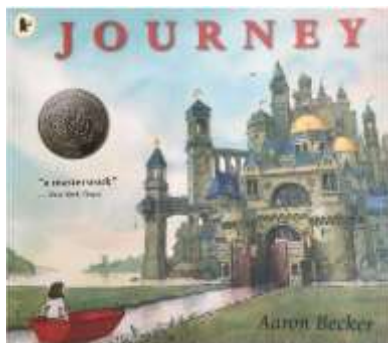


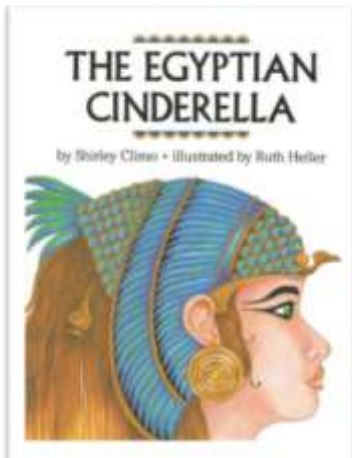


# Year 3 Curriculum Information- Summer term 2023

Summer Term 16 Weeks		Summer Term 27 Weeks	
ENGLISH			
LITERACY FOCUS TEXT - WRITING		LITERACY FOCUS TEXT – WRITING	
	<p><b>Feature keys</b></p> <ul style="list-style-type: none"><li>- Use small details to describe characters</li><li>= Include a setting to create atmosphere</li><li>- Sequence of events to follow the structure of the model story</li><li>- Write an opening paragraph and further paragraphs for each stage</li><li>- Create dialogue between characters that shows their relationship with each other</li><li>- Use 3rd person consistently</li><li>- Use tenses appropriately</li></ul>		<p><b>Feature keys</b></p> <ul style="list-style-type: none"><li>- Use persuasive language e.g. alliteration, repetition.</li><li>- Write in logical order</li><li>- Use 2nd person or 3rd person to talk directly to the reader</li><li>- Select organisational features e.g. opening statement, sub-headings.</li></ul>
<p><b>Mastery Keys</b></p> <ul style="list-style-type: none"><li>- Use the present perfect form of verbs in contrast to the past tense</li><li>- Use prepositions, conjunctions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant content)</li><li>- Group related ideas into paragraphs - Use a or an according to whether the next word begins with a noun or a consonant</li></ul>	<p><b>Mastery keys</b></p> <ul style="list-style-type: none"><li>- Build an increasing range of sentence structures</li><li>- In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation</li><li>- Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3)</li></ul>		

# Year 3 Curriculum Information- Summer term 2023

LITERACY FOCUS TEXT – READING		LITERACY FOCUS TEXT – READING	
 <p><b>Mastery keys</b></p> <ul style="list-style-type: none"> <li>- Retrieve and record information</li> <li>- I identify how language, structure and presentation contribute to meaning</li> <li>- Retrieve and record information from nonfiction</li> <li>- Use dictionaries to check the meaning of words that they have read</li> </ul>	<p><b>Feature keys</b></p> <ul style="list-style-type: none"> <li>- Predict what might happen from details stated and implied</li> <li>- Explore the meaning of words in context</li> <li>- Retrieve, record and present information</li> <li>- Use dictionaries to check the meaning of words that they have read</li> <li>- Ask questions to improve understanding</li> <li>- I identify main ideas drawn from more than one paragraph and summarise</li> <li>- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</li> <li>- I identify themes and conventions in a wide range of books</li> </ul>	 <p><b>Mastery keys</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries to check the meaning of words that they have read</li> <li>- I identify main ideas drawn from more than one paragraph and summarise</li> <li>- Retrieve and record information from non-fiction</li> </ul>	<p><b>Feature keys</b></p> <ul style="list-style-type: none"> <li>- Predict what might happen from details stated and implied</li> <li>- Explore the meaning of words in context</li> <li>- Retrieve, record and present information</li> <li>- Use dictionaries to check the meaning of words that they have read</li> <li>- Ask questions to improve understanding</li> <li>- I identify main ideas drawn from more than one paragraph and summarise</li> <li>- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</li> <li>- I identify themes and conventions in a wide range of books</li> </ul>

