

Weare Academy C of E First School Year Three Curriculum Overview

| Year 3 Autumn Term 1 | | |
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| <p>Science: Animals including Humans</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>Working Scientifically</p> <ul style="list-style-type: none"> Identify and group animals with and without skeletons and observe and compare their movement. Explore ideas about what would happen if humans did not have skeletons. Research different food groups and how they keep us healthy, and design meals based on what they find out. | <p>Art: Canopic Jars (sculpt)</p> <p>Through this unit pupils will:</p> <ul style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including sculpture | <p>Music: Great Composers Listening and Appraising</p> <p>Through this unit pupils will:</p> <ul style="list-style-type: none"> Listen to the works of the greatest composers Research the life and works of a specific composer Discuss pupils musical likes and dislikes when listening to famous works |
| <p>History: Ancient Egypt</p> <p>Pupils will be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <ul style="list-style-type: none"> Understanding the meaning of ‘Ancient’ and ‘Civilisation’ Create timeline of key events during Ancient Egyptian times. Who were the Egyptians? Look at evidence to give us answers about the past (link to Canopic Jars) Tutankhamun How did Egyptians write? (hieroglyphics) Why was the River Nile so important? | | |

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| <p>R.E. - Understanding Christianity Creation/Fall What do we learn from the creation story?</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) | <p>D.T:Design and Make an Egyptian Mask Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> Generate ideas through annotated sketches. Make: select from and use a wider range of tools and equipment to perform practical tasks accurately. select from and use a wider range of materials and components according to their functional properties and aesthetic qualities Evaluate: Understand how key events and individuals in design and technology have helped shape the world. Technical Knowledge: Apply their understanding of how | <p>PSHE: Resource: Jigsaw Being Me in my World</p> <ul style="list-style-type: none"> recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I know how to use my jigsaw journal. I can face new challenges positively, make responsible choices and ask for help when I need it. I understand why the rules are needed and how they relate to rights and responsibilities. I understand that my actions affect myself and others and I care | <p>Computing: eLIM Active Bytes: 'I am kind and responsible' Agreement and Kindness Objectives:</p> <ul style="list-style-type: none"> I contribute to shared online safety rules and use them to make good choices I use the safety features of apps, games and websites as well as reporting concerns to an adult <p>Programming: Making my programme in scratch (CORE)</p> <ul style="list-style-type: none"> I can break an open-ended problem up into smaller parts. I can put programming commands into a sequence to achieve a specific outcome. I can detect a problem in an algorithm which could result in unsuccessful programming. I keep testing my program and can recognise when I need to debug it. | <p>French: iLanguages : Montage</p> <ul style="list-style-type: none"> Greetings/ how you're feeling Classroom instructions Days of the week <i>Je m'appelle... / Comment tu t'appelles ?</i> |
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| <ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people <p>Christian Value: Thankfulness</p> <p>Text: Elijah and the ravens, page 58, OT, 1 Kings 16-17</p> | <p>to strengthen, stiffen and reinforce more complex structures</p> | <p>about other people's feelings.</p> <ul style="list-style-type: none"> I can make responsible choices and take action. I understand my actions affect others and try to see things from their point of view. | <ul style="list-style-type: none"> I can use repeat commands. I can describe the algorithm I will need for a simple task <p>Handling Data: My Top Trump Database</p> <ul style="list-style-type: none"> I can talk about the different ways data can be organised. I can search a ready-made database to answer questions I can collect data help me answer a question. I can add to a database. I can (help) make a branching database. | <p>P.E.: Tag Rugby /Football</p> <ul style="list-style-type: none"> Pass and receive with hands and feet in different ways. Dribble/run with the ball with confidence Sequence passes Signal for the ball and move to a position to receive the ball. Keep possession of the ball and progress towards the goal. Work co-operatively in competitive games. Use simple tactics |
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| Maths: Resource White Rose Maths | | Literacy |
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| <ul style="list-style-type: none"> • Block 1 - Week 1 to 3 Number: Place Value Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) • Compare and order numbers up to 1,000 • Identify, represent and estimate numbers using different representations • Read and write numbers up to 1,000 in numerals and in words • Solve number problems and practical problems involving these ideas | <p>Block 2 Week 4 to 8 Addition and Subtraction Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> • a three-digit number and 1s • a three-digit number and 10s • a three-digit number and 100s • Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction • Estimate the answer to a calculation and use inverse operations to check answers • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | <p>Week 1 – 3 Writing: Talk for Writing</p> <ul style="list-style-type: none"> • PSHE settling in writing activities <p>Resources: Here we are - Oliver Jeffers Grammar: followed CPLE planning</p> <p>Week 4 – 8: Writing: Talk for Writing Adventure Story (Fiction)</p> <p>Resources: Marcy and the Riddle of the Sphinx (Link to Ancient Egypt) Grammar:</p> <ul style="list-style-type: none"> • Adjectives, powerful verbs, commas in list of 3, suspense features (empty words, short sentences). <p>Author of the Term:</p> <ul style="list-style-type: none"> • Eva Ibbotson <p>Reading:</p> <ul style="list-style-type: none"> • Guided Reading – differentiated in 5 groups • Whole class reading, 1 to 1 reading. • Reading Comprehension <p>Phonics (Resource – Westover Green):</p> <ul style="list-style-type: none"> • Pupils are placed in groups and starting points are determined according to end of July assessments. LA – revision of Phase 4; MA and HA – revision of Phase 5 sound families • Y2 Common exception words, Y2 homophones, ough and ou, ear and ea, ing and ed, 's |
| <p>Daily Mental Maths:</p> <ul style="list-style-type: none"> • Numbots • Year 2 Number of the Day Proforma | | |
| <p>Additional Curriculum Days:</p> <ul style="list-style-type: none"> • Harvest festival – St Gregory's Church | | |

