



Curriculum Framework for Year 3

The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

English	Programmes of Study for: <ul style="list-style-type: none">● Year One● Year Two,● “Lower Key Stage Two” (by the end of Year Four)● “Upper Key Stage Two” (by the end of Year Six)● Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation
Maths	Programmes of Study for each group from Years One to Six
Science	Programmes of Study for each group from Years One to Six
All other National Curriculum Subjects	Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six)

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

English and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

2. An Exciting “Entry Point”

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

3. Our Question Boards

Each class begins each half term’s context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a “questions board” with the children’s questions displayed. These help inform the teacher’s planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child’s enjoyment and achievement at school.

A Personalised Curriculum for Your Child

Precise learning objectives are differentiated according to each child’s next steps in their learning. You can find out more detail about your child’s next steps in learning by coming to the Parents’ Evening Meetings in the Autumn and Spring terms, from your child’s Annual Written Report in the Summer Term and by making an appointment with your child’s class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

Our Curriculum for Year 3 for the First Half of Autumn Term

Context for Learning: Anglo Saxons and Vikings

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Beowulf Alfred the Great Immigrant song	Children will be using a range of texts, artefacts and images from the Anglo Saxon and Viking times to practise descriptive writing. The children will learn to build their writing up across the week providing them with time to correct and enhance their ideas. The children will learn to edit as they write with a focus on language, handwriting and paragraphs. Children will be listening to a range of music to provoke emotion and use the images created to write about historical events. They will also produce a non-chronological report about Alfred the Great, using headings and subheadings to organise their writing.
Oracy		Use specialist vocabulary and make precise vocabulary choices
Mathematics	Strands covered: Number: Place Value Number: Addition and subtraction	Children will: Identify, represent and estimate numbers using different representations; Read and write numbers up to 1000 in words and numerals; Compare and order numbers up to 1000; Find 10 or 100 more or less than a given number; Count from 0 in multiples of 50 and 100; solve number problems and practical problems using these ideas. Add and subtract numbers mentally, including: a three-digit numbers and ones, tens and hundreds; add and subtract numbers with up to three digits using formal written methods of columnar addition and subtraction; Estimate the answer to the calculation and use inverse operations to check the answers; solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.
Science	Rocks, Soils & Fossils	Children will use investigative skills to look at the properties of different rocks and soil types. They will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. They will describe in simple terms how fossils are formed when things that have been alive are trapped within rock. They will recognise that soils are made from rocks and organic matter.
Computing	Online Safety Keyboard skills	Children will learn what makes a safe password and how to keep passwords safe. They will learn about the accuracy of websites and how to evaluate whether websites are giving accurate information or not. They will learn about age restriction symbols on digital media and devices. Children will be taught keyboard skills throughout the ICT Curriculum

	Spreadsheets	Children will learn to create pie charts and bar graphs, to use the <> and = tools and be introduced to the advanced mode of 2Calculate.
Art and Design	Self Portraits	Children will use oil pastels to create a self portrait in the style of Pablo Picasso.
Music	Songs for Harvest Festival	Children will practise two songs for the Harvest Festival. They will perform in front of parents during the Harvest Assembly this half term.
Design and Technology	Pictish Standing Stones	Children will work with clay to produce their own Pictish standing stone. They will also carve their name in clay, using the Pictish symbols known as Ogham
	Anglo Saxon Shields	Children will look at examples of different Anglo Saxon shields and use a variety of materials to design and make their own.
History	Invaders and Settlers	Britain's settlement by Anglo Saxons, Picts and Scots: We will learn about the concept of invaders and settlers, considering the reasons the Anglo Saxons and Vikings left their own countries and why they chose Britain to live in. Children will learn about the Anglo Saxon and Viking struggle for the Kingdom of England and how it has influenced the way England is today. Children will learn about some of the main features of life in Anglo Saxon times such as their rulers, the way they dressed and some of their beliefs and the evidence that they left behind.
Geography	Settlement	Name and locate counties and cities that have Anglo Saxon names, looking at the physical features and how they affect the choice of location and land use. Children will also learn how to use the points of the compass and grid references.
Languages	French	A new start: 1a) Getting to know you <ul style="list-style-type: none"> - Discover where France is in the world - Learn how to say greetings in French - Learn how to ask and answer how they are feeling - Learn how to ask somebody their name, and how to introduce their name in French 1b) Numbers <ul style="list-style-type: none"> - Learn to say and remember numbers from 1 to 10 1c) Colours <ul style="list-style-type: none"> - Learn to say colours in French
Physical Education	Outdoor adventure.	This unit will be taught by a specialist sports coach. Children will work together to solve problems and develop team skills.
	Swimming	Weekly lessons led by Parkside swimming teachers.
RSHE	Online Relationships	Children will: To learn the meaning of age-restriction symbols on digital media devices. To understand that the information may be out of date or poor quality. To discuss the benefits and negatives of finding out information online. To know where to ask for help if they see inappropriate content.

