



Curriculum Planner

Term: Summer 2 2024

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 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, RWV and History units of work. • Green challenge comments • 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. • Golden Mile to reinforce a healthy lifestyle. • Worries and questions box in the classroom. • Music from around the world. • Young Interpreter imitative supporting new pupils. • E-Cadets to support pupil online safety. • School and Worship Council members to share year groups thoughts and opinions on key issues within school.

English

Writing genre: information texts

Plan writing by deconstructing information texts in order to understand and learn from the structure, vocabulary and grammar.

Discussing and recording ideas.

Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Evaluate and edit by assessing the effectiveness of their own writing, making improvements.

Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proof read for spelling and punctuation errors.

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.

Reading

Reading books that are structured in different ways and read for a range of purposes.

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Ask questions to improve their understanding of the text.

Mathematics

Time

Years, months and days.

Days and hours.

Hours and minutes – start/finish times.

Shape

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.

Statistics

Pictograms.

Bar charts.

Collect and represent data.

Two-way tables.

Science

Biology: Plants

Explore the affects of different soil types on plant growth.

Explore the requirements of plants for life and growth (room to grow).

Investigate the way in which water is transported within plants.

To identify how plants reproduce (pollination)

To explore local green areas for evidence of pollination and plant species.

Working scientifically

Comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertilizer

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.

Observations of capillary action and transpiration in plants

<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]. 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 style="text-align: center;"><u>Religion and World Views</u> <u>LAS: God – Islam</u> <u>What do people believe about God?</u></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>Post Learning Poster task to demonstrate learning from this unit.</p> <p>There will also be a stand-alone Theology</p>	<p style="text-align: center;"><u>Geography</u> <u>Extreme Earth</u></p> <p>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 style="text-align: center;"><u>Physical Education</u> <u>Athletics</u></p> <p>Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country</p> <p>Perform a running jump with some accuracy</p> <p>Perform a variety of throws using a selection of equipment.</p> <p>Use equipment safely and with good control.</p>

<p>lesson linked to the Bible Story of the Term – The Man who Came Back.</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 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 style="text-align: center;"><u>Music</u> <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 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></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.</p>	<p style="text-align: center;"><u>SMSC</u></p> <p><u>Spiritual development</u> – 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><u>Moral development</u> – understanding the difference between right and wrong –</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> <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.	classroom charter, behaviour chart and expectations in LKS2, routines week, exploring the British Values, pupils recognising when they need to take a brain break.	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.
	Social development – sense of belonging, responsibilities and rights of being members of a community (global learning).	
	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>Parental engagement: Photographs will be put on Facebook to keep parents informed about their children's learning. Parents will be invited to attend Parent's Evening this term</p>	<p>Visits and visitors: Walk on South Common – focus plants and mini beasts (links to science lessons) Date TBC</p>
<p>Cultural Capital: 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. Visit to the local common to evidence pollination in native plants</p>	<p>Global Learning: Language of the month during registration. Reading a range of books linked to different global themes. Picture News Collective Worship – weekly.</p>
<p>Caring for the environment and each other: Recycling paper in the classroom. Litter picking on the playground. Gardening in Y3 garden. Researching pollination in the local green area.</p>	