Year 3 Autumn Term 2

Science: Forces and Magnets (Link friction to Geography topic)

- Compare how things move on different surfaces
- Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having 2 poles
- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Working Scientifically

- Raise questions and carry out tests to find out how far things move on different surfaces.
- Gather and record data to find answers to their questions.
- Explore the strengths of different magnets and find a fair way to compare them.
- Sort materials into those that are magnetic and those that are not.
- Look for patterns in the way that magnets behave in relation to each other and what might affect this.

Art: UK landscape paintings, Norway landscape paintings (and Northern lights paintings for xmas calendars). (Paint)

Through this unit pupils will:

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including painting
- Learn about great artists, architects and designers in history

Artist Focus: John Constable – landscape artist

Art (link to literacy): sculpting dragons eye using clay.

Through this unit pupils will:

Music: Celebrations and Christmas songs

Singing and Performing

- Listen to the works of some of the greatest composers
- Learn how to perform a selection of Christmas songs as part of a group.
- Rehearse and perform a Christmas Production in front of an audience

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| <p>Geography: Comparing a Modern Day European Country to the UK (Norway)</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country <p>Geographical vocabulary</p> <ul style="list-style-type: none"> Map, atlas, modern Europe, climate, weather <p>Key human features, including:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, mountains <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | <ul style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including painting Learn about great artists, architects and designers in history <p>Artist: No specific artist, look at different textures on dragon eyes and experiment with how we can draw and scribe these into clay.</p> | | |
| <p>R.E.: Resource Understanding Christianity</p> <p>Incarnation/God</p> <p>What is the Trinity?</p> <ul style="list-style-type: none"> Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God | <p>DT:</p> <p>Design and Make a Christmas Decoration (depending on school theme each year). Use sewing techniques.</p> <ul style="list-style-type: none"> Design: design purposeful, functional, appealing products for themselves and other users based on design criteria Make: select from and use a range of tools and equipment to perform practical tasks. | <p>PSHE/RSE: Resource Jigsaw</p> <p>Celebrating Difference</p> <ul style="list-style-type: none"> I understand that everybody's family is different and important to them. I understand that differences and conflicts sometimes happen among family members. I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do. | <p>Computing: Resource eLIM</p> <p>Active Bytes</p> <p>'I am kind and responsible'</p> <p>Kindness/Evaluating</p> <p>Content/Reporting & Supporting</p> <ul style="list-style-type: none"> I can describe the ways that people get bullied when they use different technologies and consider what I post I can use search tools to find appropriate information and decide whether I can trust it <p>Programming: Making my programme in scratch (CORE)</p> | <p>French:</p> <ul style="list-style-type: none"> Numbers to 10 Age- J'ai ... ans Animals- J'ai.../ Tu as... Christmas (Recycle greetings/ how you're feeling) |

