

Year: 3

Curriculum Overview 2023-2024

Term: Summer

	<u>Summer 1: My Adventurous World</u>					<u>Summer 2: My Changing World</u>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Book	Ancient Egyptian myths					Ottoline and the Yellow Cat					
English - Genres	Fiction					Fiction					
English - Knowledge / Skills	<ul style="list-style-type: none">• Draft and write by composing and rehearsing sentences orally• Main feature of myths included in the text including use of language and purpose• Able to sustain writing style through longer pieces of writing in their myths					<ul style="list-style-type: none">• To show stamina in story writing• To link the opening and closing in a story• To show sequence of events in the organisation of their story by using paragraphs or short chapters					
Science – Unit	Plants					Light and Shadows					
Science - Knowledge / Skills	<ul style="list-style-type: none">• To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers• To 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• To investigate the way in which water is transported within plants by carrying out an observation over time• To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal					<p>That shadows are formed when light travelling from a source is blocked. To make and record observations and to present information in drawing and writing. That shadows are formed when objects block light from the Sun. That shadows are similar in shape to the objects forming them. That shadows of objects in sunlight change over the course of the day. To make and record observations of shadows and to try to explain these using knowledge about light. To record and identify a pattern in the observations of the Sun. That the Sun appears to move across the sky during the day. That when the Sun is behind them their shadow is in front. That the Sun appears to move across the sky in a regular way every day. That the Sun appears highest in the sky at midday. That the higher the Sun appears in the sky the shorter the shadow. That the Sun does not move, its apparent movement is caused by the spinning of the Earth on its axis. That opaque objects/materials do not let light through and transparent objects/materials let a lot of light through. To use their knowledge about light and shadows to predict which materials will form a shadow and to plan how to test this. To compare the shadows formed by different materials and to draw conclusions from their results. To decide whether the results support their predictions and to use knowledge about shadow formation to explain the conclusions.</p>					
Geography - Unit	Jungles & Deserts										

Geography Knowledge / Skills	<p>Observe, describe and explain in basic terms the pattern of climate in the United Kingdom</p> <p>Identify, describe and begin to offer reasons for the distribution of different types of climate around the world</p> <p>Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world</p> <p>Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements</p> <p>Understand how climate affects both the landscape of different biomes and the plants and animals that can live there</p> <p>Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;</p> <p>Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world</p>	
ICT – Unit	Coding: Rapid Router	Excel Spreadsheets.
ICT - Knowledge / Skills	<ul style="list-style-type: none"> • Use block coding to move a sprite forward, to turn left and right. • Create a sequence of block coding to plot a route (using forward, left and right coding blocks) • Use a repeat coding block to make a sequence shorter and simpler. • Know how to use a condition block to repeat until or repeat while function, so I don't have to work out how many times something needs to be repeated. • Know how to use a if only box to control my van • Use repeat and condition blocks to make the van stop at the lights. 	<ul style="list-style-type: none"> • Insert simple formula eg =6+2 • Use auto sum tool to add several cells.
RE – Unit	Sikhism – what do Sikh people value?	
RE - Knowledge / Skills	Describe and explain the importance of Guru Nanak Ji or the Guru Granth Sahib to most Sikhs. Describe where many Sikhs worship and summarise their main duties, giving reasons why these are central to their beliefs. Identify the special symbols for Sikhs and explain their meaning, relating these to Sikhi beliefs (e.g. the importance of equality). Make links between Sikh beliefs, texts/ stories and practices. Investigate and connect aspects of Sikhi beliefs, reflecting on similarities and differences between worship in the home and worship in the Gurdwara. Describe and reflect on how a Sikh's beliefs might impact their life. Apply ideas about 'duties' or 'equality' to their own and others' lives.	Thematic Unit – How do people use creative ways to express their beliefs? Identify and describe similarities and differences in the way that people use the arts to express beliefs, religious and non-religious. Consider how different forms of creative expression might demonstrate diversity in the things that people believe & convey deeply-held beliefs and values. Identify and suggest meanings for a range of contrasting symbols and language, using appropriate vocabulary. Identify how the Arts can help to express the beliefs of a community or bring a community together. Appreciate that mysteries in life can be difficult to explain in words and that the Arts can help to do this create their own piece of art that conveys their beliefs or inner feelings with justifications. Suggest how art/the creative arts, as a source of inspiration or as a response to God, can make a difference to themselves and others.
PHSE – Unit	Relationships	
PHSE - Knowledge / Skills	<p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p> <p>I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.</p> <p>I know and can use some strategies for keeping myself safe.</p>	<p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</p> <p>I understand how babies grow and develop in the mother's uterus</p> <p>I understand what a baby needs to live and grow.</p>

	<p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I know how to express my appreciation to my friends and family.</p>	<p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process.</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about the changes that my body will go through.</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>I can identify what I am looking forward to when I am in Year 4.</p>
ART- Unit	Jungle Animal Pop Art Andy Warhol	
ART - Knowledge / Skills	<p>To find out who Andy Warhol was and explore the Pop art movement.</p> <p>To be able to use Warhol's blotted line technique to create artwork.</p> <p>To explore and recreate Warhol's 'Campbell's Soup' artwork.</p> <p>To explore Warhol's portraits of celebrities.</p> <p>To be able to create a self-portrait in the style of Andy Warhol.</p> <p>To be able to use objects of popular culture to create Pop art.</p>	
DT- Unit	<u>n/a</u>	Healthy Sandwiches
DT - Knowledge / Skills		<ul style="list-style-type: none"> To learn that food can be divided into different groups To explore the rainbow of fruit and vegetables To design and plan a balanced sandwich To create a healthy sandwich To evaluate their finished product
PE- Unit	Swimming	Outdoor athletics
PE - Knowledge / Skills	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations 	<ul style="list-style-type: none"> To develop the sprinting technique and improve on personal best To develop changeover in relay events To develop jumping technique in a range of approaches and take off positions To develop throwing for distance and accuracy To develop throwing for distance in a pull throw To develop officiating and performing skills Working collaboratively and working safely Perseverance and determination Observing and providing feedback
Maths – Unit	Fractions Time	Shape Mass

<p>Maths - Knowledge / Skills</p>	<p><u>Fractions</u></p> <ul style="list-style-type: none"> To make number pairs to create 1 To add and subtract with the same denominator To find equivalent fractions and be able to place them on a number line To use bar models to solve word problems. <p><u>Time</u></p> <ul style="list-style-type: none"> To tell the time using the terms 'am' and 'pm'. To understand the relationship between minutes and hours To tell the time using 24 notation; analogue time and 24-hour notations. To measure time in seconds, milliseconds, minutes and hours. To calculate the number of days in a month. 	<p><u>Shape</u></p> <ul style="list-style-type: none"> To identify, define and create perpendicular lines, parallel lines and horizontal lines To describe 2-D shapes using familiar vocabulary about lines and angles. To create 3-D shapes out of nets and discuss their properties To learn what makes an angle and identify angles in objects To know the different types of angles To compare angles using the correct terminology <p><u>Mass.</u></p> <ul style="list-style-type: none"> To measure mass using weighing scales and compare the mass of objects using grams and kilograms To read values on a scale which are 1kg or more. To solve word problems relating to mass with all 4 operations. To measure volume and capacity in millilitres. To measure volume using millilitres and litres in comparison to 1L To solve basic word problems related to volume
<p>Further Learning and Cultural Capital Experiences</p>	<p>See whole school calendar events Grow plants from seeds</p>	