







Year 3 Summer Term Curriculum Map

Subject Area	Learning Focus	Useful links (All links are external so please check them carefully before sharing with children ☺)
<p>Writing </p>	<p><u>Writing to persuade - Leonora Bolt</u></p> <ul style="list-style-type: none"> - <u>Persuasive speech</u> - <u>Writing to inform</u> - <u>Non-chronological report about Roman soldiers</u> - <p><u>Classic Stories</u></p> <p><u>The Lion, the Witch and the Wardrobe - C.S Lewis</u></p> <ul style="list-style-type: none"> - Writing to describe a character. Children are going to write a character description of Mr Tumnus. - Writing to narrate dialogue. Children are going to write a short conversation between The White Witch and Edmund. 	<p>https://home.oxfordowl.co.uk/english/primary-writing/writing-year-3-age-7-8/</p> <p>https://www.bbc.co.uk/bitesize/subjects/zv48q6f/year/zmyxxyc</p> <p>https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf</p>
<p>Grammar </p>	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes [for example <i>super-, anti-, auto-</i>] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>] • Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>] • Introduction to inverted commas to punctuate direct speech • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] • Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] • Expressing time, place and cause using prepositions [for example, before, after, during, in, because of. • Use of the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play.) • Extend a range of sentences with more than one clause by using a wider range of conjunctions - when, if, because, although 	<p>https://assets.publishing.service.gov.uk/media/5a7d913aed915d3fb959486f/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf</p> <p>https://www.bbc.co.uk/bitesize/subjects/zv48q6f/year/zmyxxyc</p> <p>https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf</p> <p>https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study</p> <p>https://home.oxfordowl.co.uk/english/primary-grammar/grammar-year-3-age-7-8/</p>


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	<ul style="list-style-type: none"> Secure use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] 	
<p>Reading </p>	<p>PROSODY: Improving fluency and expression when reading aloud.</p> <p>Learning key comprehension skills through a variety of texts.</p>	<p>https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study</p> <p>https://home.oxfordowl.co.uk/english/primary-writing/writing-year-3-age-7-8/</p> <p>https://www.bbc.co.uk/bitesize/subjects/zv48q6f/year/zmyxyc</p>
<p>Maths </p>	<p>Measurement:</p> <ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Continue to estimate and measure temperature to the nearest degree (°C) using thermometers Understand perimeter is a measure of distance around the boundary of a shape Measure the perimeter of a simple 2-D shape continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence Recognise that ten 10p coins equal £1 Add and subtract amounts of money to give change, using both £ and p in practical contexts Solve problems involving money and measures and simple problems involving passage of time <p>Geometry:</p> <ul style="list-style-type: none"> Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects Interpret and present data using bar charts, pictograms and tables 	<p>https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study#year-3-programme-of-study</p> <p>https://play.trockstars.com/auth/school/teacher</p> <p>https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check</p>




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	<ul style="list-style-type: none"> - Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables <p>Statistics:</p> <ul style="list-style-type: none"> - Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects - Interpret and present data using bar charts, pictograms and tables - Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables 	
<p>Science</p> 	<p>Brilliant Bodies – Biology</p> <p>To know that animals, including humans, need the right types and amounts of nutrition.</p> <p>To know they cannot produce their own food and that they must get the correct nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Light and Shadows – Physics</p> <p>To know that that they need light in order to see things and that dark is the absence of light.</p> <p>To know that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognises that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the sizes of shadows change.</p>	<p>https://assets.publishing.service.gov.uk/media/5a806ebd40f0b62305b8b1fa/PRIMARY_national_curriculum_-_Science.pdf</p> <p>https://www.stem.org.uk/resources/community/collection/12367/year-3-rocks</p>
<p>Religious Education</p> 	<p>Easter (Unit I)</p> <p>This unit explores the Story of Easter through the Story of Emmaus and the Story of Breakfast at the Shore. It is designed to help the children realise how the Apostles became aware of the presence of the Risen Christ in these events.</p> <p>The Eucharist (Unit J)</p> <p>In this topic the children are provided with opportunities to deepen their knowledge and understanding of the Liturgy of the Eucharist. They will think about why this is such an important celebration in the life and worship of Catholic Christians.</p>	<p>https://primarysite-prod-sorted.s3.amazonaws.com/our-lady-of-the-wayside-catholic-primary-school/UploadedDocument/014d75bd-66d6-46a2-83cd-95d3b8cdda57/learning-and-growing-as-the-people-of-god.pdf</p>