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| <p>the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <ul style="list-style-type: none"> • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. <p>Christian Value: Kindness Text: 'The beautiful gate' NT page 148 'The kind stranger' (good Samaritan) in NT page 104</p> | <ul style="list-style-type: none"> • select from and use a wide range of materials including textiles. • Evaluate: evaluate their ideas and products against design criteria • Technical Knowledge: build structures, exploring how they can be made stronger, stiffer and more stable | <ul style="list-style-type: none"> • I recognise that some words are used in hurtful ways. • I can tell you about a time when my words affected someone's feelings and what the consequences were. | <ul style="list-style-type: none"> • I can break an open-ended problem up into smaller parts. • I can put programming commands into a sequence to achieve a specific outcome. • I can detect a problem in an algorithm which could result in unsuccessful programming. • I keep testing my program and can recognise when I need to debug it. • I can use repeat commands. • I can describe the algorithm I will need for a simple task <p>Multimedia: Make My eBook</p> <ul style="list-style-type: none"> • I can combine a mixture of text, graphics and sound to share my ideas and learning. • I can use appropriate keyboard commands to amend text on my device. • I can evaluate my work and improve its effectiveness. | <p>P.E.: Gymnastics/Dance</p> <ul style="list-style-type: none"> • Explore and demonstrate different ways of travelling - using different Levels and Pathways. • Devise a short sequence in pairs using different movement styles. • Improve quality of work by extending fingers and toes to create body tension. |
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| Maths: Resource White Rose Maths | | Literacy |
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| <p>Block 1 – Week 1 to 2 Number Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | <p>Block 2 - Week 3 to 7 Number: Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects | <p>Week 1 to 3: Writing:</p> <ul style="list-style-type: none"> Non-Chronological Report (Non-Fiction) <p>Resource:</p> <ul style="list-style-type: none"> Dragons (T4W Text) <p>Grammar:</p> <ul style="list-style-type: none"> subheadings, adjectives, generalisers, add-on words, causal and subordinating conjunctions, alliteration <p>Author Focus: Dick King Smith</p> <p>Reading:</p> <ul style="list-style-type: none"> Guided Reading – differentiated in 5 groups Whole class reading, 1 to 1 reading. Reading Comprehension <p>Week 4 – 7: Writing:</p> <ul style="list-style-type: none"> Trick Story (Fiction) <p>Resource: Nail Soup (T4W Text)</p> <p>Grammar:</p> <ul style="list-style-type: none"> Noun phrases, direct speech, inverted commas, adverbs for time <p>Phonics (Resource – Westover Green):</p> <ul style="list-style-type: none"> Pupils are placed in groups and starting points are determined according to end of July assessments. LA – revision of Phase 4; MA and HA – revision of Phase 5 sound families irregular tense, suffixes ed ing er est, root word part, plurals, ly, less, ful |
| <p>Daily Mental Maths Resources:</p> <ul style="list-style-type: none"> Numbots TT Rockstars Number of the Day Proforma Year 3 Fluent in 5 | | |
| <p>Additional Curriculum Days:</p> <ul style="list-style-type: none"> Christmas Play Christmas Carol Service | | |

Year 3 Spring Term 1

Science: Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter

Working Scientifically

- Observe rocks and explore how and why they might have changed over time.
- Research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.
- Raise and answer questions about the way soils are formed.

Geography: Rivers and Mountains (1)

Locational knowledge:

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Place knowledge:

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Looking at different rivers across the United Kingdom)

Geographical vocabulary

- River, river features, location, source, river channel, tributaries, confluence, mouth, the water cycle, evaporation, condensation, precipitation, groundwater, run off

Key human features, including:

- Physical geography, including: rivers and the water cycle

Geographical skills and fieldwork:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.

Art: River Art (Paint)

Through this unit pupils will:

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including painting.
- Learn about great artists, architects and designers in history.

