

Year 3
Summer Term 2021/2022 - Our Learning



Curriculum Overview - Year 3

English Reading

Key text: Operation Gadgetman by Malorie Blackman

We follow Beans and her friends' journey to rescue her inventor father. Beans' father invented a machine that can empty ATMs and as a result was kidnapped. Beans and her friends set out on their rescue mission packed with suspense and excitement.

Key text: The Magician's Nephew by C.S Lewis

We learn how the tales of Narnia began, through the adventures of Polly and Digory. One day while exploring an abandoned attic they take a wrong turn and end up in the study of Digory's strange uncle. Suddenly they both disappear into a different world where they meet an evil queen and the creation of a new world called Narnia!

English Writing

Narratives: A non-chronological report, a formal letter to complain, an information leaflet and poetry

This term we are focusing on writing a non-chronological report about the lives of Anglo-Saxons, a formal letter in which we decide to complain about misleading adverts about healthy eating, an information leaflet about India, and poetry. We learn the features of each narrative and consider our audience and the purpose for the writing. For each of our writing units we follow the four stages of planning, drafting, editing and publishing. We give particular consideration to grammar, punctuation and spellings at the editing and publishing stage.

Mathematics

We learn about the following topics:

- Angles and shape
- Measures
- Securing multiplication and division
- Exploring calculation strategies and place value

Science	<p>Plants</p> <p>We learn to:</p> <ul style="list-style-type: none"> ● identify and describe the functions of different parts of flowering plants; ● experiment to explore the best conditions for life and growth; ● look at how the requirements of different plants vary; ● investigate the way in which water is transported within plants and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and how seeds travel; and ● learn how plants make food and how plants provide good nutrition for humans and other animals.
	<p>Animals including humans. Curriculum Link - DT: Cooking and Nutrition - Adapting a recipe</p> <p>We learn:</p> <ul style="list-style-type: none"> ● animals (including humans) have skeletons and muscles for support, protection and movement; ● animals (including humans) adapt; ● animals need the right types and amount of nutrition; and ● animals cannot make their own food and they receive nutrition from what they eat.
Art	<p>Art Strand: World Art. Curriculum Subject Links: Indian Art - Geography & R.E.</p> <p>Using our sketchbooks, we study the work of Prasun Balasubramaniam, a self-taught Mandala artist and illustrator who comes from Salem, Tamil Nadu in India. We look at her intricate, vibrant, and vivid artworks and create our own geometric designs and patterns. Using observational drawing as a starting point. We think about why the work was made, and how. We explore how ideas translate and develop through different mediums (i.e. a drawing in pencil or a drawing in charcoal). We trace back the history of Mandalas to ancient Buddhism and Hinduism. We think about what Mandalas require, intense focus and attention to the present moment, which induces mindfulness. We create symmetry in our Mandala painting design, choosing an animal from India. We use colours, lines and shapes imaginatively and appropriately to express our ideas.</p>
Computing	<p>Desktop publishing. Curriculum Subject Links: History and English</p> <p>We use desktop publishing to create a non-chronological report about the Anglo-Saxons. We add ‘text’ and ‘images’ to engage the reader with eye-catching features. We consider carefully our choices of font size, colour and type to edit and improve our work. We are introduced to the terms ‘templates’, ‘orientation’, ‘placeholders’ and begin to understand how these can support us in making</p>

