



Year 3

Termly Curriculum Overview

Summer Term 2 2024

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| <p>Religious Education</p> | <p>The children will look at the reasons for rules in the Christian family</p> <ul style="list-style-type: none"> • How rules can help at home and in school – Explore • The reasons for rules in the Christian family – Reveal <p>The children will look at how some places in the world are special; we will discuss why things are special to us. Christians believe that the diversity of the world and its people is God’s gift and helps us to appreciate diversity. Children will look at how to create harmony that reflects the unity of Father, Son and Holy Spirit. They will understand that we are one body in Christ and that we depend on one another, the children will serve God according to their different gifts. They will think about giving with an open hand, presiding with dedication and being cheerful in their works of charity. The world is God’s treasure given to us</p> <ul style="list-style-type: none"> • What we treasure – Explore • The world is God’s treasure given to us – Reveal |
| <p>Maths</p> | <p>In this term the children focus on Statistics and will solve one step and two step questions such as how many more? How many fewer? This will be done using information presented in scaled bar charts, pictograms and tables. The children will solve problems including missing number problems, using number facts, place value and more complex addition and subtraction. They will solve problems involving multiplication and division. Children will also problem solve using fractions.</p> |

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| <p>English Reading</p> | <p>Class Novel: The Iron Man by Ted Hughes & Chris Mould</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <ul style="list-style-type: none"> • asking questions to improve their understanding of a text by discussing words and phrases that capture the reader’s interest and imagination. Reading books that are structured in different ways and reading for a range of purposes • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. |
| <p>English Spelling, Punctuation, Grammar</p> | <ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Text Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • 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] |

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| <p style="text-align: center;">English Writing</p> | <p>The children will write an; Unexpected Arrival Narrative and a Trap Explanation. They will be discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> • discussing and recording ideas • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] |
| <p style="text-align: center;">Science</p> | <p>Animals including humans nutrition.</p> <p><u>Health and Movement – Nutrition</u></p> <p>The children will identify the different types of food groups. They will recognise and understand why humans need a healthy and varied diet. They will also investigate the different foods that animals eat.</p> |
| <p style="text-align: center;">History</p> | <p><u>The Romans</u></p> <p>The children will learn to describe how and why the Romans invaded Britain using a range of historical sources. They will be able to discuss artefacts, the role of Boudicca, causes and consequences. They will also work to share information they learn about the Romanisation of Britain with their peers in an appropriate format.</p> |

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| Physical Education | <p><u>Tennis</u> In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. <u>Dance</u> Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> |
| Computing | <p>Graphing The children will learn to enter data into a graph and answer questions about it. They will also solve an investigation and present the results in graphic form.</p> |
| Design Technology | <p><u>Mechanical Systems</u> Levers & Linkages The children will design their own Christmas card with a lever and a link to move parts of the card.</p> |
| Music | <p>Recognising Different Sounds Children will work to recognise a range of different sounds and instruments.</p> |
| French | <p>Animals The children will learn how to pronounce animal names in French and how to spell the animal's name in French. They will also revise their counting in French and start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.</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 What jobs would we like? Pupils learn:</p> |

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| | <ul style="list-style-type: none"> • about what is meant by 'stereotypes' • about what it means to be 'enterprising' • about working collaboratively towards shared goals • to recognise their achievements and set personal targets for their future |
| <p>Relationships, Sex Education</p> | <p>Social</p> <ul style="list-style-type: none"> • How do I make others make and keep friends? <p>Spiritual</p> <ul style="list-style-type: none"> • How can I forgive and include others as Jesus did? • If God is called Our Father, what does that make us? <p>The children will think about what they like about a special friend and they will pray for their special friends and family.</p> |
| <p>Personal, Social health Education.</p> | <p>Physical health and wellbeing. What helps me choose?</p> |
| <p>Curriculum Enrichment</p> | <p>The children will visit the Dewa Roman museum in Chester and go on a guided tour of the city. At the amphitheatre they will take part in a Roman battle. This will enhance their historical learning.</p> |