Artist Focus: Claude Monet

Music: Musical Soundtracks

Creating and Exploring

Through this unit pupils will:

- Learn how composers use music to tell a story.
- Critically compare and analyse a selection of popular musical soundtracks
- Create their own short musical animation

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| <p>R.E.: Resource AMV -Unit 1 Judaism</p> <ul style="list-style-type: none"> • What do Jewish people believe about G-d, covenant and Torah • God first made his covenant agreement with Abraham. God promises he would be the father of a great nation, the Jewish people, who will live in the land of Canaan • Recall the story of the giving of the 10 commandments to Moses • Understand that the Jews made an agreement or covenant with God • Know that Jews celebrate the exodus at the week-long Passover • Understand that Jews believe there is one God who should be placed above all else • The Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezezah • Raise and suggest answers to relevant questions in response to the story of Moses and the giving of the 10 commandments <p>Christian Value: Respect Text: The Centurion's Servant, page 96, Luke 7</p> | <p>PSHE/RSE:Resource: Jigsaw Dreams and Goals</p> <ul style="list-style-type: none"> • I can tell you about a person who has faced difficult challenges and achieved success. • I can identify a dream/ambition that is important to me. • I enjoy facing new learning challenges and working out the best ways for me to achieve them. • I am motivated and enthusiastic about achieving our new challenge. • I can recognise obstacles which might hinder my achievement and can take steps to overcome them. • I can evaluate my own learning process and identify how it can be better next time. | <p>Computing: eLIM Active Bytes: 'I am safe and secure' Privacy</p> <ul style="list-style-type: none"> • I use a secure password and explain why they are important • I protect my personal information when I do different things online <p>Programming: Making my Kodu Move</p> <ul style="list-style-type: none"> • I can put programming commands into a sequence to achieve a specific outcome • I can break an open-ended problem up into smaller parts • I can describe the algorithm I will need for a simple task • I can keep testing my program and can recognise when I need to debug it. <p>Technology in our lives: My Safe Searching</p> <ul style="list-style-type: none"> • Describe the World Wide Web as the part of the Internet that contains websites • Use search tools to find and use an appropriate website • Think about whether I can use images that I find online in my own work. | <p>French:</p> <ul style="list-style-type: none"> • Story- Au magasin des animaux- Je voudrais... • Voici... (+ animal) • J'ai.../ Je suis... • (Recycle name/ age by pretending to be animals; days of the week by choosing personas for different days- Lundi je suis une tortue) <hr/> <p>P.E.: Netball Pass and receive in different ways.</p> <ul style="list-style-type: none"> • Use different shots/passes in different situations. • Sequence passes with my teammates • Signal for the ball and move to a position to receive the ball. • Keep possession of the ball and progress towards the goal. • Work co-operatively in competitive games. • Use simple tactics |
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| Maths: Resource White Rose Maths | | | Literacy |
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| <p>Block 1 - Week 1 to 3 Number: Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to mathematical objects. | <p>Block 2 – Week 4 Measurement: Money</p> <ul style="list-style-type: none"> Add and subtract amounts of money to give change, using both £ and p in practical contexts | <p>Block 3 Week 5 to 6 Statistics</p> <ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables. | <p>Week 1 to 3 Writing:</p> <ul style="list-style-type: none"> Poetry – shape and sense poems <p>Resource:</p> <ul style="list-style-type: none"> Candlelight (T4W Text) My World (T4W Text) <p>Grammar:</p> <ul style="list-style-type: none"> Simile, alliteration, rhyming, powerful verbs <p>Author of the Term: Ted Hughes</p> <p>Reading:</p> <ul style="list-style-type: none"> Guided Reading – differentiated in 5 groups Whole class reading, 1 to 1 reading. Reading Comprehension <p>Week 4 to 6 Writing: Instructions (Non-Fiction)</p> <p>Text:</p> <ul style="list-style-type: none"> How to Trap a Troll (T4W Text) <p>Grammar included:</p> <ul style="list-style-type: none"> time conjunctions, prepositions, imperative verbs, commas for list, chronological order, short sentences, subject specific vocabulary <p>Phonics (Resource – Westover Green):</p> <ul style="list-style-type: none"> Pupils are placed in groups and starting points are determined according to end of July assessments. LA – revision of Phase 4; MA and HA – revision of Phase 5 sound families Apostrophes, suffix ment and ness, u sound as ou, zhuh sound as sure, chuh sound as ture, root word port |
| <p>Daily Mental Maths Resources</p> <ul style="list-style-type: none"> TT Rockstars Number of the Day Proforma Year 3 Fluent in 5 Times tables worksheets | | | |
| <p>Additional Curriculum Days:</p> | | | |

