Cycle A

Year 3 Curriculum Map – Summer Term 2

Well Being:
As **Mindful Learners** we will be introducing the theme of freedom of speech.

As **Athletes** we will be using tactics and strategy to outwit opponents during invasion games.

As **Dancers** we will be composing, performing and analysing dance using visual media.

As **Members of Society** we will be learning about transition and change.

As **Open-Minded Learners** we will be considering why people pray.

World:
As **Scientists** we will be building on our knowledge of the classification of plants and animals.

As **Linguists** we will learning to use BSL. We will start with greetings and finger spelling.

As **Geographers** we will be learning about growing food, imports and the effect on the environment.

As **Communicators** we will be focusing on the freedom of speech.

Future:
As **Readers** we will continue to decode and understand new words, develop strategies to overcome areas of uncertainty, read and discuss a broad range of genres and texts, identify and discuss themes within a book, and understand and using VIPERS skills in preparation for Secondary School.

As **Writers** we will be writing for a range of audiences and purposes including: Writing for suspense, instructions, dialogue, persuasive arguments and explanations.

As **Mathematicians** we continue to develop a strong conceptional understanding of the fundamentals of maths. As well as becoming resilient and confident learners who can apply their mathematical knowledge to real life concepts.

As **Musicians** we will be using musical instruments while singing a song.

As **Technicians** we will be designing and creating a seasonal food recipe.

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ENGLISH: (Writing):

Writing

- Persuasion: Arthur and The Golden Rope
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel
- Word families based on common words, showing how words are related in form and meaning
- Expressing time, place and cause using conjunctions, adverbs or prepositions
- Introduction to paragraphs as a way to group related material

ENGLISH: (Reading):

Reading

- Visualise to understand the text
- Headings and sub-headings to aid presentation
- Explain – analyse the problem and solution
- To summarise to understand text
- To make inferences and draw conclusions using clues found in the text
- To describe information provided by captions
- To use the reading strategy of visualising to understand text
- To identify characters, setting and plot

Maths:

Geometry- properties of shapes:

- Turns and angles
- Comparing angles and drawing accurately.
- Recognising 2-D and 3-D shapes
- Making 3-D shapes
-

Statistics:

- Make tally charts
- Drawing and interpreting pictograms
- Drawing and interpreting bar charts

Phonics / Spelling / Handwriting:

ACTIVE Maths:

Place Value

- Numbers to ten million
- Compare and order
- Round numbers to the nearest 1000
- Negative numbers

Number: Four operations

- Add and subtract whole numbers with more than four digits
- Inverse operations
- Multi-step problems
- Add and subtract integers
- Multiply 4-digits by 1-digit

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SCIENCE: Classification of plants and animals

- Learn how leaves change through the year
- Learn how flowers change through the year
- Learn how insects and other creatures are important in the pollination of flowers.
- Discover what happens to flowers after pollination.

HUMANITIES - Geography:

(History taught next half-term)
Identify that different food grow in different biomes and say why.
Explain which food has more negative impact on the environment.
Food imports – helpful / harmful.
Describe the journey of the cocoa bean.
Locate countries using an atlas.

COMPUTING:

Presentations

ART/DESIGN & TECHNOLOGY:

DESIGN & TECHNOLOGY:
Cooking and Nutrition – Eating seasonally

RELIGIOUS EDUCATION:

Understanding why people pray

PHYSICAL EDUCATION (Dance / Gymnastics):

Gymnastics
Stretching and curling
Athletics
Running, throwing and jumping

PHYSICAL EDUCATION (Games / Swimming):

Dance – Using visual media
To be able to compose, perform and analyse dance using visual media.

PSHE:

Transition and changes

Coping strategies

Show Racism the Red Card

Freedom of Speech

MUSIC:

Reflect, Rewind and replay

- Improvising leading to playing classroom instruments
- Singing and learning to play instruments within a song
- Share and perform

BRITISH SIGN LANGUAGE: (Pilot year)

-Greetings
-**Finger** spelling- names
-**School**/classroom signs
-Transport
-**Affirmation** signs