# Year 3 Curriculum Information- Summer term 2023

	<ul style="list-style-type: none"><li>- Identify how language, structure and presentation contribute to meaning</li><li>- Discuss words and phrases that capture the reader's interest and imagination</li></ul>			<ul style="list-style-type: none"><li>- Identify how language, structure and presentation contribute to meaning</li><li>- Discuss words and phrases that capture the reader's interest and imagination</li></ul>	
MATHS					
Capacity 7 lessons	Number: Fractions (2) 9 Lessons	Measure: Money 6 lessons	Measure: Time 13 lessons	Geometry: Angles and Properties of Shape 10 lessons	Statistics 8 lessons
UNIT 10 <ul style="list-style-type: none"><li>▪ Mass, Capacity and Volume</li><li>▪ Measure in m and ml</li><li>▪ Equivalent capacities</li><li>▪ Compare capacity and volume</li><li>▪ Add and subtract capacity</li><li>▪ Problem solving capacity</li></ul>	UNIT 11 <ul style="list-style-type: none"><li>▪ Adding fractions</li><li>▪ Subtracting fractions</li><li>▪ Partition the whole</li><li>▪ Problem solving – add and subtract fractions</li><li>▪ Unit fractions of a set of objects</li><li>▪ Non unit fractions of a set of objects</li><li>▪ Reason with fractions of an amount</li></ul>	UNIT 12 <ul style="list-style-type: none"><li>▪ Pounds and pence</li><li>▪ Convert pounds and pence</li><li>▪ Add money</li><li>▪ Subtract money</li><li>▪ Find change</li><li>▪ End of unit check</li></ul>	UNIT 13 <ul style="list-style-type: none"><li>▪ Roman Numerals to 12</li><li>▪ Tell the time to 5 minutes</li><li>▪ Tell the time to the minute</li><li>▪ Read time on a digital clock</li><li>▪ Use am and pm</li><li>▪ Years, months and days</li><li>▪ Days and hours</li><li>▪ Hours and minutes – start and end times, duration</li><li>▪ Compare durations</li></ul>	UNIT 14 <ul style="list-style-type: none"><li>▪ Turns and angles</li><li>▪ Right angles in shapes</li><li>▪ Compare angles</li><li>▪ Measure and draw accurately</li><li>▪ Horizontal and vertical</li><li>▪ Parallel and perpendicular</li><li>▪ Recognise, draw and describe 2D shapes</li><li>▪ Recognise and describe 3D shapes</li><li>▪ Make 3D shapes</li></ul>	UNIT 15 <ul style="list-style-type: none"><li>• Interpret pictograms</li><li>• Draw pictograms</li><li>• Interpret bar charts</li><li>• Collect and represent data in a bar chart</li><li>• Simple two-way tables</li><li>• End of unit check</li></ul>

# Year 3 Curriculum Information- Summer term 2023

	<ul style="list-style-type: none"><li>Problem solving - Fractions of measures</li></ul>		<ul style="list-style-type: none"><li>Minutes and seconds</li><li>Solve problems with time</li><li>End of unit check</li></ul>	<ul style="list-style-type: none"><li>End of unit check</li></ul>	
SCIENCE					
<p style="text-align: center;"><b>Plants</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li><li>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</li><li>investigate the way in which water is transported within plants</li><li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li></ul> <p><b>Observation Over Time</b> - How is water transported in plants?</p> <p><b>Pattern Seeking</b> - What happens when conditions are changed?</p> <p><b>Researching</b> - Research the functions of the parts of flowering plants, methods of seed dispersal and pollination.</p>			<p style="text-align: center;"><b>Light</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>recognise that they need light in order to see things and that dark is the absence of light</li><li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li><li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li><li>notice that light is reflected from surfaces</li><li>find patterns in the way that the size of shadows change.</li></ul> <p><b>Classifying</b> - light sources/materials</p> <p><b>Post It Note</b> - Which materials are most reflective? Shadow investigation. attract through?</p> <p><b>Exploring</b> – attracting and repelling</p>		
GEOGRAPHY AND HISTORY					
<ul style="list-style-type: none"><li>The achievements of the Ancient Egyptians – an overview of where and when they first appeared with a real depth of study.</li><li>Events beyond living memory that are significant nationally or globally such as the building of the pyramids and use of hieroglyphs in early writing</li></ul>					

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- Exploration of why the River Nile was so important to the Ancient Egyptian civilisation
- Geographical link - exploration of why the River Nile was so important to the Ancient Egyptian civilisation and how it grew around the River Nile
- Map skills - locating world countries within an atlas and on a world map

## DESIGN TECHNOLOGY AND ART

Design and make a bridge for the citadel - *linking to our class text 'Journey'*

Design:

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate ideas through discussion, annotated sketches

Make:

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Evaluate:

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world

Technical knowledge:

Apply understanding of how to strengthen, stiffen and reinforce more complex structures

## COMPUTING

E-safety

Code Studio Course C; Sessions 13-18

Interactive mummification

Light and Shadow simulation (Science)

Google Earth

## MUSIC

Meadowsong - Song of the Deep Dark Earth, Riddle Song, Song of Summer, Marvellous stories

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Reflect, rewind and replay - Charanga

## RELIGIOUS EDUCATION

Key drivers: Perseverance and Courage

### Christianity

- *Making Sense of Life's Experiences*: Parable of the Good Samaritan.

### Sikhism

- *Words and Beyond*: Gurburbs – celebration of birthday of Guru Gobind Singh (Vaisakhi – New Year) – also mention celebration of Guru Nanak

- *Making Sense of Life's Experiences*: Life of Guru Nanak – his perseverance to find a deeper knowledge. Drivers: Personal Development, Democracy.

## PSHE

### SCARF – Being my best

#### Healthy Eating

- Explain how each of the food groups on the Eatwell Guide benefits the body
- Explain what is meant by the term 'balanced diet'
- Give examples what foods might make up a healthy balanced meal

#### Poorly Harold

- Explain how some infectious illnesses are spread from one person to another
- Explain how simple hygiene routines can help reduce the risk of the spread of infectious illnesses
- Suggest medical and non-medical ways of treating an illness

**Key words:** healthy eating, hygiene, healthy lifestyle, illness, medicine, safety, viruses, science

#### For or against?

- Develop skills in discussion and debating an issue
- Demonstrate their understanding of health and wellbeing issues that are relevant to them
- Empathise with different viewpoints

### SCARF – Growing and changing

#### Relationship Tree

- I identify different types of relationships;
- Recognise who they have positive healthy relationships with.

**Key words:** relationships, positive, healthy, trust, caring

#### Body Space

- Understand what is meant by the term body space (or personal space);
- I identify when it is appropriate to allow someone into their body space
- Rehearse strategies for when someone is inappropriately in their body space

**Key words:** personal space, invade, body space, uncomfortable, stop, respect, touch

#### Secret or surprise?

- Define the terms 'secret' and 'surprise' and know the difference between a safe and unsafe secret

- Recognise how different surprises and secrets might make them feel

Know who they could ask for help if a secret made them feel uncomfortable or unsafe

# Year 3 Curriculum Information- Summer term 2023

<ul style="list-style-type: none"> <li>- Make recommendations based on their research</li> </ul> <p>Key words: respect, sleep, tolerance, decision making, communication</p> <p>I am fantastic!</p> <ul style="list-style-type: none"> <li>- I identify their achievements and areas of development</li> <li>- Recognise that people may say kind things to help us feel good about ourselves</li> <li>- Explain why some groups of people are not represented as much on television/in the media</li> </ul> <p>Key words: achievement, aspirations, being yourself, body image, diversity, media influence, stereotypes, talents, relationships, discrimination</p> <p>Getting on with your nerves</p> <ul style="list-style-type: none"> <li>- Demonstrate how working together in a collaborative manner can help everyone achieve success</li> <li>- Understand and explain how the brain sends and receives messages through the nerves</li> </ul> <p>Key words: achievement, body parts, cooperation</p> <p>Body team work</p> <ul style="list-style-type: none"> <li>- Name major internal body parts</li> <li>- Describe how food, water and air get into the body and blood</li> </ul> <p>Key words: heart, blood, lungs, stomach, small and large intestines, liver, brain</p>	<p>Key words: secret, surprise, uncomfortable, angry, upset, jealous, worried, excited, scared, talk</p> <p>My changing body</p> <ul style="list-style-type: none"> <li>- Recognise that babies come from the joining of an egg and sperm</li> <li>- Explain that a person's genitals help them to make babies when they are grown up</li> </ul> <p>Key words: egg, sperm, vagina, penis</p> <p>Basic first aid, for example dealing with common injuries, including head injuries</p> <ul style="list-style-type: none"> <li>- How to make a clear and efficient call to emergency services if necessary</li> <li>- Concepts of basic first aid, for example dealing with common injuries, including head injuries</li> </ul>
PE	
Meadowsong - Dance Athletics Field and track	
FRENCH	
Time - Date, days of the week, months, birthdays	

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Family and friends

Revision