



Curriculum Planner

Term: Summer 2 2022

Year: 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	All the British Values

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	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
<ul style="list-style-type: none"> • Class reader and reading for pleasure • Music from around the world • Careers linked to Art, Science and Geography units of work • Green comments and Fact Finder detective questions linked to vocabulary and challenge • Visit to the school library • Collective Worship – Picture News linked to events in the news. 	<ul style="list-style-type: none"> • Church School Value of the term • Class collective worship book • Daily act of worship • Class reflection area • Visits to the Peace Garden • Cultural capital • Litter picking on the playground • Wild Challenges/gardening. 	<ul style="list-style-type: none"> • PSHE/RSE • Cultural capital • Golden Mile daily • Cool down station and activities in the classroom • Worry box in the classroom • Music from around the world/different periods of time.

<u>English</u>	<u>Mathematics</u>	<u>Science</u>
<p><u>Writing genre: information texts</u></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>Discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><u>Reading</u></p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p><u>Measurement: time</u></p> <p>Telling the time to the minute</p> <p>Using am and pm</p> <p>24-hour clock</p> <p>Finding the duration</p> <p>Comparing the durations</p> <p>Start and end times</p> <p>Measuring time in seconds</p> <p>Problem solving with time</p> <p><u>Geometry</u></p> <p>Turns and angles</p> <p>Right angles in shapes</p> <p>Compare angles</p> <p>Draw accurately</p> <p>Parallel and perpendicular</p> <p>Recognise and describe 2D shapes</p> <p>Recognise and describe 3D shapes</p> <p>Make 3D shapes</p> <p><u>Measurement: mass and capacity</u></p> <p>Compare mass</p> <p>Measure mass</p> <p>Measure capacity</p> <p>Compare capacity</p> <p>Compare volume</p> <p>Add and subtract mass</p> <p>Add and subtract capacity</p>	<p><u>Plants</u></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</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>Ask questions to improve their understanding of the text.</p> <p><u>Vocabulary</u> Understand what they read, in books they can read independently checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p><u>Explain</u> Recognising some different forms of poetry [for example, free verse, narrative poetry.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p><u>Inference</u> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>		
<p><u>Religious Education</u> <u>LAS: God – Islam</u></p> <p>What do people believe about God?</p> <p>Understanding Tawhid</p> <p>The Five Pillars of Islam</p> <p>Features of a mosque</p> <p>Exploring Islamic art as an expression of faith</p>	<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>Physical Education</u></p> <p>3B – Synergy</p> <p>3K - Athletics</p>

<u>Art</u>	<u>Music</u>	<u>PSHE/RSE</u>
<p style="text-align: center;"><u>3D Form: papier mâché</u></p> <p>Know an artifact's cultural and historical context. Know the history of a technique or art form. Learn about an artistic technique. Understand the steps involved in creating papier mache. Know that papier mache requires a suitable base. Understand that texture will decrease as layers are added. Know to use small pieces of paper. Know that newspaper or similar is the best choice for papier mache. Know the steps to create a glue paste. Know that torn paper has rough edges, which blend together better. Know that each piece of paper needs to overlap. Know and understand that careful smoothing leads to a better finish.</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><u>Musical Activities:</u> games, singing, playing, improvisation, composition.</p> <p>Perform/Share</p> <p><u>3B – Samba drumming</u></p> <p>With the Music Service</p>	<p>Exploration of British Value of the term.</p> <p>Routines Week</p> <p>Exploration of what makes someone special</p> <p>Personal hygiene</p> <p>How medication can contribute to health</p> <p>Identifying individuality and self-worth</p> <p>Transition</p> <p>Keeping safe over the holidays</p>
<p style="text-align: center;"><u>Computing – Purple Mash</u></p> <p><u>Coding (Unit 3.1)</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decompressing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p style="text-align: center;"><u>SMSC</u></p> <p>Spiritual development – developing a sense of self and understanding of own and others unique potential (PSHE/RSE), reflecting on the beliefs of others (Islam), spending time in the Peace Garden and exploring the value of the term during daily worship.</p> <p>Moral development – understanding the difference between right and wrong – classroom charter, behaviour chart and expectations in LKS2, routines week, exploring</p>	<p style="text-align: center;"><u>Language of the Moment / French</u></p> <p>Language of the moment when answering the register and in Collective Worship.</p> <p>French: I can... (eat, write, dance etc.)</p>

	<p>the British Values, pupils recognising when they need to take a brain break or visit the cool down station.</p> <p>Social development – sense of belonging, responsibilities and rights of being members of a community (global learning),</p> <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, understanding a world faith (Islam), weekly French lessons.</p>	
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<p><u>Parental engagement:</u></p> <p>Photographs will be put on the school website and Facebook to keep parents informed about their children’s learning.</p>	<p><u>Visits and visitors:</u></p> <p>Walk on South Common – focus plants and mini beasts (links to Science and Wild Challenges)</p> <p>Plant Sale</p>
<p><u>Cultural Capital:</u></p> <p>Daily Class reader and books linked to diversity.</p> <p>Cool down station/reflection area within the classroom.</p> <p>Golden mile and healthy school meals.</p> <p>Peace Garden available for reflection time at playtimes.</p> <p>Valuing the diverse culture and languages that the children bring to Year 3, including language of the month.</p> <p>Year 3 garden area and learning how to grow plants from seeds to sell. Also taking care of plants in the classroom.</p>	<p><u>Global Learning:</u></p> <p>Language of the month during registration.</p> <p>Reading a range of books linked to different global themes.</p> <p>Picture News Collective Worship – weekly.</p> <p>Exploring why people live where there are volcanoes or earthquakes and the impact they have on those people.</p>

Caring for the environment and each other:

Recycling paper in the classroom.

Litter picking on the playground.

Hand washing regularly and ensuring children know how to keep themselves safe physically and mentally (PSHE).

Gardening in Y3 garden.