St Mary's Catholic Primary School Curriculum Year 3 Summer 2 Main Themes: Settlements – Are all settlements the same? Light Cultural Capital/Enrichment: Swimming/Water Safety	
End Points	By the end of this half term, children will know the colours in French and be able to build and write a complex sentence in French. In Music, the children will have explored the music of Carnival in Brazil. They will have composed and performed simple musical patterns. In R.E the children with have a clearer understanding of what it means to be a Christian and to understand what they can learn from the experiences of key biblical figures. They will understand and be able to reflect on the ways that they can use their God given gifts in life. Through English, the children will have furthered their understanding of how to structure non-fiction writing with the use of headings, sub-headings and paragraphs. They will understand the purpose of an explanation text and what they can be used for in every day life. Through the non-fiction unit, the children will have been inspired to write another version of a narrative story that includes ambitious and widening vocabulary. They will understand the structure of a journey tale and how to create characters and plots with increasing detail. Their handwriting will now be of a consistent, joined and legible standard ready for Year 4. In Science, the children will have developed a clear understanding of light in our every day lives. They will understand how light reflects and understand how shadows are formed. In Maths, the children will be able to tell the time in minutes and seconds and be able to relate this to every day problems and scenarios. They will have a basic understanding of angles and be able to identify angles such as acute and obtuse. They will also understand different types of graphs such as pictograms, understand how they can be used in daily life and know how to input data and interpret data for themselves. In computing, the children will be able to create graphs to display their data and they will use their knowledge of graphs in their maths lessons to support them with this. In P.E the children will understand basic football skills and how to apply them in a game. They will be able to pass, dribble and shoot. They will also have completed their term of swimming in Year 3 and will now have the base skills to have either completed 25m unaided or be closer to working towards this as they continue their swimming in Year 4. In Geography, the children will understand and be able to answer the question 'are all settlements the same?'. They will have gained increasing knowledge of UK and world rivers, counties and towns. They will also have developed the skill of using OS maps, digital maps and keys. In D&T the children will have created an electrical charm. To do this they will have developed their skill of programming to achieve a given goal and use problem solving to suggest features.
Religious Education **Being a Christian**	In this topic the children will This unit is designed to develop the children's knowledge and understanding of living as a Christian. They will learn about

	how St. Peter became a follower of Jesus and how Saul (Paul) became a Christian. The children will reflect on how they can use their gifts to live as a Christian. Key Learning Outcomes • Have some understanding of what being a Christian involves • *Reflect on what it means for us* • Know how St. Peter became a follower of Jesus • Know what Jesus teaches about helping others • Understand how St. Paul had to learn how to be a Christian • *Think about what we can learn from his experience* • Identify the gifts God has given us and reflect on ways we can use these gifts	
English	**Talk 4 Writing genres:** Narrative (Journey Tale) - The girl with the yellow bag Explanation – Recycling (turning old rubbish into something useful)	**(Shared) Reading texts:** Wisp (A Story of Hope) Stuff (non-fiction) Class Read for pleasure Text: Leonora Bolt
English - Reading Comprehension Skills/Word Reading	- To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). - To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-,un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* - To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud.* - To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction andreference books or textbooks. - To use appropriate terminology when discussing texts (plot, character, setting). - To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in	

	context. • To discuss authors' choice of words and phrases for effect. • To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • To justify predictions using evidence from the text. • To retrieve and record information from non- fiction texts.
English-Spoken Language Skills	• To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. • To ask questions that relate to what has been heard or what was presented to them. • To begin to offer support for their answers to questions with justifiable reasoning. • To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. • To speak regularly in front of large and small audiences.
English - Handwriting Skills	• To use a neat, joined handwriting style with increasing accuracy and speed.
English - Writing Spelling Skills	• To spell words ending in the suffix –al • To spell words ending with a /zhuh/ sound spelt with 'sure' • To spell words ending /chuh/ sound spelt with ture • To spell words with silent letters (revision)
English - Writing Composition Skills	• To begin to use ideas from their own reading and modelled examples to plan their writing. • To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. • To begin to organise their writing into paragraphs around a theme. • To compose and rehearse sentences orally (including dialogue). • To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).

