Curriculum Information
Year 3
Summer Term

Subject	The children will learn about…	The children will learn to…	Spiritual, moral, social and cultural values will be promoted by…	Key skills…
ENGLISH	**Various styles of writing:** Poem Narrative Newspaper Report Persuasive Writing Diary Writing	• Bullet point to create lists. • Edit and improve their work. • Magpie and improve my writing. • Use rhetorical questions. • Use emotive language to draw the reader's attention. • Select words carefully to build a range of emotions. • Use images to draw the reader's interest. • Bring the text alive through drama. • Draw images to represent words. • Recall the meaning of words. • Publish their writing in their school. • Use expanded noun phrases • 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] • Use of commas after fronted adverbials	• Work collaboratively to perform a poem in small groups. • Develop mutual respect when listening to other people's pieces of writing. • To think and listen to other people's points of views. • Children will show an interest in investigating, and offering reasoned views about, moral and ethical issues.	• Write and plan a persuasive letter. • Draft and write by practicing orally. • Proofread for spellings and punctuation errors. • Use simple organisational devices. • Spell further homophones • Spell words that are often misspelt • Make inferences about characters feelings, thoughts, and motives from their actions. • Make predictions about what the characters will do next. • Organise paragraphs around a theme.

				• Asses the effectiveness of their own writing. • Write a character description using antonyms. • Plan and write a short story. • To tell a short story. • Describe a magical item using noun phrases. • Orally rehearse a story. • Edit my writing • Give for and against reasons for the use of plastic. • Illustrate observations and edit them. • Make every word count writing. • Use alliteration and similes. • Draw images to represent words. • Read the text 'as a reader'. • Bring the text alive with drama. • Read their writing aloud and improve it. • Use story maps to orally retell the story.

				• Retrieve and record information.
MATHS	**Multiplication** **Measurement** **Division** **Fractions** **Time** **2D and 3D shapes**	• Multiplying 2 digits by 1 digit with exchange • Divide 2 digits by 1 digit • Dividing with remainders • Measuring lengths using m, cm and mm • Finding equivalent lengths • Adding and subtracting lengths • Measuring and calculating the perimeter of a shape • Use column methods for addition, subtraction and multiplication. • Revise doubling and halving numbers to 50 using partitioning. • Revise times tables and division facts (1x, 2x, 3x, 4x, 5x, 8x, 10x). • Divide numbers within and just beyond the times tables (with remainders) • To recognise the properties of both 2D and 3D shapes. • Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity • Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity	• Children work collaboratively • Gain the confidence to cope with setbacks and learn from their mistakes	• Doubling and halving 3 digit numbers • Use the formal methods for calculations • Solve number problems • Multiplication and division facts • Comparing and order numbers • Recall addition, subtraction, multiplication and division facts.
RE	**Sacramental programme for First Confession and First Holy Communion**	• Talk about and understand: What is faith? • The Sacrifice of Christ • Reconciliation	• Looking at the virtues through the lens of Catholic Social Teaching.	• Working as part of group, Researching and note taking. • Presentation skills.

	Pentecost **We Listen to God's word at Mass.** **Lives of the Saints** **Pope Francis and Laudato Si'**	• The Last Supper • The Consecration • Preparing to receive the two Sacraments • Understand the gifts of the Holy Spirit and the change it brought to the lives of the Apostles. • Think about listening and finding out about the Liturgy of the Word at Mass. Through this topic they will explore the value and the importance of listening to the Word of God in the Scriptures. • Understand the lives of two important saints of the early church and know what it means to be a disciple and share in his life. • Explore some stories of Saints who received Jesus in the Eucharist (e.g. Vincent de Paul and Maximillian Kolbe). • Understand that the Eucharist helps Christians to live out their mission as disciples of Christ. Children to think about their mission. • Reflect on Pope Francis' message about looking after the world.	• Enabling children, in an atmosphere of respect and affectionate trust, to be happy and to grow in their understanding of the Gospel Values	• Discuss and reflect critically. • Empathetic writing.
PE	**Swimming** **Athletics** **Invasion Games** **Tennis**	• To know that control movements and body actions impacts performance. • To know key terminology: agility, balance and speed • To know techniques for performing basic jumps for height and balance.	• Co-operation, teamwork, competition, rules, self-discipline and fair play. • Individual activities that provide the opportunity for self-reflection, awareness and challenge.	• To swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively.

		• To know the importance of control and balance when jumping. • To know variation in techniques for throwing objects with speed and power using the appropriate force. • To know the rules for a simple rounder's games • To know alternative games involving a bat and ball. • To know simple rounders skills: bowling, receiving, sending and backstop. • To know the basic rules of tennis. • To know how to serve to begin a game • To know the difference between forehand and backhand. • To know how to complete a forehand shot. • To know how to score a tennis game.		• Control movements and body actions in response to specific instructions • Demonstrate agility and speed • Jump for height and distance with control and balance • Throw with speed and power and apply appropriate force • Compete against self and others developing simple technique • Master basic movements including running, throwing and jumping • Work collaboratively and individually to help improve self and others. • Play in competitive games developing simple tactics. • Master basic movements including running, throwing, catching and striking • Work collaboratively to use basic tactics for batting and fielding