	<p>Internet Safety and Harms</p> <p>Caring Friendships</p> <p>Being Safe</p>	<p>Reinforce anti-bullying policy. Look at online bullying and the importance of parental controls.</p> <p>Recognise when a friendship is making them unhappy or uncomfortable. To understand that exclusion is a form of bullying. Difference and consideration for others.</p> <p>Introduce the vocabulary of secret, surprise and private. Use scenarios for children to understand which is appropriate when. Understand that it is not right to keep secrets that are unsafe, even if they have been asked to by an adult. Children will learn how to report concerns or abuse, and the vocabulary and confidence to do so.</p>
Culture & Diversity	<p>Social Responsibility and Belonging</p> <p>Living Together</p>	<p>Lesson objectives for this half term:</p> <p>Understands the need for rules in local community (school, family, village or town) and how they can help us (SCC1)</p> <p>Participates cooperatively in group activities and works to ensure everyone is included (SCC4)</p> <p>Tries to solve problems and resolve conflict through listening to others and understanding their views (SCC5)</p> <p>Is willing to play fairly and inclusively with others (AP1)</p> <p>Actively tries to ensure everyone is included (AP3)</p> <p>Understands rules and how the local environment is organised (family, community, school etc) (D1)</p> <p>Has a sense of fair play/justice (D2)</p> <p>Is offended by unfair treatment (D3)</p> <p>Understands why we have rules and responsibilities and why they may change over time (C1)</p> <p>Understands that everyone should be treated fairly (C3)</p> <p>Is willing to listen to the ideas of others, even when disagreeing (CD2)</p> <p>Understands what is fair and unfair (E1)</p> <p>Treats others fairly (E2)</p> <p>Is willing to take turns and share (E3)</p> <p>Is willing to listen to the ideas of others, even when disagreeing (B1)</p>
Religious Education	<p>What events and places are special to Hindus</p>	<p>In this unit, children will consider which events and what places are important to Hindus, focusing on what is important to them and how they show it through practises and rituals.</p>

Educational Visits/Visitors	A morning of learning about the Anglo Saxons and the Vikings at the museum of archaeology and anthropology
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Our Curriculum for Year 3 for the Second Half of Autumn Term

