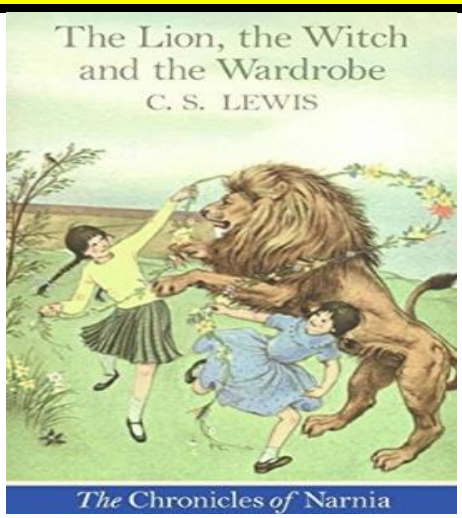
Curriculum Information – Year Three – Summer 2

Class text



The Lion, the Witch and the Wardrobe – C.S.Lewis

RE

Pentecost

In this unit children will continue to 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.

Prayer

This unit involves the children learning something about the prayer life of Jesus. They will examine and reflect on some of the ways in which Catholics pray and the signs and symbols associated with prayer.

English

The Lion, The Witch and The Wardrobe

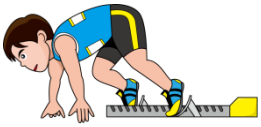
Instructions:

To write a set of clear, sequenced instructions based on the Lion, The Witch and the Wardrobe

	Persuasive Advert: To create a persuasive advert/poster encouraging someone to visit or explore Narnia **Non-Chronological Report** To write a clear, organised non-chronological report on a chosen topic Term 3 **Revisit** Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2 **Prefixes and suffixes** Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes **Rare GPCs** The /ɪ/ sound spelt 'y' other than at the end of words (*gym, myth*) The /ʌ/ sound spelt 'ou' (*young, touch*) **Homophones** *heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign* **Apostrophe** Revise contractions from Year 2 **Proofreading** Proofread own writing for misspellings of per-sonal spelling list words.
Maths 	**Time** • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. • Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. • Know the number of seconds in a minute and the number of days in each month, year and leap year. • Compare durations of events [for example to calculate the time taken by particular events or tasks]. • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

	To use properties of shape • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. • Recognise angles as a property of shape or a description of a turn. • Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Statistics** • To build on Year 2 Statistics knowledge, where children were introduced to basic pictograms and block charts. • To develop their understanding further, and encourage them to explore the range of information that they can get from the data presented to them.	
Science 	**Are all parts of a plant important?** **Plants** • 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.	
Geography	**Would you rather live in England or Greece?** • Know the name of a number of countries in the northern hemisphere. • Know whether a country is located in the Southern or Northern hemisphere. • Locate the tropic of Cancer, the tropic of Capricorn and the Greenwich Meridian on a map.	
DT	**How can we build a tower strong enough to survive an earthquake?** • Project outcome: Children will design and build a reinforced tower structure capable of surviving an earthquake test. • Children will investigate materials, use triangulation to strengthen frameworks, measure accurately using centimetres and evaluate their structures against design criteria.	
PSHE 	**Healthy Me** • I understand how exercise affects my body and know why my heart and lungs are such important organs • I understand how exercise affects my body and know why my heart and lungs are such important organs • I can tell you my knowledge and attitude towards drugs • I can identify how I feel towards drugs • I can identify things, people and places that I need to keep safe from, and can	

	tell you some strategies for keeping myself safe including who to go to for help • I can express how being anxious or scared feels • I understand that, like medicines, some household substances can be harmful if not used correctly • I can take responsibility for keeping myself and others safe at home • I understand how complex my body is and how important it is to take care of it **Life to the Full – RSHE** How do I love others?	
Computing 	**How do we instruct machines?** • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. • Use sequence, selection and repetition in programs. • Use logical reasoning to explain how simple algorithms work.	
PE 	**Striking & Fielding** • In Y3 children will be introduced to basics of striking & fielding activities. They will develop their skills when batting, bowling and fielding. • Invasion games,	
Music 	Year 3 will continue with their recorder lessons and orchestral music historical comparison theory.	
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. Words will be taken from Y3&4 national curriculum spellings and will incorporate the Y3 no nonsense spelling rules.	

	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 Monday and handed in on Friday. • An additional Maths or English homework will be given alternately each week. This will be given on Thursday and returned on Monday. **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. Please ensure that full kit stays in school throughout the term as PE days may change week to week. • Children will also participate in PE lessons outdoors (weather permitting) frequently throughout the week. Trainers suitable for outdoors would be helpful.