Science: Unit of work: Plants (1)

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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
- Investigate the way in which water is transported within plants

Working Scientifically

- Compare the effect of different factors on plant growth.
- Observe how water is transported in plants

Geography: Rivers and Mountains (2)

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America (Identify the 7 tallest summits across the world).

Geographical vocabulary

- Continents, summit, peak, mountain range, Fold Mountain, Block Mountain, Dome Mountain, Volcanic Mountain, magma

Key human features, including:

- Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes

Geographical skills and fieldwork:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Art (paint and draw): Link to science, children to create own Van Gogh sunflower image.

Through this unit pupils will:

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including painting and drawing.
- Learn about great artists, architects and designers in history.

Artist Focus: Van Gogh (sunflowers)

Music: National Anthems and World Music Creating and Exploring

Through this unit pupils will:

- Learn about the British National Anthem
- Learn one or more traditional English songs (link to World War songs)

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| <p>R.E. : Resource Understanding Christianity Salvation</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <ul style="list-style-type: none"> • Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. • Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. • Give examples of what the texts studied mean to some Christians. • Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. • Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. <p>Christian Value: Forgiveness</p> <p>Text: 'The Unforgiving Servant' page 108, NT</p> | <p>PSHE/RSE: Resource Jigsaw</p> <p>Healthy Me</p> <ul style="list-style-type: none"> • I understand how exercise affects my body and know why my heart and lungs are such important organs. • I know that the amount of calories, fat and sugar I put into my body will affect my health. • I can tell you my knowledge and attitude towards drugs. • I can identify things, people and places that I need to keep safe from. • I know some strategies for keeping myself safe, who to go to for help and how to call emergency services. • I can identify when something feels safe or unsafe. • I understand how complex my body is and how important it is to take care of it. | <p>Computing: Resource eLIM</p> <p>Active Bytes:</p> <p>'I am safe and secure'</p> <p>Privacy/Relationships</p> <p>I participate safely and responsibly in a secure online community</p> <p>Programming: Making my Kodu Move</p> <ul style="list-style-type: none"> • I can put programming commands into a sequence to achieve a specific outcome • I can break an open-ended problem up into smaller parts • I can describe the algorithm I will need for a simple task • I can keep testing my program and can recognise when I need to debug it. <p>Handling Data: Helping my Plants Grow</p> <ul style="list-style-type: none"> • I can talk about the different ways data can be organised • I can use a data logger to monitor changes and can talk about the information collected | <p>French:</p> <ul style="list-style-type: none"> • Colours • Opinions: J'adore.../Je déteste... • Voici... (+ animal and colour) • Numbers to 15 (Recycle numbers to 10) <hr/> <p>P.E.: Tennis</p> <ul style="list-style-type: none"> • Use appropriate shots for different situations. • Understand simple principles and tactics to use them in a game effectively • Play confidently in small sided games. • Know and use the rules of the game. |
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| Maths: Resource White Rose Maths | | Literacy |
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| <p>Block 1 - Week 1 to 3 Measurement: Length and Perimeter</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Measure the perimeter of simple 2-D shapes | <p>Block 2 – Week 4 to 6 Number: Fractions</p> <ul style="list-style-type: none"> • 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 • 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 | <p>Week 1 to 4: Writing:</p> <ul style="list-style-type: none"> • Myths and Legends – Play Script (Fiction) <p>Text:</p> <ul style="list-style-type: none"> • Odysseus and the Cyclops <p>Grammar:</p> <ul style="list-style-type: none"> • subheadings, direct speech, inverted commas, prepositions for time, place and cause <p>Author of the Term:</p> <ul style="list-style-type: none"> • Anthony Browne <p>Reading:</p> <ul style="list-style-type: none"> • Guided Reading – differentiated in 5 groups • Whole class reading, 1 to 1 reading. • Reading Comprehension |
| <p>Daily Mental Maths Resources</p> <ul style="list-style-type: none"> • TT Rockstars • Number of the Day Proforma Year 3 • Fluent in 5 • Times tables worksheets | | <p>Week 5 to 6: Writing:</p> <ul style="list-style-type: none"> • Performance poetry <p>Text:</p> <ul style="list-style-type: none"> • The Travelling Salesman’s Scottish Song <p>Grammar:</p> <ul style="list-style-type: none"> • Rhyming, powerful adjectives and verbs, alliteration, similes, intonation, tone, volume <p>Phonics (Resource – Westover Green):</p> <ul style="list-style-type: none"> • Pupils are placed in groups and starting points are determined according to end of July assessments. LA – revision of Phase 4; MA and HA – revision of Phase 5 sound families • prefixes un dis de mis non re pre in im |
| <p>Additional Curriculum Days:</p> <ul style="list-style-type: none"> • E-Safety Day – Whole School • British Science Week • World Book Day • Easter service at St Gregory’s Church | | |