	<p>our own template for our report. We study a range of page layouts thinking carefully about which would be most effective and evaluate how and why desktop publishing is used in the real world.</p>
	<p>Programming: Microbits - Inputs in games. Subject Link: Foreign Languages</p> <p>We build on our previous learning on programming to use the Microbit to create a number flashcard game to practise our German language skills. We learn how to sequence blocks correctly to create animations that we can then see on the physical device. We use the three inputs on our Microbit to program them in a way that is interactive. We plan what each input will do and then implement it in our program.</p>
<p>Design and Technology (DT)</p>	<p>Cooking and Nutrition: Adapting a recipe</p> <p>Curriculum Links: Science - Animals Including Humans / History - Stone Age</p> <p>We design and make a noodle salad while investigating the nutritional value of the ingredients and its effect on our physical and mental health. We learn to identify foods that should be eaten in moderation and look at ways to create a more balanced diet to benefit our body and mind.</p>
<p>Foreign Languages (German)</p>	<p>Poetry and Rhymes</p> <p>To consolidate our learning this year, we will be learning some number rhymes, looking at the rhyming patterns and learning them off by heart to perform aloud to the class.</p> <p>Writing a story</p> <p>Using the book, Seine eigene Farbe by Leo Lionni, we will revise our colours, numbers and animals, build our knowledge of nouns and then create our own versions of the story.</p>
<p>Geography</p>	<p>India</p> <p>We learn:</p> <ul style="list-style-type: none"> ● and use maps, atlases, globes and Google maps to locate where India is in the world; ● about key physical features and compare the climate and weather in India to the UK; ● to compare and contrast India with the UK - its physical and human geography.

<p>History</p>	<p>The Impact of the Anglo-Saxons on Britain</p> <p>We explore who the Anglo-Saxons were and why they invaded Britain. We continue to use our historical enquiry skills to learn about the names of the different tribes, what regions they came from and how they settled and lived in Britain. Through discussion, we gain a deeper understanding of the terms ‘invaders’ and ‘settlers’ and discuss people’s motivations for moving to another country. We gain further insight into the lives of the Anglo-Saxons, focusing on place names, Alfred the Great, village life, beliefs and how they used runes for writing.</p>
<p>Music</p>	<p>We work in partnership with Sing Education to deliver our music curriculum. Ms Mitchelle is our subject leader and she oversees the music curriculum and our work with Sing. This term our themes are:</p> <p>Playing together Exploring musical theatre</p> <p>More information about what is taught this term can be found on the school website. Please make reference to music within the subject section on the school website.</p>
<p>PE</p>	<p>Real PE Unit 2: Social</p> <p>We learn:</p> <ul style="list-style-type: none"> • social skills such as taking turns and sharing as well as showing patience and support to help others; • dynamic balance to agility such as jumping and landing; • static balance skills through completing activities when we need to be seated. <hr/> <p>Athletics</p> <p>We learn:</p> <ul style="list-style-type: none"> • different types of jumping, working with others to improve their and others' work. • running, jumping, throwing in isolation and in combination. <hr/> <p>Real PE Unit 6: Health and Fitness. Curriculum Link: PSHE - Healthy Me</p> <p>We learn health and fitness skills through agility such as ball chasing and static balance through floor work. These skills are developed through ball chasing and floor work games and activities. Alongside this we explain how and why our body changes before and after exercise.</p>

	<p>Striking and Fielding We learn how to:</p> <ul style="list-style-type: none"> ● throw a ball in different ways and discuss some of the basic fitness components; ● develop different batting techniques using a variety of different equipment; ● play competitive games, modified where appropriate.
<p>Personal development</p>	<p>Relationships. Curriculum Link: RE - What makes me ‘ME’ We learn:</p> <ul style="list-style-type: none"> ● how we can be influenced positively and negatively by people we know and people we don’t know who are significant in national and world events including people from other countries; ● how we can explain why our choices might affect our family, friendships and other people who we don’t know.
	<p>Changing Me: Curriculum Link: RE - What makes me ‘ME’ We learn:</p> <ul style="list-style-type: none"> ● to recognise and understand stereotypical ideas we might have about parenting and family roles (we understand that it is okay for both males and females to do any of the roles within the family or future jobs); ● to recognise how we feel about some of the life changes that can happen to us and can suggest some ideas to manage these feelings; ● to explain aspects of transition to Year 4 and some of our emotions we may experience and how to manage them.
<p>Religious Education (RE)</p>	<p>Hinduism: We learn about the religion of Hinduism:</p> <ul style="list-style-type: none"> ● to explore ideas about God and understand that Brahman is one but can be worshipped in many different forms; ● to understand the idea behind the cycle of life; ● to explore the teachings and the important stories such as Rama and Sita; ● to look at responses from a believer such as the importance of respect for life in all its forms; ● about festivals and celebrations (e.g. Diwali); ● to look at places of worship that are important to Hindus such as the family shrine and puja in the Mandir.