

Year 3 Summer Term Curriculum Provision  
We aim to begin teaching in this term...

Book options:	Flotsam 'Escape from Pompeii'
Values and Virtues (Golden Thread): British Values	Learned and Wise Attentive and Discerning
Catholic Social Teaching	Dignity of Work and the Rights of Workers – St Joseph the Worker 1 <sup>st</sup> May, Vocations Week, Jobs and Careers Rights and Responsibilities – St Vincent De Paul

R.E.	<p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• know the Stories of the Road to Emmaus and Breakfast at the Shore</li> <li>• understand that through these events the Apostles of Jesus became aware of his presence amongst them</li> <li>• know that the Church celebrates the presence of the Risen Christ at the Eucharist</li> <li>• identify moments in the Mass when the presence of Christ is celebrated</li> </ul> <p>V+V: How do we become Learned and Wise by understanding the events of Easter?</p> <p><b>The Eucharist is a Thanksgiving to God</b></p> <ul style="list-style-type: none"> <li>• sequence the Liturgy of the Eucharist</li> <li>• discuss the different words and actions associated with this part of the Mass</li> <li>• understand that Mass is a celebration of thanksgiving for the death and resurrection of Christ</li> <li>• know that Christ is present in the form of bread and wine.</li> </ul> <p>V+V: are we attentive to Christ being present at Mass?</p> <p><b>Pentecost</b></p> <ul style="list-style-type: none"> <li>• know the Story of Pentecost</li> <li>• recognise the change the Holy Spirit brought to the lives of the Apostles</li> <li>• understand that in the celebration of the Sacraments the Church celebrates the presence of the Holy Spirit</li> </ul> <p>V+V: how did the Apostles become Learned and Wise through the Holy Spirit visiting them?</p> <p><b>Prayer (This Unit will be taught throughout the year)</b></p> <ul style="list-style-type: none"> <li>• will know that Jesus valued his relationship with God his Father in prayer</li> <li>• understand that people can pray in different ways</li> <li>• talk about different styles of prayer and some symbols used to help people to pray</li> </ul> <p>V+V: How does prayer allow us to make good decisions?</p> <p>BV: Mutual respect is shown through our discussions with each other and how we all relate to Christ</p>
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**Writing: Transcription**

- Use some prefixes and suffixes and understand how to add them (English Appendix 1).
- Spell some words that are often misspelt (English Appendix 1)
- Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].

**Handwriting**

- Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

**Composition**

- Draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
- Evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggesting improvements.
- Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for some spelling and punctuation errors. Vocabulary, grammar and punctuation
- Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Develop their understanding of the concepts set out in English Appendix 2 by using the present perfect form of verbs in contrast to the past tense.
- Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.
- Develop their understanding of the concepts set out in English Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause.
- Use grammatical terminology for Year 3 understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].
- Use grammatical terminology for Year 3 using headings and sub-headings to aid presentation.

**Reading : Word**

- Apply their improving knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**Comprehension**

- Develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes.
- Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books.

	<ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.</li> <li>• Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination.</li> <li>• Develop positive attitudes to reading and understanding of what they read by beginning to recognise some different forms of poetry [for example, free verse, narrative poetry].</li> <li>• Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Understand what they read, in books they can read independently, by beginning to identify how language, structure, and presentation contribute to meaning.</li> <li>• Retrieve and record simple information from non-fiction</li> </ul>
<b>Maths</b>	<p><b>Number – fractions</b></p> <ul style="list-style-type: none"> <li>• Recognise and show, using diagrams, equivalent fractions with small denominators.</li> <li>• Compare and order unit fractions, and fractions with the same denominators.</li> <li>• Add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>]</li> <li>• Solve problems that involve all of the above.</li> </ul> <p><b>Measurement – time</b></p> <ul style="list-style-type: none"> <li>• Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.</li> <li>• Estimate and read time with increasing accuracy to the nearest minute.</li> <li>• Record and compare time in terms of seconds, minutes and hours.</li> <li>• Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</li> <li>• Know the number of seconds in a minute and the number of days in each month, year and leap year.</li> <li>• Compare durations of events [for example to calculate the time taken by particular events or tasks].</li> </ul> <p><b>Geometry – properties of shape</b></p> <ul style="list-style-type: none"> <li>• Recognise angles as a property of shape or a description of a turn.</li> <li>• 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.</li> <li>• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> <li>• Draw 2-D shapes and make 3- D shapes using modelling materials.</li> <li>• Recognise 3-D shapes in different orientations and describe them.</li> </ul> <p><b>Measurement – mass and capacity</b></p> <ul style="list-style-type: none"> <li>• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</li> </ul>

**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

**Forces and Magnets:**

- compare how things move on different surfaces
- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

**Working Scientifically:**

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical, enquires, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help to help in answering questions
- 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
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions to support their findings

P.E.	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Develop flexibility, strength, technique, control and balance.</li> <li>• Continually develop awareness of distance</li> <li>• Fluently jump over obstacles when running.</li> <li>• Pass &amp; receive a relay ban</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Perform dances using a range of movement patterns</li> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Demonstrate connecting body part actions.</li> <li>• Show acceleration in speed.</li> <li>• Show techniques such as mirroring and copying.</li> </ul>
Compu ting	<ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>

For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

- For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules.
- To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.
- To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.
- To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.
- To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.
- To learn what being part of a community means, and about the varied institutions that support communities locally and nationally (L9). To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- To consider the lives of people living in other places, and people with different values and customs.
- For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.
- To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT).
- To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.
- To learn what is meant by enterprise and begin to develop enterprise skills.
- To explore and critique how the media present information. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others.

