



Curriculum Planner

Term: Summer 2 2026

Year: 3

Dream big. Love God. Live well.

'I can do all things through Him who strengthens me' Philippians 4:13

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 History units of work. • 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 and range of visitors. • Class reflection area. • Visits to the Peace Garden. • Litter picking on the playground. • Identification of local flowering plant life. 	<ul style="list-style-type: none"> • PSHE/RSE exploring relationships. • Cultural capital: Looking beyond our immediate community in discussion, sharing social, cultural and moral thoughts and beliefs. • Worries and questions box in the classroom. • Music from around the world. • School and Worship Council members to share year groups thoughts and opinions on key issues within school. • Rights Rangers to support pupils in understanding their rights as a child.

<u>English</u>	<u>Mathematics</u>	<u>Science</u>
<p><u>Writing genre: explanation texts</u> Plan writing by deconstructing information texts in order to understand and learn from the 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, making improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proofread 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> Reading books that are structured in different ways and read 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>Time</u> Years, months and days. Days and hours. Hours and minutes – start/finish times.</p> <p><u>Shape</u> Turns and angles. Right angles. Measure and draw accurately. Horizontal and vertical lines. Parallel and perpendicular lines. Recognise and describe 2D shapes. Draw Polygons. Recognise and describe 3D shapes. Make 3D shapes.</p> <p><u>Statistics</u> Pictograms. Bar charts. Collect and represent data. Two-way tables.</p>	<p><u>Biology: Plants</u> Explore the effects of different soil types on plant growth.</p> <p>Explore the requirements of plants for life and growth (room to grow).</p> <p>Investigate the way in which water is transported within plants.</p> <p>To identify how plants reproduce (pollination)</p> <p>To explore local green areas for evidence of pollination and plant species.</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 fertilizer</p> <p>Discovering how seeds are formed by observing the different stages of plant life cycles over a period of time</p> <p>Looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</p> <p>Observations of capillary action and transpiration in plants</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. 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. 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>Inspirational career – Dr Aarti Sehdev Neurobiologist</p> <p>Inspirational Scientist - Eva Crane</p>
<p><u>Religious and world views</u> <u>Philosophy for Children – How do we know what’s right and wrong</u> Understand how to present a balanced argument about a moral dilemma. Understand that belonging to a group may involve following certain rules. Understand how our views of right and wrong are influenced by others. Understand how to identify problems about morality. Understand that people express their moral views through the way they treat people.</p>	<p><u>Geography</u> <u>Extreme Earth</u> Human and physical geography: Describe and understand key aspects of: Physical geography: volcanoes and earthquakes.</p> <p>Layers of the Earth</p> <p>How volcanoes are formed</p> <p>Impact of volcanoes on communities</p> <p>Cause of earthquakes and how they are measured.</p>	<p><u>Physical Education</u> <u>Outdoor PE - Tennis</u> Tennis ready position. Forehand hit. Serving. Moving forward to return a ball. Sending balls to partner for return. Court boundaries.</p> <p><u>Indoor PE</u> Move confidently and safely in different directions and speeds Hold balances using different body parts with control. Travel using a variety of movements with control. Link movements and balances together. Create and recall simple movement patterns. Perform a movement sequence.</p>

<p style="text-align: center;"><u>Art</u> <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 mâché. Know that papier mâché 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 mâché. 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 style="text-align: center;"><u>Music</u> <u>Charanga – Unit 4 You Gotta Try</u></p> <p>Sing with accurate pitch and phrasing showing awareness of melody.</p> <p>Use glockenspiels to play short melodic phrases coordinating rhythm and pitch fluently.</p> <p>Demonstrate an understanding of high and low, ascending and descending.</p> <p>Understand that songs are organised into sections and use this knowledge to rehearse affectively.</p> <p>Listen and respond to others, adjusting tempo and dynamics to achieve a class performance.</p> <p>Reflect on their progress and use musical language.</p>	<p style="text-align: center;"><u>PSHE/RSE</u> <u>Health and Wellbeing</u></p> <p>Recap all 5 British Values.</p> <p>Routines Week.</p> <p>Exploration of what makes someone special.</p> <p>Personal hygiene.</p> <p>How medication can contribute to health Identifying individuality and self-worth.</p> <p>Transition.</p> <p>Protected Characteristics.</p> <p>Keeping safe over the holidays.</p>
<p style="text-align: center;"><u>Computing – Purple Mash</u> <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 style="text-align: center;"><u>SMSC</u></p> <p>Social: sense of belonging, responsibilities and rights of being members of a community (global learning).</p> <p>Moral: understanding the difference between right and wrong – classroom charter, behaviour chart and expectations in LKS2, routines, exploring the British Values, pupils recognising when they need to take a brain break.</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><u>Language Angels</u></p> <p><u>French: I can...</u></p> <p>Recognise, remember and spell 10 action verbs in French.</p>

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Spiritual: developing a sense of self and understanding of own and others unique potential (PSHE/RSE), reflecting on the beliefs of others, spending time in the Peace Garden and exploring the value of the term during daily worship.	Use these verbs to form positive and negative sentence structures 'je peux' (I am able) and 'je ne peux pas' (I am unable). Form longer sentences using the conjunctions and/but.
	Cultural: British values and global learning in order to develop pupils into global citizens and understand what it means to live in Britain, weekly French lessons.	

<u>Parental engagement:</u> Photographs will be put on Facebook to keep parents informed about their children's learning. Inviting pupils into our Celebration Worship on a Friday.	<u>Visits and visitors:</u> Walk on South Common – focus plants and pollinators (links to science lessons) Friday 26 th June. Rail Safety workshop – Monday 6 th July
<u>Cultural Capital:</u> Daily Class reader and books linked to diversity. Reflection area within the classroom. Golden mile and healthy school meals. Peace Garden available for reflection time at playtimes. Valuing the diverse culture and languages that the children bring to Year 3, including language of the month and any cultural celebration days.	<u>Global Learning:</u> Language of the month during registration. Reading a range of books linked to different global themes. Picture News Collective Worship – weekly.
<u>Caring for the environment and each other:</u> Recycling paper in the classroom. Litter picking on the playground. Gardening in Y3 garden. Researching pollination in the local green area.	<u>Artificial Intelligence</u> Computing – different coding activities. Geography – using Google Earth to explore the location of volcanoes across the world. <u>Outdoor Learning</u> 4x and 8x table activities. Recognising different angles – right angle, obtuse angle and acute angles. Exploring the impact of different soils on plant growth. Growing wildflower seeds to promote pollination. Sketching plants and wildflowers. Understanding the impact of earthquakes by building earthquake proof buildings. Reading bench with a range of fiction and non-fiction texts.