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	<p><u>Pentecost (Unit K)</u></p> <p>In this unit children learn about the gift of the Holy Spirit and the change it brought to the lives of the Apostles. They will think about the presence of the Holy Spirit in the Sacraments the Church celebrates.</p> <p>Other faith - a</p>	
	<p><u>Rivers:</u></p> <p>To know:</p> <ul style="list-style-type: none"> • that rivers are located on every continent and the longest river In the world is the River Nile. • The three longest rivers in the UK are the River Severn, the Thames and the River Trent. <p>To know:</p> <ul style="list-style-type: none"> • Humans use rivers for many purposes including drinking water, farming, transportation and recreation. • Flooding has positive effects, including providing fertile soil for farming. <p>To know:</p> <ul style="list-style-type: none"> • A river is a natural body of water that flows across land to another body of water, usually the sea. • To know a river’s journey consists of the upper course, the middle course and the lower course <p>To know:</p> <ul style="list-style-type: none"> • Why and where floods happen and the impact they can have on the environment. • To be able to locate rivers on maps and understand more about them. <p>.</p>	
<h1>History</h1>	<p>In this unit we will learn:</p> <p>Historical Knowledge</p> <ul style="list-style-type: none"> • What the Roman Empire was, where it existed and how far it stretched. • How and why the Romans invaded Britain and key figures/events • The impact of Roman rule on Britain, including changes to daily life, settlements, technology, religion and society. <p>✂ Historical Skills</p> <p>Pupils should use and develop these skills as part of the topic:</p> <ul style="list-style-type: none"> • Chronology: place events, people and changes on a timeline (understanding AD/BC). • Historical enquiry: ask questions about the past and use historical sources to find answers. • Explanation and interpretation: understand cause and consequence (e.g., why the Romans invaded, what changed). • Vocabulary: use terms such as <i>empire, conquer, civilisation, invasion, ruler</i> correctly. 	

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<p>Music </p>	<p><u>In the Garden:</u></p> <p>Listening; identifying instruments, identifying pitch. Composing: rhythmic notation, pitch notation and accompaniment. Performing: staff notation, graphic notation.</p> <p><u>Castles:</u></p> <p>Listening: identifying instruments and inter- related dimensions. Composing: creating rhythms and adding actions, improvise melodies Performing: ostinato rhythms</p>	
<p>Design Technology </p>	<p><u>Textiles - making cushions</u></p> <p>To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric. To understand that a product's function relies on material choices. To identify and explain some materials and explain their aesthetic and functional properties.</p>	
<p>Art </p>	<p><u>Sculpture and 3D abstract art:</u></p> <p>Transforming 2D card shapes into 3D structures and sculptures; exploring abstract shapes and space, developing skills in constructing 3D objects, and understanding the difference between 2D and 3D art. Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro. Use this unit hub to inform your medium-term plan and to navigate to related resources.</p>	

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Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.



Fitness:

- Children can collect and record their scores, recognising their strengths.
- Children can compete in exercises with control.
- Children can persevere when they find a challenge hard.
- Children can provide feedback using key vocabulary.
- Children can use key points to help them improve their sprinting technique.
- Children can work safely with others.
- Children show balance when changing direction.
- Children understand that there are different areas of fitness.

Dodgeball:

Dodgeball is a target game. Pupils will learn on key skills such as throwing, catching and dodging.

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Games

Tennis:

- Children are learning the rules of the game and are beginning to use them to play fairly.
- Children can provide feedback using key vocabulary.
- Children can return a ball to a partner.
- Children can use basic racket skills.
- Children understand the aim of the game.
- Children understand the benefits of exercise.
- Children work cooperatively with their group to self-manage games.

Athletics:

- Children are developing jumping for distance.
- Children can identify when they have been successful.
- Children can take part in a relay activity, remembering when to run and what to do.
- Children can throw a variety of objects, changing their action for accuracy and distance.
- Children can use different take off and landings when jumping.
- Children can use key points to help them improve their sprinting technique.
- Children can work with a partner and in a small group to share ideas.



French

French Transport:

- Children will be able to explain strategies for working out the meaning of words.
- Children will be able to recognise nouns that are cognates or near cognates.
- Children will be able to recognise transport words in written form.
- Children will be able to join in with a song using actions to aid recall.
- Children will be able to form simple statements about a picture, using and adapting a model.
- Children will be able to create a range of different phrases using a sentence builder.

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- Children will be able to generally, speak words with accurate pronunciation.
- Children will be able to write a simple sentence, using a model for support and using two different accents.

Circle of Life:

- Children will be able to source new vocabulary from the dictionary and apply the appropriate indefinite article (un/une)
- Children will be able to build a range of sentences from a model, selecting appropriate vocabulary.
- Children will be able to recognise key vocabulary and structure clues, and use scientific understanding to solve a puzzle.
- Children will be able to attempt to decode new sentences by using their context and sentence structure.
- Children will be able to apply understanding of the sentence structure to generate new phrases.



Computing

Comparison cards databases:

- Children will be able to explain what is meant by 'field', 'record' and 'data'.
- Children to compare paper and computerised databases.
- Children to be able to put values into a spreadsheet.
- Children should be able to sort, filter and interpret data in a spreadsheet.
- Children to be able to create a graph on Microsoft Excel.
- Children to be able to explain the purpose of visual representations of data.

Programming: Scratch:

- Children are able to explain what some of the blocks do in scratch.
- Children are able to explain what a loop is and to include on in their program.
- Children to suggest possible additions to an existing program by remixing code.

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	<ul style="list-style-type: none">- Children to recognise where something on screen is controlled by code.- Children to use a systematic approach to find bugs.- Children to understand the definitions of decomposition and algorithm and how they are used to create accurate code.	
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