B</p> <p>Summer 2: Food Glorious Food</p> <p>Main focus: Design Technology- A Healthy Breakfast</p>
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<ul style="list-style-type: none"> • select and combine instruments to describe visual images • analyse and comment on how sounds are used to create different moods • explore and select different melodic patterns • perform a repeated pattern to a steady pulse • perform with awareness of different parts <p>Secondary Focus: History / Geography Project extending some of the work taught over the year.</p>	<p>We will be investigating food and learning to design, assemble and cook using healthy ingredients.</p> <ul style="list-style-type: none"> • know the different food groups and name foods from each group • understand that food has to be caught, grown or farmed • use a wider range of ingredients and techniques to prepare and combine ingredients safely • use knowledge of existing products to inform their design • create designs using annotated sketches and cross-sectional diagrams
<p>Physical Education</p>	<p>Strike and Field Games Learning Outcomes:</p> <ul style="list-style-type: none"> • To be able to strike a ball with some accuracy. • To vary the speed and direction of a ball. • Perform the basic skills needed for the games with control and consistency. • Describe what is successful in their own and other's play. • To develop understanding of distance and power when striking. <p>Athletics Learning Outcomes:</p> <ul style="list-style-type: none"> • To attempt to throw a shot putt using the rotation technique. • To consolidate different throwing techniques. • To attempt a javelin, throw with correct technique. • To be able to pass & receive a relay baton. • Continually develop awareness of distance.
<p>MFL</p>	<p>Year 3 Fruits In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Name and recognise up to 10 fruits in French.

	<ul style="list-style-type: none"> • Attempt to spell some of these nouns • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike. <p>Vegetables:</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Name and recognise up to 10 vegetables in French. • Attempt to spell some of these nouns (including the correct article) • Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.
PSHE	<ul style="list-style-type: none"> • knows that people can have different opinions and can simply explain personal views • explore ways of working as a team and develop a better understanding the features of good team work • develop a better understanding of the value of money through drama • can identify and respect differences and similarities between people around the world and in their neighbourhoods