Context for Learning: Little Me, Big Dreams

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Celebrations- Children just like me All about me Little me, Big Dreams: Malala Yousafzai and Bruce Lee.	This term the children will learn how to write a non-chronological report, using paragraphs, headings and sub-headings to organise ideas, using generalising language and using present tense verbs. Children will be creating information booklets to celebrate their lives including information about their families, friends and hobbies. The children will plan their ideas, draft their work before creating a final booklet celebrating their differences and achievements. A visit from the Kite Trust to introduce ideas of celebration of families and differences. Little me big dreams will develop the children's understanding of biographical texts. The children will be learning about those who advocate for their beliefs and how they have empowered millions of people to follow their goals and aspirations.
Oracy		Vary tone of voice with intention e.g. in a spooky story To appropriately judge you are saying for different audience (e.g. speaking to a younger student)
Mathematics	Strands covered: Number: Addition and Subtraction continued Number: Multiplication and division	Children will: Add and subtract numbers mentally, including: a three-digit numbers and ones, tens and hundreds; add and subtract numbers with up to three digits using formal written methods of columnar addition and subtraction; Estimate the answer to the calculation and use inverse operations to check the answers; solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. Recap equal groups, arrays and sharing circles whilst consolidating their knowledge of the 2, 5 and 10 times tables. Recall and use multiplication and division facts for the 3,4 and 8 times tables.
Science	Rocks, Soils & Fossils Animals, including humans	Continue with this topic before moving on from fossils to human skeletons Children to identify that humans and some other animals have skeletons and muscles for support, protection and movement. Children will also identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Computing	Coding	Children will learn what coding is. They will explore and experiment with 2 code. Children will learn to use timers in 2Code to create differing effects, use repetition commands, introduce 'If' statements to allow selection in a program and how to debug code.
Art and Design	Celtic design	Children will explore the Lindisfarne gospels and will create their own Celtic influenced designs in the form of illuminated letters. Children to use typography to create a contrasting variation to their illuminated letters.
Music	Glockenspiels	This unit of work will introduce the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel.
Design and Technology	Weaving	Children will practise their weaving skills and produce a woven bookmark.
History	Invaders and Settlers	The topic is continued, but with a focus on the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Geography	Settlement	(ongoing from last half term) Name and locate counties and cities that have Anglo Saxon names, looking at the physical features and how they affect the choice of location and land use.
Languages	French	Taught by French teacher in school (Madame Lombardi) The calendar and celebrations: 2a - Bonfire Night colours <ul style="list-style-type: none"> - Revisit and recall colours - Learn new colours for Autumn/Bonfire Night 2b – Calendar Time <ul style="list-style-type: none"> - Learn the names of days of the week - Follow a story about days of the week - Learn the months of the year - Recognise the nouns written down - Express their birthday month - Opportunity to check for learning with Puzzle It Out assessment
Physical Education	Swimming Striking and fielding games: cricket.	Weekly lessons led by Parkside swimming teachers. This unit will be taught by the Woolfe Sports team. Children will work together to develop striking and fielding skills in the context of small group games.
RSHE	Mental Wellbeing Families and People who Care for me	Children will: Start to recognise emotions in others – facial expression, tone of voice. Share ideas of how to express feeling and respond to situations. To identify and name range and degrees of emotions in daily life. To discuss what is the difference between isolation and loneliness. To look at school anti-bullying policy. Why is it important to have this in schools? What could they do if they witnessed bullying behaviour? Where would they get help? Problems and worries. Who do they talk to at home? How can they help us feel better? Lessons reflecting on

	<p>Caring Friendships</p> <p>Respectful Relationships</p>	<p>celebrating themselves and their families. To learn about different types of families. (Linked with English topic)</p> <p>Look at when trust is damaged. Understand that violence and fighting are never acceptable and what consequences may be. How to make friends.</p> <p>To accept differences and understand that friends do not always agree with each other. To discuss bullying. To understand why stereotypes are damaging. What does it mean to assume something about someone when you don't know them? To understand the importance of courtesy.</p>
Culture and Diversity	<p>Social Responsibility and Belonging</p> <p>Living Together</p>	<p>Lesson objectives for this half term:</p> <p>Understands uniqueness and value of every person (CD1)</p> <p>Recognises the similarities and differences between themselves and their peers, and in wider settings beyond own community (CD4)</p> <p>Understands the opportunities and challenges that diversity brings (CD5)</p> <p>Is able to cultivate good relationships with diverse individuals and groups (CD6)</p> <p>Has a sense of self and unique personal identity within those groups (B3)</p> <p>Can describe the way that they live in their culture in their local community (B4)</p> <p>Can reflect on the concept of home and belonging (B6)</p> <p>Can describe some similarities and differences within and between cultures and societies (B5)</p> <p>Understands rights in class and school (HR2)</p> <p>Respects basic human rights and understands how some have those denied (HR3)</p> <p>Is willing to stand up and speak for others to defend their rights (C6)</p> <p>Is prepared to stand up for others (D4)</p> <p>Is willing to stand up and speak for others (E4)</p> <p>Understands how to take part in making and changing rules in school or with friends or family (SCC2)</p> <p>Can identify some personal and shared values and how these might differ (S1)</p> <p>Understands that common values are important (S2)</p> <p>Can identify and describe the various groups to which they belong and how their community fits into the wider world (B2)</p>
Religious Education	<p>Christianity: Christmas around the world</p>	<p>During this unit, children will develop their understanding of why Christmas is an important festival for Christians.</p>