	• To make deliberate ambitious word choices to add detail. • To begin to create settings, characters and plot in narratives.
English - Writing VGP Skills	• To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. • To use a range of conjunctions, adverbs and prepositions to show time, place and cause. • To use the full range of punctuation from previous year groups. • To punctuate direct speech accurately, including the use of inverted commas. • To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).

Mathematics Skills Small steps	Measures: Time – Part 2	Geometry: Shape	Statistics
	Step 8 Hours and minutes – use start and end time	Step 1 Turns and angles	Step 1 Interpret pictograms
	Step 9 Hours and minutes - use durations	Step 2 Right angles	Step 2 Draw pictograms
	Step 10 Minutes and seconds	Step 3 Compare angles	Step 3 Interpret bar charts
	Step 11 Units of time	Step 4 Measure and draw accurately	Step 4 Draw bar charts
	Step 12 Solve problems with time	Step 5 Horizontal and vertical	Step 5 Collect and represent data
		Step 6 Parallel and perpendicular	Step 6 Two-way tables
		Step 7 Recognise and describe 2-D shapes	
		Step 8 Draw polygons	
		Step 9 Recognise and describe 3-D shapes	
		Step 10 Make 3-D shapes	

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Science Knowledge Light	• To recognise that they need light in order to see things and that dark is the absence of light. • To notice that light is reflected from surfaces. • To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • To recognise that shadows are formed when the light from a light source is blocked by an opaque object. • To find patterns in the way that the size of shadows change.
Working Scientifically Skills	• asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, 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 in answering questions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
Computing Knowledge Purple Mash Unit Graphing	• To know a variety of software and internet services to accomplish a given goal • To know how to collect data from a range of sources.
Computing Skills	• Choose from a variety of software and internet services to accomplish given goals. • Design and create content to accomplish a given goal. • Collect and combine information and data.
PE Knowledge	**Football** • When, where and why we should pass • How to dribble the ball keeping possession to beat an opponent. • How we can combine passing and dribbling to create space. • How to change direction keeping control of the ball.

	- How to adopt the correct technique when dribbling. We dribble with the inside and outside of the feet, keeping our head up with the ball close to our feet - How to adopt the correct technique when passing over a short distance. Non-kicking foot beside the ball, kick with the inside of your foot (short passes) **Swimming**	
PE Skills	**Football** - Introduce/develop dribbling keeping control - Introduce passing and receiving - Combine dribbling and passing to create space - Develop passing, receiving and dribbling **Swimming** - Begin to swim more confidently up to 25 metres - Become more confident to perform to a range of strokes eg. front crawl, backstroke and breaststroke - Be become more confident to perform safe self-rescue in different water-based situations	
Music Knowledge and Skills **Units:** **1. Just Three Notes** **2. Samba with Sergio**	Focus: Pitch (notes C-D-E), rhythm patterns, structure, minimalism, dot notation. Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community. - Invent simple patterns using rhythms and notes C-D-E. - Compose music, structuring short ideas into a bigger piece. - Notate, read, and follow a 'score'. - Recognise and copy rhythms and pitches C-D-E. - Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. - Perform vocal percussion as part of a group. - Move in time with the beat of the music. - Talk about what they have learnt about Brazil and carnival.	

