



Year 3

Termly Curriculum Overview

Summer Term 1 2022-23

<p>Religious Education</p>	<p>The children will learn about Pentecost, spreading the Gospel message through the gift of the Holy Spirit. • Passing on messages – Explore • Pentecost, spreading the Gospel message through the gift of the Holy Spirit – Reveal-The children will explore the way we live our lives, the way we treat others and by our words and actions show if we have an attitude of service. The children will look at how Christians believe that the spirit of God is active in each person. They will understand that it is the work of the spirit that will enable people to hear God’s message and to live Jesus’s way of service. The children will also explore that networks of friendships and relationships enable human beings to live together. Children and adults have to discover their ability to reach out and repair damaged relationships. The children will also learn about Judaism.</p>
<p>Maths</p>	<p>In this term the children focus on identifying horizontal and vertical lines, and pairs of perpendicular and parallel lines Draw 2D shapes Make 3D shapes using modelling materials Recognise 3D shapes in different orientations and describe them Recognise that angles are a property of a shape or a description of a turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a Identify whether angles are greater or less than a right angle. statistics they will interpret and present data including bar charts, pictograms and tables. They will work on solving number problems and practical problems involving the ideas from number and place value. Children will estimate an answer to a calculation and use inverse operations to check answers. They will solve problems including missing number problems using number facts, place value and more complex addition and subtraction.</p>

<p style="text-align: center;">English Reading</p>	<p>We will be focusing on themes and conventions, inference and comprehension skills.</p> <p>Class Novel</p> <p>Fox by Margaret Wild and Ron Brooks</p> <p>The story goes... Two damaged creatures emerge from a charred forest destroyed by bushfire. Dog has lost an eye and rescues Magpie, but she doesn't want to be saved if she can no longer fly with her burnt wing. Dog perseveres, however, and together they embark on a journey, with Magpie on Dog's back. 'FLY, Dog, FLY! I will be your missing eye and you will be my wings.' When the cunning Fox appears, Dog is as welcoming as ever, but Magpie is not so sure of their new companion. 'Now and again Fox joins in the conversation, but Magpie can feel him watching, always watching her. And at night his smell seems to fill the cave – a smell of rage and envy and loneliness.' Magpie's suspicions are overturned by her desire to fly again, though, and she is tempted three times before dangerously embarking on a journey with Fox, only to discover his twisted intentions, wrought by jealousy and loneliness. The existential howl of 'triumph or despair' within each of us is evoked in his painful abandonment of Magpie. But not only is Magpie left alone: Fox has alienated himself from those who sought his friendship, and has consigned Dog to solitude as well. And it is the latter who brings Magpie back to engagement with life; the heart-wrenching thought of her friend waking to find her gone. Can Magpie find her painful way home again?</p>
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<p style="text-align: center;">English Spelling, Punctuation, Grammar</p>	<p>Grammar</p> <p>Expressing time, place and cause using conjunctions e.g. (when,before, after, while, so, because, if,although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p> <p>Punctuation</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p> <p>Spelling</p> <p>The children will continue to look at prefixes super, anti and auto.</p>
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<p style="text-align: center;">English Writing</p>	<p>The children will learn about the concept of writing a narrative fable and a newspaper report. The language features we will focus on are;</p> <p>Present perfect form of verbs</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p>
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<p style="text-align: center;">Science</p>	<p><u>Light and Shadow</u></p> <p>Children will work scientifically to questions, predict and investigate. They will be able to describe the difference between light and dark, explain how shadows are caused and what might change them. Children will also learn the difference between transparent, translucent and opaque objects.</p>
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<p>Geography</p>	<p>Coasts: The children will learn about the coast of the British Isles. Many children will have been to the seaside and enjoyed playing on the beach, so there is plenty of scope for building on their natural enthusiasm. Children will consider some of the advantages and disadvantages of living by the coast. Throughout the unit they will also be introduced to some contrasting coasts around the world, extending their coastal and locational knowledge.</p>
<p>Physical Education</p>	<p><u>Rounder's</u> Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Gymnastics</u> In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>
<p>Computing</p>	<p>Branching Databases: The children will sort objects using just 'yes' or 'no' questions and complete a branching database using 2Question on Purple Mash. Simulations: The children will consider and explore what simulations are. They will analyse and evaluate a simulation using 2Simulate on Purple Mash.</p>
<p>Art</p>	<p>Mosaics/Collages The children will spend time researching and making their own mosaic/collage inspired by images of Roman Mosaics. They will engage with a range of skills including selecting and handling materials. Children will evaluate their work and spend time discussing their work and their peers work as a class.</p>
<p>French</p>	<p>Seasons Children will be learning to listen to French and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that they can say and write at least one short phrase on their favourite season.</p>

<p style="text-align: center;">PHSE</p>	<p>How can we eat well? Pupils learn about what makes a 'balanced lifestyle' about choices in relation to health about what makes up a balanced diet about opportunities they have to make their own choices about food about what influences their choices about food</p>
<p style="text-align: center;">Relationships, Sex Education</p>	<p>Physical</p> <ul style="list-style-type: none"> • Who takes care of me? <p>Emotional</p> <ul style="list-style-type: none"> • How do you feel when a friend is not there for you? <p>Intellectual</p> <ul style="list-style-type: none"> • Can people feel alone even if they belong to a community? What would they miss out on?The children will think about welcoming friends into their lives and forgiving them like Jesus did.
<p style="text-align: center;">Curriculum Enrichment</p>	