

Year 3 Summer Term Curriculum - Inside Out

The Big Question: What's Outside Your Window?

Concept Words: Peace, Beauty, Transformation

Visitor/Visit

Topic Linked Subjects

English

Class Texts :

The Magic Faraway Tree

'Through the Window'
by Jeannie Baker

'The Lost Words'

- use conjunctions, adverbs and prepositions to express time and cause
- use and understand grammatical terminology when discussing writing and reading: preposition, conjunction, word family, prefix, clause, subordinate clause, suffix, consonant letter, vowel letter, inverted commas / speech marks
- secure use and punctuation of direct speech
- use a range of sentences with more than one clause using conjunctions, including when, if, because, although
- extend use of paragraphs linked to themes in writing
 - in narratives, create settings, characters and plot
 - in non-narrative writing, use simple organisational devices [i.e. headings and subheadings]
- recognise some different forms of poetry and explain their differences

Geography

- follow a route on a map
- locate places using a range of maps
- use 4 figure compasses and number / letter coordinates to identify features on a map
- name and locate the counties and main cities in the UK
- identify similarities and differences between localities
- use standard symbols and understand the importance of a key.

Science

(Plants & Nutrition)

Topic: Roots, Shoots and Juicy Fruits

Why do we need roots, shoots and juicy fruits?

- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow)
- Observe differences and similarities from plant to plant
- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Record findings using drawings and labelled diagrams
- Set up simple enquiries to investigate the way in which water is transported within plants
- Report on findings from enquiries
- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (linked to D.T. Food Tech)

Design

Technology

(Summer 1 Greenhouses, Summer 2 Food)

Topic : Roots, Shoots and Juicy Fruits

How can we help roots and shoots grow?

Greenhouse Project:

Design

- Develop more than one design or adaptation of an initial design.
- Plan a sequence of actions to make a product.
- Think ahead about the order of their work and decide upon tools and materials.
- Propose realistic suggestions as to how they can achieve their design ideas.

Make

- Select from a range of tools for cutting, shaping, joining and finishing.
- Use tools with accuracy.
- Select from materials according to their functional properties.
- Use appropriate finishing techniques.

Evaluate

- Investigate similar products to the one to be made to give starting points for a design.
- Research needs of user.
- Decide which design idea to develop.
- Consider and explain how the finished product could be improved.
- Discuss how well the finished product meets the user's design criteria.

Technical Knowledge

<p>What can we do with roots and shoots?</p>	<ul style="list-style-type: none"> • Use an increasingly appropriate technical vocabulary for tools materials and their properties. • Strengthen frames with diagonal struts. <p><u>Food Tech:</u></p> <ul style="list-style-type: none"> • Follow instructions / recipes. • Join and combine a range of ingredients. • Begin to understand the food groups on the Eatwell Plate.
<p>Art Topic: <u>Landscapes</u> What is a landscape?</p>	<p><u>Collage</u></p> <ul style="list-style-type: none"> • Experiment with a range of collage techniques • Cut shapes accurately with scissors • Use collage as a means of collecting ideas and information and building a visual vocab <p><u>Drawing</u></p> <ul style="list-style-type: none"> • Lines and Marks - Make marks and lines with a wide range of implements • Shape - Draw different forms and shapes • Tone - Apply tone in a drawing • Texture - Apply pattern and texture in a drawing using a wide range of drawing implements <p>Example Artist: Barbara Rae and Jeannie Baker</p>
<p>Music Topic: <u>Musical Landscapes</u> How can we make a musical picture?</p>	<ul style="list-style-type: none"> • sing with expression, good diction and a growing sense of pitch • listen with attention to detail and recall sounds heard • sing with expression, good diction and a growing sense of pitch • listen with attention to detail and recall sounds heard • reflect on the moods created by different pieces of music • identify contrasting sections of a song, such as the verse and refrain • recognise changes in duration, dynamics, pitch, tempo, timbre and texture • improvise simple patterns • record my compositions in a variety of ways (e.g. graphic ways / musical notation) • start to use and understand staff and other musical notations
<p>Discreet Subjects</p>	
<p>Maths</p>	<ul style="list-style-type: none"> • Number: Multiplication & Division • Number: Fractions • Number: Addition & Subtraction • Measurement: Time • Measurement: Length & Capacity • Geometry: Shape
<p>RE</p>	<p><u>Pentecost People</u></p> <ul style="list-style-type: none"> • retell Gospel writer Mark's account of the Resurrection • identify how Mark's account of the Resurrection might have challenged/ affirmed his community • to know how Mark's Gospel challenges us now • to describe some ways in which religion is lived out by believers • give reasons for certain actions by believers • in depth study of one of the English Martyrs <p><u>Being a Christian</u></p> <ul style="list-style-type: none"> • reflect on how we can help others • know how St Paul had to learn to be a Christian • know that the Sacraments are a meeting with Jesus • think about people who use their gifts for others
<p>PSHE</p>	<ul style="list-style-type: none"> • understand that a feature of positive family life is caring relationships; about the different ways in which people care for one another • to recognise other shared characteristics of healthy family life, including commitment,

<p>Hazard Watch</p> <p>HRSE</p>	<p>care, spending time together; being there for each other in times of difficulty</p> <ul style="list-style-type: none"> • to be able to name potential dangers in different environments • to identify dangers that might affect others e.g. younger siblings • know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
<p>Computing</p>	<p>Word Processing / Typing</p> <ul style="list-style-type: none"> • use index fingers on keyboard home keys (f/j), use left fingers for a/s/ d/f/g, and use right fingers for h/j/k/l • edit the style and effect of my text and images to make my document more engaging and eye-catching. For example, borders and shadows • use cut, copy and paste to quickly duplicate and organise text <p>Video Creation</p> <ul style="list-style-type: none"> • sequence clips of mixed media in a timeline and record a voiceover • trim and cut film clips and add titles and transitions # • independently create a green screen clip • create my own movie trailer <p>Augmented Reality and Virtual reality</p> <ul style="list-style-type: none"> • create my own digital 360 image and explore it in VR • create my own images and bring it into my surroundings through AR <p>Sound</p> <ul style="list-style-type: none"> • create and edit purposeful compositions using music software to create mood or a certain style • experiment with live loops to create a song <p>Digital Literacy</p> <ul style="list-style-type: none"> • Managing Online Information • Health, Wellbeing and Lifestyle • Copyright & Ownership
<p>PE</p>	<p>Athletics</p> <ul style="list-style-type: none"> • choose different running styles for different distances e.g. jogging style vs sprinting style <p>Dance</p> <ul style="list-style-type: none"> • create dance phrases to communicate an idea • explore different dance actions e.g. travel, turn, jump, stillness, gesture • explore dynamic qualities of movement in a routine e.g. speed, energy, timing • explore use of space within a routine e.g. levels, directions and pathways • explore different relationships within a routine e.g. unison, canon and physical contact <p>OAA (Geography link)</p> <ul style="list-style-type: none"> • orientate a map and locate positions on a map a familiar environment e.g. school field • follow a map in a more demanding familiar environment e.g. school grounds
<p>French</p>	<ul style="list-style-type: none"> • recognise numbers 10 to 20 • read and understand familiar words e.g. animals • express simple likes and dislikes e.g. food and drink