



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
Literacy	<p>Reading:</p> <ul style="list-style-type: none">• using context clues to find information• exploring authors' use of language to describe or create effects• making notes of details within the text• developing explanations and opinions <p>Writing: Adventures and Mysteries</p>

	<ul style="list-style-type: none"> • explore the genre in reading and writing • structure ideas in chapters-: opening, build-up, problem, resolution and ending • begin to vary sentence structure to create effect <p>Information Texts</p> <ul style="list-style-type: none"> • explore a variety of information texts in reading and writing • write information clearly • use organisational strategies: headings, subheadings, paragraphs, captions <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
Mathematics	<ul style="list-style-type: none"> • comparing numbers using “greater than” and “less than” signs • understand and use mental calculation strategies • consolidate calculation strategies in addition and subtraction • understand and use calculation strategies in multiplication and division • explore and investigate number using puzzles and problems • solve money and real life problems using addition, subtraction, multiplication and division • recognise mixed numbers in fractions and solve problems using fractions • measure mass accurately and understand the units of measure • solve problems in the context of time, length, capacity and mass • consolidate knowledge of 2d and 3d shapes • recognise and compare angles • use pictograms and bar graphs to gather and interpret data
Chemistry	<p>Rocks</p> <ul style="list-style-type: none"> • compare and group rocks based on simple properties • learn how fossils are formed • Investigate different types of soil • know that soils are made from rocks and organic matter • set up investigations and record observations
Physics	<p>Light</p> <ul style="list-style-type: none"> • know that we need light to see things and that darkness

	<p>is the absence of light</p> <ul style="list-style-type: none"> • know that light is reflected • investigate shadows and how they change • know how light from the sun can be dangerous • carry out practical investigations and record evidence over time
Computing	<p>We are presenters</p> <ul style="list-style-type: none"> • gain skills in shooting live video • edit video including adding narration • begin to understand features of a good video <p>We are opinion pollsters</p> <ul style="list-style-type: none"> • use the web to collect data • gain skills in using charts to analyse data • gain skills in interpreting results
Creative Curriculum	<p>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.</p> <p>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> <hr/> <p>Summer 1: Food, Glorious Food Main Focus: Geography We will be finding out about food around the world, exploring food journeys and comparing two contrasting countries.</p> <ul style="list-style-type: none"> • identify points on large scale maps and gain a greater understanding of the location of countries using letter/ number co-ordinates • use reference books, stories, atlases, pictures/photos and internet to find out about different countries and how people live • analyse evidence about food grown in different regions and make comparisons between two locations using photos/ pictures, temperatures in different locations • investigate where our food comes from and use a database to present findings <hr/> <p>Summer 2: Environment Main focus: Music We will be using percussion and pitched instruments to compose in small groups and as a class then sharing our work in a performance.</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

	<ul style="list-style-type: none"> • perform a repeated pattern to a steady pulse • perform with awareness of different parts
Physical Education	<p>Dance</p> <ul style="list-style-type: none"> • improvise freely, translating ideas from a stimulus into movement • share and create dance phrases individually and in a small group • repeat, remember and perform these phrases in a dance • use dynamic, rhythmic and expressive qualities clearly and with control • understand the importance of warming up and cooling down • talk about their own and others people's dances and suggest improvements <p>Striking and Fielding</p> <ul style="list-style-type: none"> • use a range of skills, <i>eg throwing, striking, intercepting and stopping a ball</i>, with some control and accuracy • choose and vary skills and tactics to suit the situation in a game • know rules and use them fairly to keep games going • carry out warm ups with care and an awareness of what is happening to their bodies • describe what they and others do that is successful and suggest what needs to be practised <p>Athletics</p> <ul style="list-style-type: none"> • run at fast, medium and slow speeds, changing speed and direction • link running and jumping activities with some fluency, control and consistency • take part in a relay activity, remembering when to run and what to do • throw a variety of objects, changing their action for accuracy and distance • recognize when their heart rate, temperature and breathing rate have changed
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