Year 3 Summer Term 1

Science:

Unit of work: Plants (2)

- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Working Scientifically

- Discover how seeds are formed by observing the different stages of plant life cycles over a period of time.
- Look for patterns in the structure of fruits that relate to how the seeds are dispersed.

History: World War 2 (1)

Use dates and terms related to the study unit and passing of time

- Timeline on the outbreak of war
- The War Effort
- The Battle of Britain

Find out about everyday lives of people studied e.g. Rationing, Evacuation, VE Day

- Compare with our lives today
- Identify reasons for and results of people's actions
- Understand why people may have wanted to something

Art: VE Day War Medals (sculpt)

Through this unit pupils will:

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including sculpture

Propaganda posters (draw)

Through this unit pupils will:

- Create sketch books to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing

Music: History of the Blues Listening and Appraising

Through this unit pupils will:

- Show an understanding of an effective blues bass, chord and melody line, and combine these successfully to create blues pieces.

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| <p>R.E.: Resource Understanding Christianity Kingdom of God When Jesus left, what was the impact of Pentecost?</p> <ul style="list-style-type: none"> • Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth • Offer suggestions about what the description of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now • Make simple links between the description | <p>DT: Design and Make a 3D Spitfire plane Design:</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate ideas through annotated sketches <p>Make:</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to | <p>PSHE/RSE: Resource Jigsaw Relationships</p> <ul style="list-style-type: none"> • I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • I can identify and put into practise some of the skills of friendship e.g. taking turns, being a good listener • I know and can use some strategies for keeping myself safe online • I can explain how some of the actions and work of people around the world help and influence my life | <p>Computing: Resource eLIM Active Bytes: 'I am healthy' Lifestyle Choices</p> <ul style="list-style-type: none"> • I identify images which have been digitally altered • Identify adverts online, including those within Google searches <p>Programming: Bounce my scratch jr basketball</p> <ul style="list-style-type: none"> • I can break an open-ended problem up into smaller parts. • I can put programming commands into a sequence to achieve a specific outcome | <p>French:</p> <ul style="list-style-type: none"> • Je voudrais... • Opinions: J'aime.../ Je n'aime pas J'adore.../Je déteste... • Story- Le Lièvre et la Tortue |
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| <p>of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities</p> <ul style="list-style-type: none"> • Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas <p>Christian Value: Responsibility Text: 'The Secret Baby', OT, page 28</p> | <p>perform practical accurately</p> <ul style="list-style-type: none"> • Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities <p>Evaluate:</p> <ul style="list-style-type: none"> • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures | <ul style="list-style-type: none"> • I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. • I know how to express my appreciation to my friends and family | <ul style="list-style-type: none"> • I keep testing my program and can recognise when I need to debug it • I can use repeat commands. • I can describe the algorithm I will need for a simple task • I can detect a problem