Educational Visits/Visitors	<p>To enhance our study of skeletons and muscles as well as fossils, we will visit the Museum of Zoology in Central Cambridge.</p> <p>Kite Trust visit to school for LGBTQ+ workshop.</p>
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Our Curriculum for Year 3 for the First Half of Spring Term

Context for Learning: The Ancient Egyptians

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	The House Brochures	This term the children will explore a visual text and use it as inspiration to write a narrative including speech marks, This term the children will also create brochures. They will learn how to use headings, subheading, captions, persuasive vocabulary and write detailed descriptions.
Oracy		To speak with confidence in front of an audience Considers position and posture when standing in front of audience.
Mathematics	Strands covered: Number: Multiplication and division continued	Children will practise: Recall and use of multiplication and division facts for the 3, 4 and 8 multiplication tables; Calculating mathematical statements for multiplication and division within the multiplication tables and using the appropriate symbols to write them; solving problems involving multiplication and division, using multiplication of two numbers using materials, arrays, repeated addition, mental methods and multiplication and division facts, including solving problems in context; Showing that multiplication of two numbers can be done in any order and division of one number by another cannot.
Science	Forces, Friction & Magnets	In this unit children will 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 and to predict whether 2 magnets will attract or repel each other, depending on which poles are facing
Computing	Touch Typing Simulations	Children will be introduced to typing terminology. They will understand the correct way to sit at the keyboard. They will learn how to use the home, top and bottom row keys. To practise and improve typing for home, bottom and top rows. To practise the keys typed with the left hand. To practise the keys typed with the right hand. Children will look at what simulations are, they will explore a simulation and they will analyse and evaluate a simulation.
Art and Design	Drawing and painting	Children will experiment with different colours to create both a painted and pencil colour wheel.

Music	Reggae	This unit of work where all the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.
Design and Technology	Cartouche	Children will use clay to create their own Egyptian Cartouche with hieroglyphs.
History	Ancient Egyptians	In this unit, children will place Egyptians on a timeline. They will also find out about the everyday lives of the Ancient Egyptians, including the hierarchy of society, beliefs and rituals. In addition, they will explore hieroglyphics.
Geography	The River Nile	Children will explore why the Egyptians settled where they did and how the Nile influenced early civilisation.
Languages	French	Taught by French teacher in school (Madame Lombardi) Animals I like and don't like: <ul style="list-style-type: none"> - Learn the nouns for animals - Learn the two ways to say 'a' in French - Learn how to express opinions about animals and say their favourite animal - Learn the plurals of animals - Follow a story about animals - Write sentences about animals using a model
Physical Education	Games: Ball Handling Gymnastics: Patterns and Pathways	This unit will be taught by the Woolfe Sports team. Children will work together to develop ball handling skills in the context of small group games. This unit will be taught by the class teacher. Children will learn how to travel, balance and compose a gymnastics phrase in small groups.
RSHE	Mental Wellbeing Basic Safety	Children will: Understand the events can change how we feel. Look at events which has made us happy/sad. Recognise that we sometimes have no control over events that happen to us, but we can recognise how they make us feel and what we can do. Recognise emotions of worry and anxiety. Extend understanding of 'trusted adults' to include adults in wider community, such as medical staff/Police. Discuss appropriate/inappropriate or unsafe physical contact at age-appropriate level.
Culture and Diversity	Social Responsibility and Belonging Living Together	Lesson objectives for this half term: Is familiar with similarities and differences between places in various parts of the world, including own setting (G2) Understands global connections between peoples and countries (e.g. through trade and communications) (G3) Understands global connections between peoples and countries (e.g. through trade and communications) (G3)
Religious Education	Family Life and who are the Jews?	Children will learn about Shabbat and kosher food – they will also plan a party using kosher foods.

