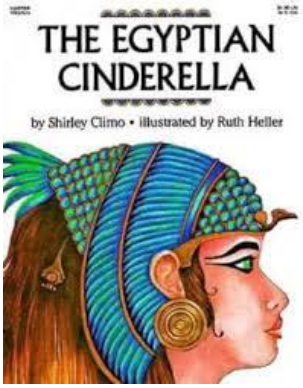
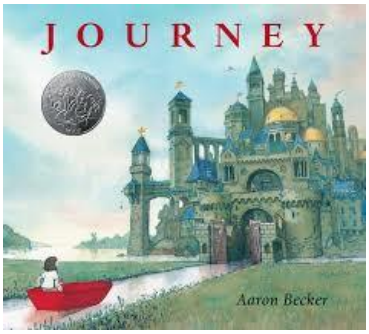
Year Three Summer Term Curriculum		
	Summer 1	Summer 2
English: Reading Pathways to Read	 Usborne Illustrated Atlas Of Britain And Ireland By Struan Reid Genre: Information We use the teaching sequence of Predict, clarify vocabulary, read and retrieve and explain. • Can I use dictionaries to check the meaning of words? • Can I ask questions to improve my understanding? • Can I draw the main ideas from one paragraph and summarise? • Can I make inferences and justify with evidence? • Can I identify themes within a range of books?)	 Egyptian Cinderella By Shirley Climo Genre: Recount, Historical Fiction, Traditional Tale We use the teaching sequence of Predict, clarify vocabulary, read and retrieve and explain. • Can I ask questions to improve understanding? • Can I draw inferences and justify with evidence? • Can I discuss words and phrases that capture the reader's imagination and interest?
English: Writing Pathways to Write	 Journey By Aaron Becker Genre: Fiction-Fantasy Story Write an adventure story based on Journey using the language of Berlie Doherty • Use the present perfect form of verbs in contrast to the past tense • Use prepositions, conjunctions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant content) • Group related ideas into paragraphs	 Zeraffa Giraffa By Dianne Hofmeyr Genre Information-Persuasion Plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris • Build an increasing range of sentence structures • In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation • Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3)

Maths	**Number: Fractions:** Can I make equal parts? Can I recognise and find a half? Can I recognise and find a quarter? Can I recognise and find a third? Can I use unit fractions? Can I use non-unit fractions? Can I find equivalent fractions? Can I count in fractions? **Measurement: Money** Can I count money in pence? Can I count money in pounds? Can I count in pounds in pence? Can I convert pounds and pence? Can I add money? Can I subtract money? Can I give change?	**Statistics:** Can I make tally charts? Can I draw pictograms? Can I interpret pictograms? Can I use bar charts? Can Use tables? **Plus:** **Time, shape, mass and capacity**
Science	**Plants** • What does a plant need to grow? • What are the functions of different parts of plants? • How is water transported within plants? • Why is seed dispersal important for plants? • What happens to plants when they are put in different conditions?	**Light and Shadows** • What is light? • What happens to light on different materials? • Can light pass through all materials? • How are shadows made? • How do shadows change through the day? • Which material can best protect our eyes from the sun?
Computing	**Sequencing Sounds** Creating sequences in a block based programming language to make music • To explore a new programming environment • To identify that commands have an outcome • To explain that a program has a start • To recognise that a sequence of commands can have an order • To change the appearance of my project • To create a project from a task description	**Creating Media** **Desktop Publishing** • To recognise how text and images convey information • To recognise that text and layout can be edited • To choose appropriate page settings • To add content to a desktop publishing publication • To consider how different layouts can suit different purposes • To consider the benefits of desktop publishing
History		**Ancient Egypt** • What makes the Ancient Egyptians memorable? • Why were people able to prosper in the deset land of Ancient Egypt? • Why do we know so much about Ancient Egyptians and their achievements? • How did differebt groups of people contribute to Ancient Egyptian society? • What can we learn from the Great pyramid?

		• Are you surprised by ancient Egyptian Religion? • What makes the ancient Egyptiand memorable?
Geography	**Coasts-**Do we like to be beside the seaside? • Have you been to the seaside? • What is the coast of South West England like? • What natural features can I see beside the seaside? • What other features and activities can be seen around UK coasts? • Do we like to be beside the seaside? • Which sort of seaside would you choose?	
Art	**Ancient Egyptians meets Modern Art** • How did the Ancient Egyptians adorn themselves and their possessions? • How did Gustav Klimt use pattern in his art work? • Can I design and make an Egyptian inspired artefact? • Can I adorn the surface of my artefact with patterns in the style of Gustav Klimt? • What is similar and different to Egyptian art, Gustav Klimt's work and my own final piece of art?	
DT		**DT -Textiles** **Design, Make and Evaluate a sunglasses case** • Can I investigate a range of sunglasses bags? • Can I disassemble textiles products to gain an understanding of 3-D shape, patterns and seam allowances? • Can I create a paper pattern using 2-D shapes? • Can I explore a variety of joining and finishing stitch techniques? • Can I design my own sunglasses bag? • Can I assemble my own sunglasses bag? • Can I evaluate how effective my sunglasses bag is?
Music	**What are the style indicators for Disco music?** • What instruments can I identify in this song? • How would you describe the structure of the song? • Can I compare songs and say what is similar and different? • Can I read formal notation to play along to the song?	**Anna Meredith- Connect It BBC Ten Pieces** • Who is Anna Meredith? • What are the special features of Connect It? • Can I create body percussion rhythm patterns and contribute to a whole class performance?

	• Can I compose a riff to accompany the song?	• Can you practise to improve and discuss which areas need more work and say why? • Can I perform to an audience with confidence and appraise my work?
PE Basketball Rounders		Tennis Athletics
RE	**What is my viewpoint about God and why do people have faith?** • What do I think about God? • How do Christians de-scribe God? • How have artists por-trayed God? • How does faith impact on decisions? • What questions would I ask if I interviewed a Christian?	**How do Muslim's worship?** • Who spoke to Muham-mad in the cave? • What do Muslims believe about Angels? • Where do Muslim's wor-ship? • How is art used to ex-press belief in Islam? • How do Muslims prepare to pray? • What do Muslims believe about the Qur'an?
PSHE	**Safety and the changing body** • First aid: emergencies and calling for help • First aid: bites and stings • Be kind online • Cyberbullying • Fake emails • Drugs, alcohol and tobacco: Making choices and influences • Keeping safe out and about	**Wellbeing and Transition** Transition- coping strategies Wellbeing • Wonderful me! Who am I? • People around me: Communication • Meaning and purpose: My superpowers • Resilience: Breaking down barriers • Healthy body, healthy brain: My healthy diary • Relaxation: Stretches
French	**Carnival and using numbers** I can learn about French traditions and take part in carnival celebrations I can say and write some numbers between 1 and 15 I can ask and answer 'how old are you?' I can take part in a simple dialogue about myself using familiar questions I can read and write dates in French I can understand and use Easter-related vocabulary	**Reviewing and revisiting previous learning**