				• To identify and describe some rules of tennis. • To serve to begin a game • To explore forehand hitting • Play in competitive games developing simple tactics • Master basic movements including hitting, returning, moving to return • Work collaboratively to use basic tactics
ICT	**E-safety.** **We are Opinion Pollsters** **We are communicators**	• Construct, pilot and deploy online opinion poll survey. • Analyse the results using appropriate charts and produce a report on their findings. • Write and send emails to a partner in another class. • Explore one or more other forms of digital communication including video conferencing.	• Listen and respond appropriately to the views of others, when working as part of a team.	• Working as part of group. • Researching and note taking. • Presentation skills. • Discuss and reflect critically.
MFL	**Colours** **Numbers 0-20**	• Learn through song, pictures, discussion.	• To understand and explore different cultures • Understanding French traditions • Children will consider why it is important to respect different cultures and their traditions	• Cultures from other parts of the world. • To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Music	**Reflect and Rewind** **The Dragon Song**	• To know the Key of C • To know and play the notes G, A + C • To know and play the melody of G, A + C • To know how to use your instruments, listen and play your own answer using one note: C • To know how to compose with the notes • C, D, E, G + A • To know and sing confidently the songs • Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by RoseRoyce • To know and choose one song and be able to talk about; its lyrics, what the song is about, any musical • dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) • To know what Classical Music is. • To revise and revisit all previous knowledge	• To reflect on their relationship with music. • To reflect on the different types of music and how the make them feel. • To understand the significance of music in different cultures.	• To perform a song from memory • To warm up. • To listen and appraise • To use instruments to create an ensemble. • To use warm up games. • To learn to sing the song using vocal warm ups. • To play the instruments with the song: with or without notation.

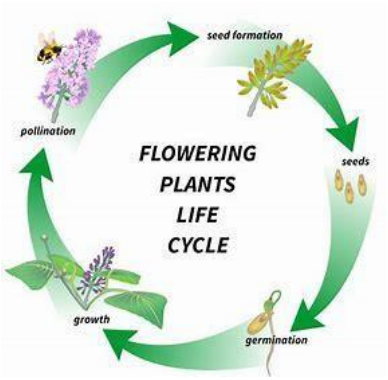
Year 3- Save our Trees

This half term I will learn the following skills and knowledge:

Knowledge To know the location of some of the world's rainforests. To know what deforestation is. To know the impact deforestation has on the planet and those that live on it. To know and name some endangered species. To know and identify some rainforest animals and where they live in the rainforest. To know that climate change is having an impact on our lives. To know about the global distribution of food and the impact air miles has on our planet.	**Knowledge** To know who Greta Thunberg is. To know what COP26 is and the impact it is having on our future. To know how we can make our school more environmentally friendly. To know and begin to understand the role of charity organisations in saving our trees. To name some of the charitable organisations that have had a positive impact on saving our trees over time. To know what life is like for a Chachi Indian child.
Skills To locate some of the world's rainforests on a map. To understand and explain that a rainforest is built up of different layers. To understand and explain why animals have become endangered. To explain how an endangered species has adapted to the environment they live in. To debate for and against deforestation. To demonstrate understanding about the impact of climate change and global warming on the environment and how they can help to reduce the problem. To identify some of the way's humans can reduce their carbon footprint.	**Skills** To generate questions to find out about events in the past. To conduct research about Greta Thunberg. To investigate historical events linked to climate change and make conclusions based on this. To compare climate activists from different time periods. To understand what life is like for a Chachi Indian child. To compare and contrast their own lives with those from other cultures.
Art	**Technology**
Knowledge To know who Pablo Picasso is. To name some of his famous pieces. To recognize how Pablo Picasso used colour and texture to depict different flora and fauna. To know how to mix colours effectively. To know the difference between hot and cold colours. To know how a specific paintbrush can affect the painting. To know how artists, use colour and texture to convey the mood and atmosphere of different places.	**Knowledge** To know what fair trade is. To know some food items which are Fair trade. To know what foods are needed to keep healthy. To know the different food groups. To know the ingredients needed to make their Fair-trade product. To know how to promote a Fair-trade product. To know how to measure ingredients accurately. To use the correct technical vocabulary.
Skills To be able to select and use the appropriate equipment to create the desired artistic technique. To mix colours, shades and tones effectively with paint. To use a variety of colours to create moods within a painting. To create different effects and textures with paint. To create a piece of art inspired by Picasso.	**Skills** To make drawings with labels when designing. Identify a purpose and establish a criterion for a successful Fair-trade product. To measure ingredients accurately. To create a product that helps to sustain nature. Demonstrate hygienic food preparation and storage. Evaluate their product against original design criteria and how well it meets its intended purpose.

Year 3 Knowledge Organiser

Plants



Science	
Knowledge	**Skills**
To name the different parts of a flowering plant and explain their jobs. To know 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 order and describe the main stages of the life cycle of a flowering plant. To know the part that flowers play in the life cycle of flowering plants. To name the different parts of a flower and explain their jobs. To know what 'pollination' is. To know the process of seed formation and dispersal. To know what 'germination' is. To know how water is transported in a plant. To know how to set up a simple investigation.	To explain what plants need to grow. To investigate the way in which water is transported within plants. To explain the process of pollination and how this leads to fertilisation To set up an investigation and make predictions. To record and make accurate observations. To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.