Educational Visits/Visitors	Cambridge University Museums – children will have the opportunity to look at Egyptian artefacts. (Fitzwilliam)
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Our Curriculum for Year 3 for the Second Half of Spring Term

Context for Learning: Ancient Egypt

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Instructions for mummification (link to History topic)	Children will learn the features of instruction writing, including using time connectives to order, imperative verbs and labelled diagrams. This will be within the context of how to mummify a Pharaoh's body!
	Newspaper Report	How to write a chronological news report: matching form and organization to purpose using attention-grabbing headlines: experimenting with word play and alliteration using direct and reported speech, punctuated correctly.
Oracy		To be able to summarise a discussion To offer opinions which aren't their own
Mathematics	Strands covered: Measurement: Length and Perimeter	Children will: Measuring, comparing, adding and subtracting lengths; Solving problems including missing number problems, using number facts, place value and more complex addition and subtraction; measuring the perimeter of simple 2D shapes; working with and comparing simple equivalents of mixed units.
	Number: Fractions	Count up and down in tenths and know that tenths are made from dividing an object into 10 equal parts and in dividing one digit numbers or quantities.
	Measurement	Measure, compare add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity l/ml).
Science	Light and shadows	Children will recognise that they need light in order to see things and that dark is the absence of light and notice that light is reflected from surfaces. They will also recognise that light from the sun can be dangerous and that there are ways to protect their eyes. They will also understand that shadows are formed when the light from a light source is blocked by an opaque object as well as finding patterns in the way that the size of shadows change.
Computing	Email (Including Email Safety)	Children will think about the different methods of communication, open and respond to emails, write an email to someone using an address book, learn how to use email safely, how to add an attachment to an email and how to explore an email simulation.
Art and Design	Digital Media Art	Children will create an image of themselves as a Pharaoh using a combination of digital media and a selection of art mediums such as oil pastel and watercolours.
Music	Glockenspiels (part 2)	Children will learn to compose short pieces of music using this instrument.
History	Ancient Egyptians	Children will continue to learn about the Ancient Egyptians, focussing on Egyptian Gods, mummification and mythology surrounding death rituals. Children will also learn about the

		discovery of Tutankhamun by Howard Carter and how this changed our perceptions of the Ancient Egyptians.
Geography	Ancient Egyptians Past and Present	Children will discuss the landscape of past and present Egypt whilst locating Egypt on a map. Children will transfer these map skills to identify and locate the different regions that the River Nile flows through. Children will explore and investigate the importance of the River Nile looking at the physical features. Finally children will explore the human features created in Cairo before comparing them to the UK.
Languages	French	Taught by French teacher in school (Madame Lombardi) Carnival and using numbers <ul style="list-style-type: none"> - Cultural insight into Carnival in France - Opportunity to design a carnival mask - Revisiting numbers and playing number-themed games - Introduce the age question and answer - Revisit personal information - Ask and answer a range of questions - Revisit days and months to say and write the date - Finish with an Easter-themed lesson
Physical Education	Dance Machine Dance	Children will continue to practice linking movements and developing routines.
	TBD – Woolfe Sports	This unit will be taught by the Woolfe Sports team. Children will work together to develop ball handling skills in the context of small group games.
RSHE	Internet Safety and Harms	Children will: Discuss why we may behave differently in different situations. To understand how online relationships can go wrong and be misunderstood. To understand that online communications should also be respectful. To discuss personal information and digital footprints.
	Basic First Aid	Understand safety first – assess own situation is safe before calling for help. Recap practising emergency call, clearly and calmly and the questions they may be asked.
	Respectful Relationships	To discuss the need for respect, in order for people in jobs to be able to do their job properly.
Culture and Diversity	Social Responsibility and Belonging Living Together	Lesson objectives for this half term: Understands what it means to be a citizen of one country and the civic obligations that go with that (C4) Understands how being a citizen of one country relates to the wider global context (C5) Understands that our choices and actions have consequences - both positive and negative - for the world we live in (AP4) Collaborates with others on real life issues in their community (AP5)
Religious Education	How do people pray?	Children will be learning about the importance of prayer for different religions, comparing the similarities and differences between them. Children will consider Jews, Muslims, Christians and others such as Quakers to compare

		different ways of praying. Children will write their own prayer or 'wise words'.
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Educational Visits/Visitors	Whipple Museum – link to Light and Shadows Science topic
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Our Curriculum for Year 3 for the First Half of Summer Term