French	<p><b>Listening &amp; Comprehension</b></p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> </ul> <p><b>Reading &amp; Comprehension</b></p> <ul style="list-style-type: none"> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> <p><b>Progression of skills</b></p> <ul style="list-style-type: none"> <li>• Listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught</li> <li>• Communicate with others using simple words and short phrases covered in the units</li> <li>• Read familiar words and short phrases accurately by applying knowledge from 'Phonics lesson one'. Understand the meaning in English of short words I read in foreign language</li> <li>• Write familiar words and short phrases using a model or vocabulary list e.g. 'I play the piano', 'I like apples'</li> <li>• Start to understand the concept on noun gender and the use of articles. Use the first-person singular version of high frequency verbs e.g. 'I play', 'I like', 'I am called'</li> </ul>
<p>Topic</p> <p>The Romans - Invaders and Settlers</p>	
Local links:	<p>Metchley Fort (Birmingham)</p> <p>Roman battle locations</p> <p>Wroxeter</p>

Planning Resources:		<ul style="list-style-type: none"> <li>• Mosaics</li> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j">https://www.bbc.co.uk/bitesize/topics/zqtf34j</a></li> <li>• Planbee</li> <li>• Twinkl</li> </ul>		
Subj	Learning Aims			
History	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	"WOW" Experience Ideas
	<p>The Roman Empire and its impact on Britain</p> <p>V+V: how did we become learned and wise from the Romans' influence?</p> <p>BV: The effect of the Romans on our rule of law and the individual liberty we have today</p>	<p>To describe how Rome may have been founded.</p> <p>To know about key events and timeline of Ancient Rome</p> <p>To know about Julius Caesar's attempted invasion in 55-54 BC</p> <p>To understand about the Roman Empire (by AD 42) and the power of its army</p> <p>To know about the successful invasion by Claudius and conquest (including Hadrian's Wall)</p> <p>To understand how The British resisted (Boudica)</p> <p>To know about some of the ways The Roman Empire impacted Britain (e.g. sewage systems, roads, heating, religion, read/write, coins)</p>	<p>Mythology</p> <p>Gladiator</p> <p>Conquer</p> <p>Emperor</p> <p>Colosseum</p> <p>Invasion</p> <p>Conquest</p> <p>Romanisation</p>	<p>Trip to Wroxeter Roman City</p> <p>Roman Experience Day</p> <p>Trip to National Trust Chedworth Roman Villa</p>
Geogr	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	



<ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe, key physical and human characteristics, countries, and major cities</li> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area</li> </ul>	<p>To locate Italy and Rome on maps and summarise their key geographical features.</p> <p>To construct a map of Roman Britain using a key and standard symbols.</p> <p>To distinguish similarities and differences between Italy and Britain.</p> <p>To use directions of the Roman expansion across Britain.</p> <p>To discover countries surrounding Italy and compare their features.</p>	<ol style="list-style-type: none"> <li>1. Rural</li> <li>2. Urban</li> <li>3. Migration</li> <li>4. Scale</li> <li>5. Key</li> <li>6. Aerial</li> <li>7. Grid reference</li> </ol>	
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	<p>using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes,</li> <li>• human geography, including: types of settlement and land use, economic activity including trade links,</li> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</li> </ul> <p>V+V: children are becoming more learned and wise about God's creation</p>			
Art	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p>V:V: children are learning to become attentive and discerning to what culture and art they consume</p> <p>BV: children show individual liberty in their artistic choices</p>	<p>To examine patterns in Roman Mosaics.</p> <p>To explore and study a range of mosaic artwork</p> <p>To explore themes in Pietro Cavallini's work.</p> <p>To experiment with patterns using rotation, symmetry, and reflection.</p> <p>To construct patterns using stencils and printing.</p> <p>To employ the style of Roman art to design a mosaic.</p> <p>To produce and appraise a mosaic.</p>	<p>Pattern</p> <p>Rotation</p> <p>Symmetry</p> <p>Reflection</p> <p>Stencil</p> <p>Printing</p> <p>Mosaic</p> <p>Representation</p> <p>Symbolism</p>	
DT	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

<ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks</li> <li>• [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• investigate and analyse a range of existing products</li> </ul>	<p>To analyse the purpose and pattern of a Roman Shield.</p> <p>To compose a success criteria for an effective Roman Shield.</p> <p>To design a Roman Shield.</p> <p>To construct a Roman Shield.</p> <p>To evaluate based on a success criteria.</p>	<ol style="list-style-type: none"> <li>1. Equipment</li> <li>2. Function</li> <li>3. Textile</li> <li>4. Structure</li> <li>5. Construct</li> <li>6. Mechanism</li> <li>7. Product</li> <li>8. Material</li> <li>9. Evaluate</li> </ol>	
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	<ul style="list-style-type: none"> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p>V+V: children encouraged to make their own, independent choices using good decisions is attentive and discerning</p>			
<b>Mu sic</b>	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

### Guitar lessons provided by Dudley Music Service

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians