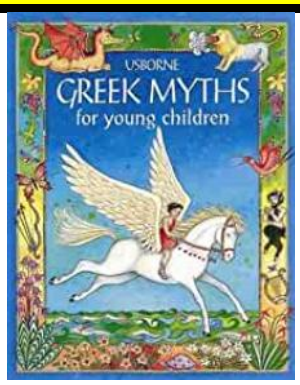
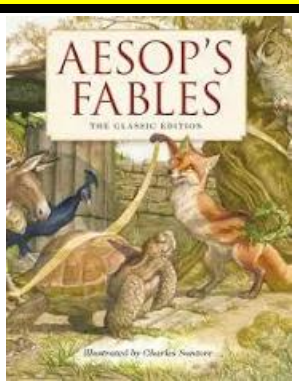
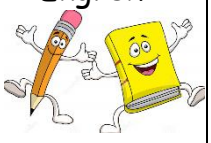
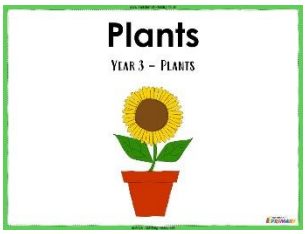
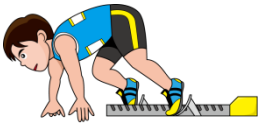
Curriculum Information – Year Three – Summer 1

Class text	 
RE 	**Easter** This unit explores the events of Easter through the Story of Emmaus and the Story of Breakfast at the Shore. It is designed to help the children realise how the Apostles became aware of the presence of the Risen Christ in these events. **Pentecost** In this unit children learn about the gift of the Holy Spirit and the change it brought to the lives of the Apostles. They will think about the presence of the Holy Spirit in the Sacraments the Church celebrates.  
English 	**SPAG /Genre/Writing outcomes** ***Explanation- Aesop's Fables***- Outcome: To write an explanation explaining the meaning or moral of an Aesop's fable. •Use prepositions and adverbs to express time, cause and place •Use the simple present tense consistently. •Use a range of co-ordinating and subordinating conjunctions independently. •Use 'a' or 'an' correctly and where necessary. •Use the apostrophe for singular possession with consistency. •Use paragraphs to group related information •Add headings and subheadings ***Aesop's Fables Greek Mythology*** - Outcome: To describe a newly created land and adventure using clear organisation and precise language. •Use appropriate prepositions and adverbs to express time, cause and place

	•Use co-ordinating and subordinating conjunctions to express time and cause •Use the simple present tense effectively. •Use 'a' or 'an' correctly within context •Use commas to separate items in a list appropriately •Independently use the apostrophe for singular possession •Use paragraphs to group related and relevant information •Add headings and subheadings	
Maths 	• **Mass -** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • **Capacity -** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • **Fractions -** recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Add and subtract fractions with the same denominator within one whole (for example, 5/7 + 1/7 = 6/7and solve problems that involve all of the above. • **Money -** add and subtract amounts of money to give change, using both £ and p in practical contexts **We will also be completing daily times tables practice primarily based on 2/3/4/5/8/10 times tables.**	
Science 	**Plants – What does a plant need to survive?** • Explore the part that flowers play in the life cycle of flowering plants • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk; leaves; and flowers • 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 • Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal **Working scientifically** • Setting up simple practical enquiries, comparative and fair tests	

	• Asking relevant questions and using different types of scientific enquiries to answer them • Making systematic and careful observations • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	
History	**<u>Why are the Ancient Greeks important?</u>** • Know about and can talk about the struggle between the Athenians and the Spartans. • Know about some of the things that the Greeks gave to the world. • Know that the Greeks were responsible for the birth of the Olympics. • Know that the Greek Gods were an important part of Greek culture. • Know how to locate Greece on a map.	
Art	**<u>Making animated drawings</u>** • I can talk about the work of other animators who make animations from their drawings. I can share what I like, and how it makes me feel. • I can use my sketchbook to gather ideas from other artists, and start to think about a simple moving drawing I might make. • I can use observational skills to look at source material to inspire my character and make drawings. • I can use my imagination to think about how my character might move.	

	• I can create a background for my character. • I can use digital media to film my animation. • I can share my moving drawing, either through an animation or by showing classmates how it would move. • I can reflect and articulate my thoughts about my own artwork and that of my peers.	
PSHE 	**PSHE & RSHE** Dreams and goals My dreams and ambitions A new challenge Our new challenge Overcoming Obstacles Celebrating my learning Session 1 community of love Session 2 What is church? Session 2 How do I love others?	
Computing 	**Branching Databases** • To sort objects using just YES/NO questions. • To complete a branching database using 2Question. • To create a branching database of the children's choice **Graphing** • To enter data into a graph and answer questions. • To investigate in order to answer a question. • To present the results in graphic form.	
PE 	**Athletics** • To develop children's ability to jump as far as they can. • To develop pupils knowledge of how they can use their body to maximise performance. • **Please ensure that a full PE kit is in school every day throughout the term.**	

Music 	Historical Comparison: Orchestral Music by Vivaldi and John Williams	
Homework	**Daily Homework** • Daily Maths homework will be five questions practicing the four basic operations and include one word problem. They should be completed and returned daily. • Daily English homework will support the development and enrichment of vocabulary. Homework will be given on a Monday and collected on a Friday. **Weekly Homework** • Children will receive **one** piece from either Science, History, Geography, Art, DT, Computing or PSHE (these subjects will be rotated on a weekly basis). • Homework is handed out on a Thursday and handed in on Monday. • An additional Maths or English homework will be given alternately each week. **Reading Diaries** • Children are encouraged to read at home daily (for at least 20 minutes) and are expected to have their diaries signed by an adult at least 3 times a week. **PE** • We will be having weekly PE lessons which will generally take place outdoors (weather permitting) on any day throughout the week. Trainers suitable for outdoors would be helpful but **please ensure that a full PE kit is in school every day throughout the term.**	