Context for Learning: Plants around the world

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Woodlands Texts: Seasons Come, Seasons Go The Tin Forest Wangari's Tree of Peace	Across the term children will be exploring a variety of rich texts that discuss and elevate their understanding of woodlands. The children create a booklet on the seasons of trees where they experiment with rhyming couplets and poetry. The children will explore, create and devise a variety of work based on topics such as deforestation and the impact of individuals around the world and their stories. The children will then explore the impact of literary devices such as rhetorical questions, metaphors and similes within art and how this can create tension and atmosphere to their writing.
Oracy		To ensure that everyone makes a contribution which is valued To be able to reach shared agreement
Mathematics	Strands covered: Number: Fractions continued Money	Children will: Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators. Solve problems that involve all of the above. Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole. Children will continue their learning about money; using different coins to make amounts and practicing giving correct change. Add and subtract amounts of money to give change, using both £ and p in practical contexts.
Science	How plants grow – Habitats and Food chains	Children will identify and describe the functions of the roots of flowering plants. They will investigate the way in which water is transported within plants. Children will discuss and describe the functions of leaves in flowering plants. They will explore a flower's life cycle including pollination and seed dispersal. Finally children will learn about the importance of seeds as a food source and their structure.
Computing	Branching Databases Graphing	Children will sort objects using YES/NO questions, complete a branching database and create a branching database of their own choice. Children will enter data into a graph and answer questions. They will solve an investigation and present the results in graphic form.

Art and Design	Printing	Children will create their own printing block out of cardboard of a plant from around the world. They will then create a two tone drawing from their print using the printing technique.
	Artists	Children will learn about great artists, architects and designers in history such as Hester Berry who studies natural landscapes.
History	Urban and Ancient Woodlands	Children will explore and discover what an urban woodland is. Children will locate and source information about urban woodlands and why they are important for biodiversity. Children will then compare their understanding of urban woodlands to ancient woodlands.
Geography	Plants around the world	Children will discover some of the strangest plants from around the world, locating them on a world map and identifying the continent and country in which they can be found. Children will explore desert biomes and identify both hot and cold deserts as being the most extreme climates in the world. They will find out about plants that grow in these biomes and how they have adapted to suit their environment, and investigate what deserts are like.
Languages	French	Taught by French teacher in school (Madame Lombardi) Fruit nouns and polite requests <ul style="list-style-type: none"> - Revisit 1-15 in French - Singular and plural nouns for fruits and some vegetables - Identifying singular and plural nouns and looking for simple patterns of change. - Play a simple board game - Follow and understand a simple story - Sequence and join in with retelling a story - Write a simple sentence in French.
Physical Education	Games (striking and fielding): Rounders	Woolfe Sports will help children develop their skills in striking, fielding and teamwork. Children will learn the rules of rounders and apply these skills in a game of rounders.
	Gymnastics	Children will explore different balances, methods of travelling and sequences.
RSHE	Drugs, Alcohol and Tobacco	Children will: Understand that medicine can be prescribed by a doctor, or some can be brought over the counter. To know that it is only good for us, if we follow the instructions carefully, as too much could make us unwell. To know never to take any medicine belonging to someone else.
	Respectful Relationships	To understand that each person and family is unique. To celebrate their own preference, families and beliefs

	Mental Wellbeing	Revisit routines and self-care.
Culture and Diversity	Social Responsibility and Belonging Living Together	Lesson objectives for this half term: Understands some of the causes and effects of poverty and inequality in own community and at local, national and global levels (E5) Identifies some actions that can be taken at school, in local community, nationally or globally to increase equality (E6) Understands key local, national and global environmental issues and starts to think about how these may be connected (SD5) Understands immediate and local environment and simple links with other places (e.g. through food) (G1) Takes action to protect and improve the environment and quality of life for people locally and globally (SD6) Understands basics of governance - family, school, local community, country (SCC3)
Religious Education	How can we make a difference in the world today?	In this unit, the children will consider the question: do we have to be religious to make a difference? e.g. Children in Need, Red Crescent (Islam), Red Cross, Christian Aid, 5 pillars, some religions give money away Why is it important to give?
Cooking and Nutrition	Fruit and muesli breakfast pots.	Children will learn to measure and combine ingredients, and layer and decorate the dish. They will also develop knife skills such as bridge and claw to prepare and chop a range of fruits.

