

**Year: 3**

# Curriculum Overview 2020-2021

**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	Week 7	Week 8
<b>English Book</b>	Pearson: Who killed Tutankhamun?				The Butterfly Lion			Mungo and the Picture Book Pirates Adventure & Mystery					
<b>English - Genres</b>	Egyptian text book Instructions on mummification												
<b>English - Objectives / Skills</b>	<ul style="list-style-type: none"> <li>Able to sequence instructions on mummification chronologically</li> <li>Features of their instruction writing appropriate to the task e.g. use of imperative verbs</li> </ul>				<ul style="list-style-type: none"> <li>To show stamina in story writing</li> <li>To link the opening and closing in a story</li> <li>To show sequence of events in the organisation of their story by using paragraphs or short chapters</li> </ul>			<ul style="list-style-type: none"> <li>Provide detail of characterisation in their adventure story based on Mungo</li> <li>Links between sentences in their paragraphs in their adventure stories</li> <li>Features of story writing included</li> <li>Develop characterisation and setting by including detail, speech, description of setting and feelings or motive</li> </ul>					
<b>Science – Unit</b>	Plants		Light and Shadows										
<b>Science - Objectives / Skills</b>	<p>To sequence pictures to show the stages of development of a seed to a plant. To identify and know the function of the main parts of a plant – root, stem, leaves and flower. That plants can provide food for us and some are grown for this. To make careful observations</p> <p>-that water is taken in through the plants roots</p> <p>-that water is transported through the stem to other parts of the plant</p> <p>-to make careful observations and</p>		<p>That shadows are formed when light travelling from a source is blocked.</p> <p>To make and record observations and to present information in drawing and writing.</p> <p>That shadows are formed when objects block light from the Sun.</p> <p>That shadows are similar in shape to the objects forming them.</p> <p>That shadows of objects in sunlight change over the course of the day.</p> <p>To make and record observations of shadows and to try to explain these using knowledge about light.</p> <p>To record and identify a pattern in the observations of the Sun.</p> <p>That the Sun appears to move across the sky during the day.</p> <p>That when the Sun is behind them their shadow is in front.</p> <p>That the Sun appears to move across the sky in a regular way every day.</p> <p>That the Sun appears highest in the sky at midday.</p> <p>That the higher the Sun appears in the sky the shorter the shadow.</p> <p>That the Sun does not move, its apparent movement is caused by the spinning of the Earth on its axis.</p> <p>That opaque objects/materials do not let light through and transparent objects/materials let a lot of light through.</p> <p>To use their knowledge about light and shadows to predict which materials will form a shadow and to plan how to test this.</p> <p>To compare the shadows formed by different materials and to draw conclusions from their results.</p> <p>To decide whether the results support their predictions and to use knowledge about shadow formation to explain the conclusions.</p>										

present them using drawings.  
To make careful observations and measurements of plants.  
That plants need water, but not an unlimited supply of water for healthy growth. To use apparatus to measure height of the plant and a volume of water. To plan a fair test. To make a prediction.  
To observe the results of the experiment. To interpret the results of the experiment and draw conclusions. To be able to recognise when a comparison is unfair. That plant growth is affected by temperature. To carry out a fair test.  
to use a large number of plants to provide sufficient evidence.  
to be able to collect relevant evidence. To make careful measurements. To use results to draw conclusions.

History – Unit	n/a												
History- Objectives / Skills													
Geography - Unit	Jungles & Deserts												
Geography Objectives / Skills	<p><b>Observe, describe</b> and <b>explain</b> in basic terms the pattern of climate in the United Kingdom</p> <p><b>Identify, describe</b> and begin to offer <b>reasons</b> for the distribution of different types of climate around the world</p> <p><b>Compare and contrast</b> the temperature and rainfall data in different climate graphs to <b>reach conclusions</b> about the climate in different locations in the world</p> <p><b>Construct</b> a climate graph from temperature and rainfall data for their home location and <b>compare and contrast</b> this with climate graphs of other locations to reach <b>conclusions</b> and <b>make judgements</b></p>						<p><b>Understand</b> how climate affects both the landscape of different biomes and the plants and animals that can live there</p> <p><b>Observe, describe</b> and <b>explain</b> why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;</p> <p><b>Describe</b> the natural environment of the Atacama Desert and <b>explain</b> why the city of Arica is the driest inhabited place in the world</p>						
ICT – Unit	E Safety Emails						E Safety PowerPoint						
ICT - Objectives / Skills	<p>Pupils develop an understanding of how computers can be linked to form a <b>local network</b> such as those found in schools.</p> <p>Pupils recognise and describe some of the services offered by the <b>Internet</b>, especially those used for communication and collaboration.</p>						<p>Pupils are confident and creative users of technology. They are beginning to make informed choices about the appropriateness of <b>digital content</b> they access and create, using an increasing range of <b>digital resources</b> and <b>devices</b></p>						
RE – Unit	Hindu beliefs						Sharing and community						
RE - Objectives / Skills	We are learning to understand the Hindu belief that there is one God with many different aspects.						We are learning to explore how Sikh beliefs affect their ways of life and the importance they place on sharing.						
PHSE – Unit	Relationships						Changing Me						
PHSE - Objectives / 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 eg. Taking turns, being a good listener.</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 know and can use some strategies for keeping myself safe.</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.</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>							
<b>ART- Unit</b>	Jungle Animal Pop Art Andy Warhol												
<b>ART - Objectives / Skills</b>	<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>												
<b>DT- Unit</b>	<u>n/a</u>												
<b>DT - Objectives / Skills</b>													
<b>PE- Unit</b>	Outdoor Athletics Striking & Fielding					Sports Day							
<b>PE - Objectives / Skills</b>	<p>Striking &amp; Fielding: To improve the accuracy of throwing and catching skills To recognise how exercise affects their bodies To consolidate and develop the range and consistency of their skills in fielding games To choose and use a range of simple tactics and strategies</p>					<p>Outdoor athletics: To use their bodies and equipment with greater control and coordination To remember, repeat and link combinations of actions To choose skills and equipment to help them meet the challenges they are set To experiment with different running styles and techniques</p>							

<b>Maths – Unit</b>	Fractions Time 3D Shape	Time General measure Subtraction Multiplication and Division											
<b>Maths - Objectives / Skills</b>	<p><u>Fractions</u> To count in tenths 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> <p><u>Time</u> 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> <p><u>Shape</u> 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>	<p><u>Time</u> 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.</p> <p><u>Addition and subtraction.</u> Using addition and subtraction facts (<math>7 + 5 = 12</math> so <math>12 - 5 = 7</math>). Simple adding using dienes blocks and a number line of 3 and 1 digit numbers. Simple adding using 3 and two digit numbers and then 3 and 3 digit numbers. Good understanding of column addition without and with renaming . Simple subtraction using 1 from a 2 digit number then 1 from a 3 digit number – using dienes blocks and a number line. Subtraction using partitioning. Subtraction of multiples of 10 and 100.</p> <p><u>Number – Multiplication and division.</u> To multiply multiples of 10 by a 1-digit number To multiply any 2-digit number by a 1digit number To understand simple division of a 2digit number by a 1-digit number To use long division to divide. To solve word problems that involve multiplication and division.</p>											
<b>Trips / Workshops / Speakers / Events / Assemblies / Specific Days</b>													
<b>Trips / Workshops / Speakers / Events / Assemblies / Specific Days -Objectives / Skills</b>	Sleepover												

