



Curriculum Planner

Term: Summer 2 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:	
Thankfulness		Individual liberty	
"Dream big" Vocabulary and language enrichment Reading for enjoyment Our local community Global learning	"Love God" Church school values Christian distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	"Live well" Healthy Lifestyles Emotional Wellbeing Staying safe Healthy Relationships	
<u>English</u> <u>Non- chronological Report</u> <u>Text:</u> Various non-fiction texts on volcanoes. Pupils research and take notes on theme. Use simple organisational devices eg headings and sub-headings Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Draft and write.	<u>Mathematics</u> <u>Measurement:</u> <u>Money</u> Pounds and pence Converting pounds and pence Adding money Subtracting money Giving change	<u>Science</u> <u>Plants</u> 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 Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	

<p>Proof read for spelling and punctuation</p> <p>Writing paragraphs to form a report on volcanoes</p> <p><u>Letters</u> <u>Text:</u></p> <p>Examples of letters both formal and informal</p> <p>Plan their writing by: 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>Identify how language, structure and presentation contribute to meaning.</p> <p>Draft and write.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Letter about surviving a natural disaster (volcano)</p>	<p><u>Number: Multiplication & Division</u></p> <p>Multiply 2-digits by 1-digit (1)</p> <p>Multiply 2-digits by 1-digit (2)</p> <p>Divide 2-digits by 1-digit (1)</p> <p>Divide 2-digits by 1-digit (2)</p> <p>Divide 2-digits by 1-digit (3)</p> <p>Scaling</p> <p>How many ways?</p>	<p><u>Working scientifically</u></p> <p>Comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</p>
<p><u>Religious Education</u></p> <p><u>LAS: God – Islam</u></p> <p>What do people believe about God?</p>	<p><u>Computing – Purple Mash</u></p> <p><u>Coding (Unit 3.1)</u></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decompressing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p>	<p><u>Physical Education</u></p> <p>Athletics – both classes</p>

	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	
<p><u>Geography</u></p> <p><u>Extreme Earth</u></p> <p>Human and physical geography: Describe and understand key aspects of: Physical geography: volcanoes and earthquakes</p>	<p><u>Art</u></p> <p><u>3D Form -Mask Making</u></p> <p><u>Skills covered:</u></p> <ul style="list-style-type: none"> • Researching history of techniques. • Make thoughtful observations about source materials • Make a simple papier mache object • Adapt and develop work as it progresses <p>No Focus Artist - history instead: https://www.mylearning.org/stories/the-art-and-craft-of-papier-mache-/1009</p>	<p><u>Music</u></p> <p><u>Charanga: Reflect, rewind and replay</u></p> <p>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p> <p>Listen & Appraise (descriptions for all strands as in previous term)</p> <p>Musical Activities: games, singing, playing, improvisation, composition</p> <p>Perform/Share</p>
<p><u>PSHE/RSE</u></p> <p>Exploration of British Value of the term.</p> <p>Identifying and naming feelings.</p> <p>Identifying trusted adults in/out of school.</p> <p>Keeping myself safe – first aid</p> <p>Discussing how your body changes Transition to next year group – identifying strengths, skills and achievements.</p>	<p><u>Foreign Language: French</u></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><u>SMSC</u></p> <p>Spiritual development – developing a sense of self and understanding of own and others unique potential (PSHE/RSE)</p> <p>Moral development – understanding the difference between right and wrong – classroom charter, behaviour chart and expectations in LKS2.</p> <p>Social development – sense of belonging, responsibilities and rights of being members of a community (global learning)</p>

		Cultural development – British values and global learning in order to develop pupils into global citizens and understand what it means to live in Britain.
<p style="text-align: center;"><u>Cultural Capital</u></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;"><u>Global Learning</u></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;"><u>Caring for our environment</u></p> <p>Recycling paper in the classroom.</p>
<p style="text-align: center;"><u>Parental Engagement</u></p>		<p style="text-align: center;"><u>Visits and Visitors</u> (Our local community)</p>