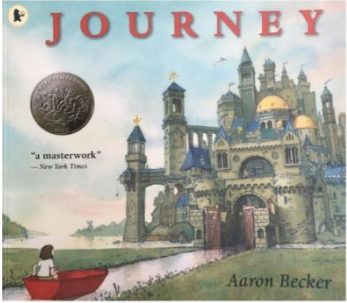
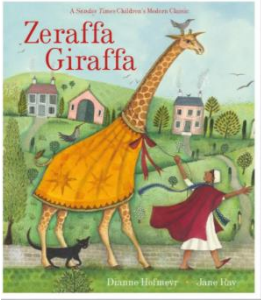


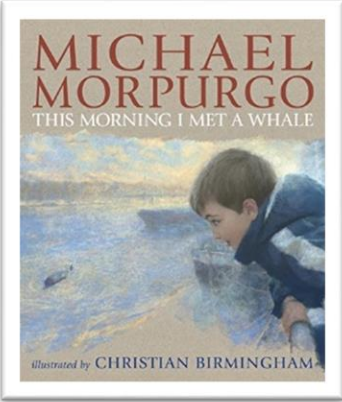
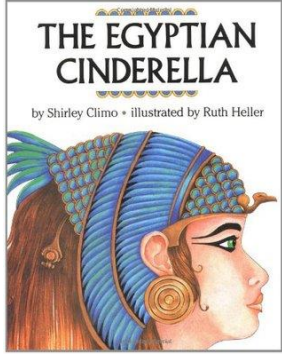
# YEAR 3 CURRICULUM 2021

Summer Term 1 7 Weeks	Summer Term 2 7 Weeks
<b>ENGLISH</b>	
<b>LITERACY WRITING FOCUS TEXT</b>	<b>LITERACY WRITING FOCUS TEXT</b>
 <p><b>JOURNEY</b> "a masterwork" ...New York Times Aaron Becker</p> <p><i>Mastery Keys</i></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><i>Zeraffa Giraffa</i> Dianne Hofmeier Jane Yolen</p> <p><i>Mastery Keys</i></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>

- Feature keys*
- Use small details to describe characters
  - = Include a setting to create atmosphere
  - Sequence of events to follow the structure of the model story
  - Write an opening paragraph and further paragraphs for each stage
  - Create dialogue between characters that shows their relationship with each other
  - Use 3rd person consistently
  - Use tenses appropriately

- Feature keys*
- Use persuasive language e.g. alliteration, repetition
  - Write in logical order
  - Use 2nd person or 3rd person to talk directly to the reader
  - Select organisational features e.g. opening statement, sub-headings.

# YEAR 3 CURRICULUM 2021

LITERACY READING FOCUS TEXT		LITERACY READING FOCUS TEXT		
	<p>Mastery Keys:</p> <ul style="list-style-type: none"> <li>- Ask questions to improve understanding</li> <li>- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</li> <li>- Discuss words and phrases that capture the reader's interest and imagination</li> </ul>		<p>Mastery Keys</p> <ul style="list-style-type: none"> <li>- Use dictionaries to check the meaning of words that they have read</li> <li>- Identify main ideas drawn from more than one paragraph and summarise</li> <li>- Retrieve and record information from nonfiction</li> </ul>	
MATHS				
Number and Place Value/ Addition and Place Value Revision 3 weeks	Number: fractions 3 weeks	Geometry: properties of shape 2 week	Measurements: mass and capacity 3 weeks	Consolidation 1 week
<ul style="list-style-type: none"> <li>• Know that 10 tens are equivalent to 1 hundred and 100 is ten times the size of 10</li> <li>• reason about the location of any 3 digit number on the linear system including next 10 and 100</li> <li>• Calculate complements to 100</li> <li>• Add and subtract using columnar methods</li> </ul>	<ul style="list-style-type: none"> <li>• Ordering fractions</li> <li>• Add/subtracting fractions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Turns in angles</li> <li>▪ Right angles</li> <li>▪ Comparing angles</li> <li>▪ Drawing angles</li> <li>▪ Parallel and perpendicular</li> <li>▪ Recognising and describing 2D and 2D shapes</li> <li>▪ Making 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Measuring and comparing Mass</li> <li>▪ Adding/subtracting Mass</li> <li>▪ Measuring and comparing Capacity</li> <li>▪ Adding/subtracting Capacity</li> </ul>	<p>Consolidation of Summer Term.</p>

# YEAR 3 CURRICULUM 2021

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.</p>
GEOGRAPHY	
<ul style="list-style-type: none"> <li>▪ Rivers - exploration of why the River Nile was so important to the Ancient Egyptian civilisation and how it grew around the River Nile</li> <li>▪ Map skills - locating world countries within an atlas and on a world map</li> </ul>	
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> <li>▪ Exploration of why the River Nile was so important to the Ancient Egyptian civilisation</li> </ul>	

# YEAR 3 CURRICULUM 2021

## DESIGN TECHNOLOGY

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

Bringing us together - Charanga

Reflect, rewind and replay - Charanga

# YEAR 3 CURRICULUM 2021

## 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.*

## PSHE

### Growing and changing

#### Relationship Tree

- 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);
- 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

*Key words: secret, surprise, uncomfortable, angry, upset, jealous, worried, excited, scared, talk*

#### My changing body

- Recognise that babies come from the joining of an egg and sperm
- Explain that a person's genitals help them to make babies when they are grown up

# YEAR 3 CURRICULUM 2021

Key words: egg, sperm, vagina, penis

Basic first aid, for example dealing with common injuries, including head injuries

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries

PE

Bat to Ball skills

Athletics Field and track