


<p><u>History</u></p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study: Ancient Egypt; <p><u>Geography</u></p> <ul style="list-style-type: none"> 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) 	<p style="text-align: center;">Year 3 Summer Term Topic: Pharaohs</p> <div style="text-align: center;">  </div> <p><u>PE</u></p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Computing</u></p> <p>Programming</p> <ul style="list-style-type: none"> Put programming commands into a sequence to achieve a specific outcome. Solve an open-ended problem <i>e.g. adding sound to a model or object</i> Use repeat commands Describe the algorithm necessary for a simple task. Keep testing my program and recognise when I need to debug it <p>Multimedia</p> <ul style="list-style-type: none"> Create different effects with different technology tools Combine a mixture of text, graphics and sound to share my ideas and learning Evaluate my work and improve its effectiveness Use appropriate keyboard commands to amend text on my device <p>Technology in our Lives</p> <ul style="list-style-type: none"> Describe the World Wide Web as the part of the Internet that contains websites Use search tools to find and use an appropriate websites Think about whether I can use images that I find online in my own work. <p>e-Safety</p> <ul style="list-style-type: none"> Protect my personal information when I do different things online. Use the safety features of websites as well as reporting concerns to an adult <p><u>RE</u></p> <p>Sacrament of Reconciliation</p> <ul style="list-style-type: none"> Explore how the Church celebrates the Resurrection of Jesus. Think about how we can celebrate Jesus' Resurrection. Know that Jesus appeared to some of his disciples on the road to Emmaus. Think about what we can learn from this experience. Know what Jesus said to Thomas when he did not believe he had risen from the dead. Reflect on the meaning of these words for us. Know that Jesus returned to heaven. Reflect on what this means for us. Know what happened at Pentecost. Reflect on how it changed the apostles.
<p><u>Art & Design</u></p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history. 		
<p><u>Design & Technology</u></p> <p><u>Design</u></p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 <p><u>Evaluate</u></p> <ul style="list-style-type: none"> 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 Technical knowledge 		

		<p><u>Being a Christian</u></p> <ul style="list-style-type: none"> • Begin to understand what being a Christian involves. • Reflect on what it means for us. • Know what Jesus teaches about helping others • Reflect on how we can help others. • Know how St. Paul had to learn to be a Christian. • Think about what we can learn from his experience. • Know that the Sacraments are a meeting with Jesus. o Be aware that in the Sacraments we receive Jesus’ great love. • Know about people who use their gifts to help others. • Think about what we can learn from them. • Begin to understand the importance of prayer. • Think about different ways of praying.
<p><u>Music</u></p> <ul style="list-style-type: none"> • 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 • develop an understanding of the history of music. 		<p><u>PSHE</u> RSE Journey in Love</p> <ul style="list-style-type: none"> • Children know and understand the virtues essential to friendship e.g. loyalty, responsibility... and experience the importance both of forgiving and being forgiven and of celebrating God’s forgiveness.
<p><u>MFL</u></p> <ul style="list-style-type: none"> • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language 		
<p><u>Science</u> <u>Animals including Humans</u></p> <ul style="list-style-type: none"> • 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 <p>•</p> <p><u>Plants</u></p>	<p><u>Maths</u> <u>Number – fractions</u></p> <ul style="list-style-type: none"> • 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 [for example, $57 + 17 = 67$] 	<p><u>English</u> <u>Non Fiction</u> Recount text</p> <p><u>Fiction</u> Grandpa Chatterji</p> <p><u>Poetry</u> Shape poetry</p> <p><u>Grammar and Vocabulary</u></p>

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Solve problems that involve all of the above. <p>Measurement – time</p> <ul style="list-style-type: none"> • Tell and write the time from an analogue clock, including using Roman numerals from I to XII 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 [for example to calculate the time taken by particular events or tasks]. <p>Geometry – properties of shape</p> <ul style="list-style-type: none"> • Recognise angles as a property of shape or a description of a turn. • 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. • 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. <p>Measurement – mass and capacity</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). 	<ul style="list-style-type: none"> • expresses time, place and cause using; • conjunctions (e.g. when, before, after, while, so, because) • adverbs (e.g. then, next, soon, therefore) • prepositions (e.g. before, after, during, in, because, of) • begins to understand subordinate clauses • uses a range of punctuation accurately and effectively - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, apostrophe for singular possession and inverted commas for direct speech • uses the present perfect form of verbs instead of the simple past • uses a varied and rich vocabulary <p>Spelling</p> <ul style="list-style-type: none"> • words with the /ai/ sound spelt ei, igh or ey • words containing the /u/ sound spelt ou • adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding ing 	
--	---	--	--