in an algorithm which could result in unsuccessful programming <p>Technology in our Lives: Send my Email</p> <ul style="list-style-type: none"> • I can tell you ways to communicate with others online. • I protect my personal information when I do different things online | <p>P.E.: Athletics</p> <ul style="list-style-type: none"> • Consolidate & improve the quality, range & consistency of the techniques I use for running, jumping and throwing. • Develop my ability to choose & use simple tactics & strategies in different situations. • Measure & describe the short-term effects of exercise on the body • Describe how the body reacts to different types of activity. |
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| Maths: Resource White Rose Maths | | Literacy |
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| <p>Block 1 – Week 1 to 3</p> <ul style="list-style-type: none"> • Number: Fractions Recognise and show, using diagrams, equivalent fractions with small denominators. • Add and subtract fractions with the same denominator within one whole [for example, $7\ 5 + 7\ 1 = 7\ 6$]. • Compare and order unit fractions, and fractions with the same denominators. • Solve problems that involve all of the above. | <p>Block 2 – Week 4 to 6</p> <ul style="list-style-type: none"> • Measurement: 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 [for example to calculate the time taken by particular events or tasks]. | <p>Week 1 to 4</p> <p>Recount: (Talk 4 Writing)</p> <ul style="list-style-type: none"> • A Familiar Story and diary entry <p>Resource:</p> <ul style="list-style-type: none"> • The Hare and the Tortoise <p>Grammar:</p> <ul style="list-style-type: none"> • relative clause, embedded clause, time conjunctions, 5 W's (who, what, when, where, why), direct speech and inverted commas, powerful verbs and adjectives <p>Author of the Term: Michael Morpurgo</p> <p>Reading:</p> <ul style="list-style-type: none"> • Guided Reading – differentiated in 5 groups • Whole class reading, 1 to 1 reading. • Reading Comprehension <p>Week 5 to 6: Letter Writing (Non-Fiction)</p> <p>Resource:</p> <ul style="list-style-type: none"> • The Hare and the Tortoise (building on from our recount and diary writing) <p>Grammar included:</p> <ul style="list-style-type: none"> • time conjunctions, when, who, what, powerful verbs and adjectives, opinions <p>Phonics (Resource – Westover Green):</p> <ul style="list-style-type: none"> • Pupils are placed in groups and starting points are determined according to end of July assessments. LA – revision of Phase 4; MA and HA – revision of Phase 5 sound families • word family write, prefixes co ex anti auto sub super inter, silent letters, suffixes en ed er ing ation |
| <p>Daily Mental Maths Resources:</p> <ul style="list-style-type: none"> • TT Rockstars • Number of the Day Proforma Year 3 • Fluent in 5 • Times tables worksheets | | |
| <p>Additional Curriculum Days:</p> | | |

Year 3 Summer Term 2

Science: Light

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change

Working Scientifically

- Look for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

History: World War 2 (2)

Commemorative Events, Military Forces:

- Identify and give reasons for different ways in which the past is represented
- Distinguish between different sources – compare different versions of the same story
- Look at representations of the period
- Use a range of sources to find out about a period
- Observe small details – artefacts, pictures
- Select and record information relevant to the study
- Begin to use various means of research

Art: Mondrian shape pictures (draw)

Through this unit pupils will:

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including sculpture
- Learn about great artists, architects and designers in history.

