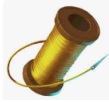


YEAR 3 – SUMMER TERM 2024

Golden Threads

- Sustainability
- Diversity
- Religion



Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experiences
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

British Values



- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

ENGLISH

Reading: we will continue to read a wide variety of texts in reading fluency lessons (building on decoding, speed, fluency, expression and comprehension skills), in our English lessons, through our class novel and across the curriculum.

Writing: We will explore the narrative 'Wisp: a story of hope', working on using a variety of language features to add detail and description, build tension and show feelings of characters. We will also be looking at a non-chronological report exploring bones and muscles. We will explore factual knowledge and key features including the layout of the text.

We will have a particular focus on grammar and punctuation looking at; similes, fronted adverbials, onomatopoeia, adjectives, inverted commas, paragraphing, tense, alliteration and conjunctions.

Spellings: We will continue to work on year 3 spellings through our spelling sessions in class. We will then be investigating and identifying key tricky phonetic sounds in words as well as learning and applying new spelling rules. We will also continue to learn the year 3/4 common exception words.



MATHS

Fractions

- Add fractions
- Subtract fractions
- Partition the whole
- Unit fractions of a set of objects
- Non-unit fractions of a set of objects
- Reasoning with fractions of an amount

Measurement- Money

- Pounds and pence
- Convert pounds and pence
- Add money
- Subtract money
- Find change

Geometry- Shape

- Turns and angles
- Right angles
- Compare angles
- Measure and draw accurately
- Horizontal and vertical
- Parallel and perpendicular
- Recognise and describe 2-D shapes
- Draw polygons
- Recognise and describe 3-D shapes
- Make 3-D shapes

Measurement- Time

- Roman numerals to 12
- Tell the time to 5 minutes
- Tell the time to the minute
- Read time on a digital clock
- Use a.m. and p.m.
- Years, months and days
- Days and hours
- Hours and minutes
- Hours and minutes
- Minutes and seconds
- Units of time
- Solve problems with time

Statistics

- Interpret pictograms
- Draw pictograms
- Interpret bar charts
- Draw bar charts
- Collect and represent data
- Two-way tables

Personal skills- Relating maths to real life mathematical scenarios.



SCIENCE

Forces and Magnets-

Investigate the design of car tyres (Friction)
Investigate practical applications of magnetism in everyday life. Prove that there are magnetic fields by making them 'visible'.
Investigate practical applications of the understanding of which materials are or are not attracted to magnets.

Materials-

The colour of a rock is a good clue that helps to identify it?
Is it possible that fossils could be found within igneous rocks?
Recommend plants for different soil conditions

Plants-

Prove or disprove that roots act like straws sucking up water for the plant. Create a planting plan for a set area.
Suggest reasons why some people are worried about a fall in the number of bees in the British Isles.

Light-

Dark surfaces do not reflect light as well as those that are light?
Investigate different types of sunglasses
True or false: night time is a shadow?



Broader understanding of the world- understanding how forces, plants and materials work that we are surrounded by everyday.

RE

In RE, we will be exploring symbolism. The children will explore the symbolic approach to trees in Christianity, Hinduism, Judaism and Buddhism. The children will describe examples of when the tree symbol is applied in different circumstances and different situations, explore what a symbol means, describe how the symbol of a tree is used in Christianity and another religion. We then look at 'Gospel' in Christianity. We will identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. And make simple links between Bible texts and the concept of 'Gospel' (good news).



Religion, Christianity links to the old testament (Summer 1) New Testament (Spring 2)



Mutual respect and tolerance of other faiths and religions,

PSHE

Over this term we will look at the theme of 'Being our Best'. This will include healthy eating, hand hygiene and preventing illness, look at our own achievements and areas we wish to develop and how to develop and maintain friendships. We will then look at the NSPCC Underwear rule called 'PANTS' which they have previously seen in Y2. We will learn Basic first aid and how to get help. Looking at keeping and the difference between secrets vs surprises.



In PSHE we strive to have broader understanding of the world, Vocabulary, cultural experiences and gain personal skills



We gain knowledge of democracy, rule of Law, Individual liberty, tolerance of different faiths and beliefs and a shared mutual respect.



- *Diversity- to understand difference and similarities.*

DT

Design, make and evaluate a healthy pizza (product) for themselves or for a family member (user) to show that popular takeaway foods can be created in a healthy and nutritious way at home (purpose). We will extend on knowledge of the claw and bridge cut and the skills needed to create their own pizza from scratch.



Sustainability – how to make food from simple ingredients.

Personal skills to be able to cook a meal from scratch.



ART

Telling stories through drawing and making. We will create sketch books to record our observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history.

knowledge, experiences, thoughts and opinions of artists work and then their own finished art work.



HISTORY

As historians we will be developing our understanding of a range of Ancient Civilizations that were developing at the same time, around the world. We will look at artefacts and their achievements and differences between societies. We will explore the Ancient Egyptians and their achievements and discuss how the pyramids may have been built.



Broader understanding of the world- world history.

GEOGRAPHY

In Geography, we will be exploring why rivers were important during the Neolithic, Bronze and Iron Ages. As well as identifying where the 4 Ancient Civilizations located and the common geographical features they had. We will then explore what a coast is and why coasts are important before demonstrating the features of coastal erosion, deposition and transportation. We will then explore the key physical and human features of the UK coastline and use maps to find the features. We will then begin to think about the future of coast lines by explaining why the coastline needs to be protected.

Sustainability of our own local area when we do field work. Broader understanding of the world- the physical features of the UK.



MODERN FOREIGN LANGUAGES

During Spanish lessons, we will learn the colours, animals and continue to revise the days, months and numbers. We will be looking at the weather in Spanish and continue with pets and colours. We will consolidate what we know and use it to start to have Spanish conversations.



Intercultural understanding – learning about Spanish culture Vocabulary associated with colours, weather and animals.



COMPUTING

We will be making and sharing a short screencast presentation using iPad and movie maker. We will then we will learn how to collect and analyse data using Google Forms, sheets, Excel, Inspire, Word, Inspire Data. *Personal Skills, life skills of using a computer.*



MUSIC

We will explore the structure of songs. We will look at patterns in songs that are recognisable. We will listen to, sing, play and improvise. We will look at the introduction, verse, and chorus of songs. We will improvise over a section of a song.

PE

Handball

Implement some handball rules, show correct catching and ready position, send and receive the ball using different techniques and attempt to intercept.

Rounders

Implement basic rounders skills, bowl an underarm, attempt to hit and stop moving balls, field as a team.

Athletics

Understand role in a relay, link running and jumping, control movements, jump with height and distance, throw a variety of objects.

Cricket

Hit the ball using a forward drive, bowl a ball underarm, strike a bowled ball, develop throwing and fielding skills.

Personal skills that include sports and team work and cooperation.