Educational Visits/Visitors	TBD – Wandlebury?
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Our Curriculum for Year 3 for the Second Half of Summer Term

Context for Learning: Plants around the world

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Plants around the world Texts: The Magic and Mystery of Trees Protect the Planet	The children will continue to look at plants from around the world. Children will use the knowledge to create balanced arguments for the pros and cons of the topics they have learnt creating contrast to their understanding. This culminates in a final length, creative story about an adventure in a woods.
Oracy		To reflect on their own and other's talk Use specialist language to describe their own and others' talk
Mathematics	Strands covered: Time Geometry: Properties of Shape Statistics	Children will: Tell and write the time from an analogue clock, including using Roman numerals 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. Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles made a half-turn, three made a three quarters of a turn and four a complete turn; identify whether angels are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them. Interpret and present data using bar charts, pictograms and tables. Solve one and two step questions using the information presented in scaled bar charts, pictograms and tables.
Science	Helping plants grow	Children will conduct and investigation to find out what plants need to grow well. Children will also learn about all the plants they know that we eat. They will then investigate why some crops grow better in different parts of the world than others, and how plants get from the fields to our tables. (Links to Plants of the World)
Computing	Google Slides	Children will learn how to make a document from a blank page, to insert images into a presentation, to add shapes and lines to a presentation, to animate a presentation and then use their learnt skills to create a full presentation.

Art and Design	Collage	Children will explore the media of collage using simple techniques to create a woodland picture using a variety of natural resources.
Design and Technology	Recycling / Applique	Children will explore different methods of converting an old t-shirt into a bag. Children will practise different stitches, enabling them to design and create their own bag to carry home 'end of year' items.
Music	Let your spirit fly	This unit of work builds on previous learning, focused around one song: Let Your Spirit Fly, an R&B song written for children.
History	Plants of the world	Children will use a variety of resources to explore and present how humans have used plants over the centuries and how this may have changed over time.
Geography	Plants of the World	Children will continue their topic of learning about the different biomes around the world.
Languages	French	<p>Taught by French teacher in school (Madame Lombardi)</p> <p>Going on a picnic</p> <ul style="list-style-type: none"> - Explore nouns for picnic items - Explore possible locations for a picnic - Follow a story about a picnic, revisiting colours and numbers - Build own picnic story <p>Aliens in France</p> <ul style="list-style-type: none"> - Explore map of France - Ask 'where do you live?' and answer 'I live in..' in French <p>Revisit personal information questions and answers</p>

Physical Education	Gymnastics	Children will investigate how to travel, balances and rolls. They will combine these skills to create short sequences.
	Athletics Games: netball	Led by Woolfe Sports, the children will learn the rules of netball and build skills in order to play a game.
RSHE	Physical Health and Fitness	Children will: Learn the risks of inactivity. They will discuss what is a good amount of daily exercise and the importance of clubs and where to find trusted advice.
	Health and Prevention	Personal hygiene, germs and bacteria. How to recognise early signs of physical illnesses. How to be safe in the sun. The importance of a sufficient amount of sleep. Good oral health and allergies.
Culture and Diversity	Social Responsibility and Belonging Living Together	<p>Lesson objectives for this half term:</p> <p>Understands how our individual choices affect other people and our planet and, with this, the need to adopt responsible behaviour HR4 (English: Wangari Tree)</p> <p>Has a desire to improve the world we live in (English: Wangari Tree, Tin Forest) (D5)</p> <p>Understands the importance of individual and collective action S3 (English: Wangari Tree) (S3)</p> <p>Can appreciate and care for living things and own environment (English: Wangari Tree – plus links to our plants topic in Science) (SD1)</p>

		<p>Understands the importance of individual and collective action (Wangari Tree) (SCC6)</p> <p>Is willing to take part in activities both inside and outside of the classroom (school trips / Sports Day / workshops in the Sports Hall etc.) (AP2)</p> <p>Understands the basic needs for human life (HR1)</p> <p>Is starting to value resources and learning not to waste them (SD2)</p> <p>Understands who is responsible for ensuring rights are met (teachers, local and national government) (HR5)</p> <p>Understands some of the major human rights issues in own community, country and more globally (HR6)</p>
Religious Education	Sacred Writings	Children will look more in depth at the sacred texts from the Torah and the Bible. Children will note the similarities and differences between them.

Educational Visits/Visitors	TBD – Sports Day on Parker’s Piece
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