French Knowledge KS2 only	• Listen to the story of 'The Four Friends' and read aloud. • Learn the colours (red, blue, yellow, green, purple, white, black, pink, brown) • Build some complex sentences about how each animal moves and what they look like. • Make sentences negative e.g. The rabbit does not gallop. • Write a complex sentence using a scaffold. • Perform the story of The Four Friends.	
French Skills KS2 only	• Use sound-spelling links to aid pronunciation when reading aloud. • Adapt intonation to ask questions. C'est qui? (Who is it?) • Use a range of strategies to memorise vocabulary. • Use a bilingual word bank to find the meaning of words. • Show awareness of the position of adjectives of colour. • Use word cards to build complex sentences. • Use a simple negative; ne...pas • Write a sentence using a language scaffold.	
	National Curriculum **End of key Stage 2** Pupils should be able to:	**Progression Statements Taken from Schemes of Work e.g. Kapow**
Geography Knowledge Are all settlements the same?	Locational Knowledge: • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key	• To know the names of some of the world's most significant rivers. • To know the name of some counties in the UK (local to your school). • To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city. • To begin to name the twelve geographical regions of the UK. • To know the main types of land use. • To know some types of settlement.

	physical and human characteristics, countries, and major cities • 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 Place Knowledge: • 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, and a region within North or South America	• To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the UK grows food locally and imports food from other countries. • To understand that a scale shows how much smaller a map is compared to real life. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). • To know an enquiry-based question has an open-ended answer found by research. • To know what a bar chart, pictogram and table are and when to use which one best to represent data.
Geography Skills	Human and Physical: • describe and understand key	• Locating some major cities of the countries studied. • Locating key physical features in countries studied including significant environmental regions. • Locating some key human features in countries studied. • Locating some counties in the UK (local to your school). • Locating some cities in the UK (local to your school).

| | aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical Skills and Fieldwork:
• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
• 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
• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | • Beginning to locate the twelve geographical regions of the UK.
• Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.
• Describing how a locality has changed over time, giving examples of both physical and human features.
• Describing and beginning to explain similarities between two regions studied.
• Describing and beginning to explain differences between two regions studied.
• Describing how and why humans have responded in different ways to their local environments.
• Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
• Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
• Describing and understanding types of settlement and land use.
• Explaining why a settlement and community has grown in a particular location.
• Explaining why different locations have different human features.
• Explaining why people might prefer to live in an urban or rural place.
• Beginning to use maps at more than one scale.
• Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
• Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.
• Using the scale bar on a map to estimate distances. |

		• Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy. • Saying which directions are N, S, E, W on an OS map. • Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. • Beginning to choose the best approach to answer an enquiry question. • Mapping land use in a small local area using maps and plans. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Taking digital photos and labelling or captioning them. • Finding answers to geographical questions through data collection.
D & T Knowledge **Digital World –** Electronic Charm	• 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.	Technical • To understand that in programming a 'loop' is code that repeats something again and again until stopped. • To know that a Micro:bit is a pocket-sized, codeable computer. • Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm.

D & T Skills	• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world. • Apply their understanding of computing to program, monitor and control their products.	Additional • To know what the 'Digital Revolution' is and features of some of the products that have evolved as a result. • To know that in Design and technology the term 'smart' means a programmed product. • To know the difference between analogue and digital technologies. • To understand what is meant by 'point of sale display'. • To know that CAD stands for Computer-aided design.
		• Problem solving by suggesting potential features on a Micro: bit and justifying my ideas • Developing design ideas for a technology pouch • Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge • Using a template when cutting and assembling the pouch • Following a list of design requirements • Selecting and using the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch • Applying functional features such as using foam to create soft buttons • Analysing and evaluating an existing product • Identifying the key features of a pouch
RHE/PHSE/SMSC (Relationships and Health Education)	**Module 3 Created to Live in Community** **Living in the Wider World** • That God wants His Church to love and care for others. To devise practical ways of loving and caring for others. • New content Working Together Tbc	

	• New content Money Matters TBC
Mental Health and Wellbeing Safeguarding Curriculum Links	**Safe Guarding links:** Transitions (moving to a new class) New Beginnings (dealing with change) Water Safety (keeping safe in the water)

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