



**ILSHAM**

## Year 3 Curriculum Information – Summer

**RESPECTFUL**

**INSPIRATIONAL**

**HONEST**

**COMPASSIONATE**

**COURAGEOUS**

### ENGLISH

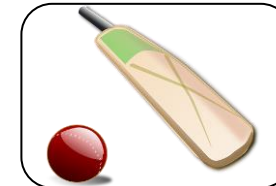
In English, the Maples will be writing to inform the reader. We will be following the Jane Considine approach of how to write non-chronological reports and will explore a range of skills each day to help to build up our sentence stacking. The children will collect rich vocabulary to help to form their independent sentences each lesson. They will then work independently to plan and write up their own non-chronological report based on an animal of their choice.

### SCIENCE

As scientists, the children's focus this term will be on plants. The children will be working to identify and describe the functions of different parts of flowering plants and will explore the requirements of plants for life and growth.

### R.E

In R.E this term, we will be looking at the question 'What world did God want?' The children will be exploring and thinking about the stories that have been written about the life and teaching of Jesus from the Gospels.



### MATHS

As Mathematicians, the Maples will be focusing on mass and capacity where they will look at g, kg, l and ml. They will build up their mathematical knowledge to add, subtract and compare mass and capacity. We will then be focusing on time, properties of shape and statistics to end the summer term.

### HISTORY

As Historians, the children will be looking at the key enquiry question of 'Who were the Ancient Greeks and where did they come from?' The children will be exploring the differences between Athens and Sparta and will be looking closely at artefacts and archaeological sites to see what they can tell us about what life was like in Ancient Greece. The children will also have the chance to explore how the Ancient Greeks were governed, the language they used and how the Olympic Games have changed.

### GEOGRAPHY

As Geographers, the children will be focusing on the key enquiry question of 'why and where do natural disasters occur?' Over the unit, the children will be able to describe and explain the distribution of tectonic plates and the global impact of these. They will use a variety of maps, atlases and aerial photos to identify the location of volcanoes and earthquakes in the world.



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### **Physical Education**

During summer term, the children will focus on building up skills in 'striking and fielding'. The children will develop techniques in order to maximise potential distance and power when striking a stationary ball. In the second half of the summer term, the children will move onto athletics, where they will develop techniques for running, jumping, throwing, and catching.

### **MFL (French)**

During the summer term, the children will be learning all things French as they explore fruits in the first half term and vegetables in the second half term. They will be building up their knowledge of French vocabulary and applying this to a variety of activities that include missing letters, labelling and crosswords.

### **Art and/or Design Technology**

As artists our focus is on National artist, William Morris. The children will be developing their skills in order to create a repeated pattern on material inspired by nature, at the end of the half term.

In DT, our focus will be on acquiring the skills needed to design, make and evaluate a toy moving creature using pneumatics.

### **Computing**

In the first half of the summer term, the children will be learning how to create media. They will focus on how text and images convey information and will consider the benefits of desktop publishing. In the second half of the summer term, the children will complete their second unit of programming. They will use 'Scratch' to create, develop and adapt their program.

### **MUSIC**

As musicians, the children will focus on composition and improvisation for the first half term. They will be learning more about improvisation by exploring their key question of 'How does music make a difference to us every day?'. They will then focus on singing and listening where they will learn to recognise different sounds. Their key question will be 'How does music connect us with the environment.'

### **RELATIONSHIPS AND HEALTH EDUCATION**

As active citizens, the children will be focusing on the children's physical health and mental wellbeing. The children will be discussing emotions and how to recognise and talk about them.

This will then be followed by our Growing and Changing unit where we will focus on the changes within our body as we grow.