



# Curriculum Planner

**Term: Summer 1 2020**

**Year Group: 3**

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

| Church school value of the term:   |  | British value of the term:   |  |
|--|--|--|--|
| Respect  |  | Mutual Respect   |  |
| <b>"Dream big"</b><br>Vocabulary and language enrichment<br>Reading for enjoyment<br>Our local community<br>Global learning  | <b>"Love God"</b><br>Church school values<br>Christian distinctiveness<br>Social, Moral, Spiritual, Cultural<br>Caring for our environment   | <b>"Live well"</b><br>Healthy Lifestyles<br>Emotional Wellbeing<br>Staying safe<br>Healthy Relationships   |  |
| <u>English</u><br><br><b><u>Narrative: Greek Myths</u></b><br><br><u>Text:</u><br><br>'Greek Myths,' by Marcia Williams<br><br>Write a new myth which conveys a message.<br><br>Creating settings, characters and plot<br>Composing and rehearsing sentences orally (including dialogue).<br><br>Progressively building a varied and rich vocabulary and an increasing range of sentence structures. | <u>Mathematics</u><br><br><b><u>Number: Fractions</u></b><br><br>Fractions on a number line<br><br>Fractions of a set of objects (1)<br><br>Fractions of a set of objects (2)<br><br>Fractions of a set of objects (3)<br><br><b><u>Number: Addition &amp; Subtraction</u></b><br><br>Add two 3-digit numbers – not crossing 10 or 100<br><br>Add two 3-digit numbers – crossing 10 or 100 | <u>Science</u><br><br><b><u>Light</u></b><br><br>Recognise that they need light in order to see things and that dark is the absence of light<br>Notice that light is reflected from surfaces<br>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes<br>Recognise that shadows are formed when the light from a light source is blocked by an opaque object<br>Find patterns in the way that the size of shadows change.<br><b><u>Working scientifically</u></b><br>Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes. |  |

|  |   |  |
|--|---|--|
| <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Setting description</p> <p>Character description</p> <p>Write the thirteenth task for Hercules.</p> <p><b><u>Poetry: Sense Poems</u></b></p> <p><u>Text:</u></p> <p>Range of poetry books with examples of poems linked to the senses</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Composing and rehearsing sentences orally progressively building a varied and rich vocabulary</p> <p>Discussing and recording ideas/ proof-read for spelling and punctuation errors</p> <p>Evaluate and edit by assessing the effectiveness of their own and others writing and suggest improvements</p> | <p>Subtract a 3-digit number from a 3-digit number – no exchange</p> <p>Subtract a 3-digit number from a 3-digit number – exchange</p> <p>Exchange answers to calculate</p> <p><b><u>Measurement: Time</u></b></p> <p>Months and years</p> <p>Hours in a day</p> <p>Telling the time to 5 minutes</p> <p>Telling the time to the minute</p> <p>AM and PM</p> <p>24-hour clock</p> <p>Finding the duration</p> <p>Comparing the duration</p> <p>Start and end times</p> <p>Measuring time in seconds</p> |  |
|--|---|--|

|  |  |  |
|--|--|--|
| Poems linked to the senses   |  |  |
| <p><b><u>Religious Education</u></b></p> <p><b><u>LAS: God – Hinduism</u></b></p> <p>What do people believe about God?</p> | <p><b><u>Computing</u></b></p> <p><b><u>Graphing (Unit 3.8)</u></b><br/>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analyzing, evaluating and presenting data and information.</p> <p><b><u>Spreadsheets (Unit 3.3)</u></b><br/>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> | <p><b><u>Physical Education</u></b></p> <p>Net games – both classes</p>  |
| <p><b><u>History</u></b></p> <p>Ancient Greece<br/>(800 BC – 146 BC)<br/>Objective: 8</p>                                  | <p><b><u>DT</u></b></p> <p><b><u>Structures</u></b><br/>Shell structures including computer aided design</p>   | <p><b><u>Music</u></b></p> <p><b><u>Charanga: Bringing us together</u></b><br/>Disco music</p> <p>Listen &amp; Appraise (descriptions for all strands as in previous term)</p> <p>Musical Activities: games, singing, playing, improvisation, composition</p> <p>Perform/Share</p> |

|  |   |  |
|--|---|--|
| <p style="text-align: center;"><b><u>PSHE/RSE</u></b></p> <p>Celebrate differences/living in a diverse community.</p> <p>Exploring diversity/self-respect.</p> <p>How to stop discrimination.</p> <p>Show Racism the Red Card day.</p> | <p style="text-align: center;"><b><u>Foreign Language: French</u></b></p> <p>Language of the month when doing the register.</p> <p>Names of fruit and food</p> <p>Days of the week and months of the year</p> | <p style="text-align: center;"><b><u>SMSC</u></b></p> <p><b>Spiritual development</b> – developing a sense of self and understanding of own and others unique potential (PSHE/RSE)</p> <p><b>Moral development</b> – understanding the difference between right and wrong – classroom charter, behaviour chart and expectations in LKS2.</p> <p><b>Social development</b> – sense of belonging, responsibilities and rights of being members of a community (global learning)</p> <p><b>Cultural development</b> – British values and global learning in order to develop pupils into global citizens and understand what it means to live in Britain.</p> |
| <p style="text-align: center;"><b><u>Cultural Capital</u></b></p> <p>LKS2 afterschool cookery club.</p> <p>LKS2 Quiet club at lunchtimes.</p> <p>LKS2 Homework club</p> <p>Daily class reader – books linked to diversity.</p>         |   |  |
| <p style="text-align: center;"><b><u>Global Learning</u></b></p> <p>First News comprehension activities and reading the articles/newspapers.</p> <p>Language of the month during registration.</p>                                     | <p style="text-align: center;"><b><u>Caring for our environment</u></b></p> <p>Recycling paper in the classroom.</p>  |  |

|                            |   |
|----------------------------|---|
| <u>Parental Engagement</u> | <u>Visits and Visitors</u><br>(Our local community) |
|----------------------------|---|