Artist Focus: Piet Mondrian

Music: continued from First half of Summer Term

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| <p>R.E.:Humanism AMV 1 People of God LKS2 Unit 2A6 Understanding Christianity</p> <p>Humanism:</p> <ul style="list-style-type: none"> • Be familiar with the concepts ‘material world’ and ‘secular’. • Know that ‘secular’ means concerned with the material world’ and ‘not concerned with religion’. • Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world. | <p>DT: Design and make Anderson Shelter with a WW2 garden</p> <p>Design:</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate ideas through annotated sketches. <p>Make:</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical accurately • Select from and use a wider range of materials and components, including construction materials according to their functional | <p>PSHE/RSE: Resource Jigsaw</p> <p>Changing Me</p> <ul style="list-style-type: none"> • I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. • I understand how babies grow and develop in the mother’s uterus • I understand what a baby needs to live and grow • I understand that boys’ and girls’ | <p>Computing: Resource eLIM</p> <p>Programming: Making my Crumble Buggy</p> <ul style="list-style-type: none"> • I can break an open-ended problem up into smaller parts • I can put programming commands into a sequence to achieve a specific outcome • I can detect a problem in an algorithm which could result in unsuccessful programming • I keep testing my program and can recognise when I need to debug it • I can use repeat commands | <p>French:</p> <ul style="list-style-type: none"> • Rap- consolidation of key knowledge • Une Visite à Paris |
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| <ul style="list-style-type: none"> • Be familiar with what the 'happy human' symbol means to Humanists. • Know that Humanists primarily make decisions about right and wrong based on what is perceived to bring justice, happiness and peace to individuals, communities and societies. • Know that Humanists do not believe that knowledge of right and wrong comes from a deity or deities or that good deeds or wrongdoing will be judged and/or punished by a god or gods. • Be able to tell another person what is meant by 'Humanist' and 'atheist' <p>Christian Value: Responsibility Text: 'Big bags of money', NT, page 122</p> | <p>properties and aesthetic qualities.</p> <p>Evaluate:</p> <ul style="list-style-type: none"> • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures | <p>bodies need to change so that when they grow up their bodies can make babies</p> <ul style="list-style-type: none"> • I can identify how boys' and girls' bodies change on the outside during this growing up process • I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up • I can start to recognise stereotypical ideas I might have about parenting and family roles • I can identify what I am looking forward to when I move to my next class. | <ul style="list-style-type: none"> • I can describe the algorithm I will need for a simple task <p>Multimedia: My Art in Different Styles</p> <ul style="list-style-type: none"> • I can create different effects with different technology tools • I can combine a mixture of text, graphics and sound to share my ideas and learning • I can evaluate my work and improve its effectiveness. <p>Active Bytes: 'I am healthy' Age-Appropriate/Lifestyle Choices</p> <ul style="list-style-type: none"> • I use age-appropriate apps, games and websites from a list I have agreed with others • I make good choices about when and why I use devices | <p>P.E.: Cricket/Rounders</p> <ul style="list-style-type: none"> • Explore different throwing and catching techniques with a variety of objects stationary, whilst moving and with pressure. • Demonstrate communication & collaboration when working in a team. <p>Swimming:</p> <ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To show breath control. Introduction to deeper water. • Treading water |
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| Maths: Resource White Rose Maths | | Literacy |
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| <p>Block 1 – Week 1 to 2</p> <p>Geometry: Properties of Shape</p> <ul style="list-style-type: none"> • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • 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 | <p>Block 2 – Week 3 to 6</p> <p>Measurement: Mass and Capacity</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | <p>Week 1 to 4:</p> <p>Writing:</p> <ul style="list-style-type: none"> • Newspaper Report (Non-Fiction) <p>Resource:</p> <ul style="list-style-type: none"> • Tuesday by David Wiesner <p>Grammar:</p> <ul style="list-style-type: none"> • subheadings, alliteration, 5 W's, paragraphs, direct and reported speech with inverted commas, rhetorical questions <p>Author of the term: C.S. Lewis</p> <p>Reading:</p> <ul style="list-style-type: none"> • Guided Reading – differentiated in 5 groups • Whole class reading, 1 to 1 reading. • Reading Comprehension <p>Week 4 to 6:</p> <p>Writing: (Talk 4 Writing)</p> <ul style="list-style-type: none"> • Traditional Tale <p>Resource:</p> <ul style="list-style-type: none"> • The Magic Paintbrush <p>Grammar:</p> <ul style="list-style-type: none"> • conjunctions, adverbs, prepositions for time and place, present perfect tense, direct speech and inverted commas, descriptive language. <p>Phonics (Resource – Westover Green):</p> <ul style="list-style-type: none"> • Pupils are placed in groups and starting points are determined according to end of July assessments. LA – revision of Phase 4; MA and HA – revision of Phase 5 sound families • suffixes- ation and -ous, homophones revision |
| <p>Daily Mental Maths Resources</p> <ul style="list-style-type: none"> • TT Rockstars • Number of the Day Proforma Year 3 • Fluent in 5 • Times tables worksheets | | |
| <p>Additional Curriculum Days:</p> <ul style="list-style-type: none"> • Transfer Day • Whole School Sports Day | | |