



YEAR 3

## CURRICULUM LEAFLET

CREATE—SUMMER 1

GLOBAL GOALS: 14 & 15



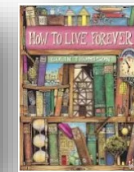
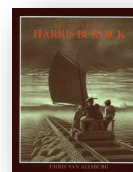
## READING

Children will begin to read **Arthur and the Golden Rope** by Joe Stanton in Destination Reader. We will be combining strategies using evidence from the text to support our understanding. The children will also develop their fluency skills to increase their speed and accuracy of what they read.



## WRITING

Using **The Mysteries of Harries Burdick** children will begin by exploring the illustrations and creating mystery setting descriptions, using a variety of grammatical and authorial tools, going on to creating action, suspense and drama in their middle-sections and endings. Using **How to Live Forever** children will explore the themes and ideas set out in the book, as well as writing a prequel, character and setting descriptions, lost book posters and also letters of warning/advice.



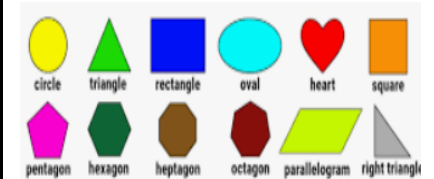
## MATHS

### Review Prior Learning:

- To recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity

### New Learning:

- Angles
- Shape
- Measures



## RE/ PSHE

### RE:

We will be exploring the question:  
**Why do millions travel to sacred places?**

### PSHE: Economic wellbeing

Pupils who are secure will be able to:

- Recognise some different ways to pay for items.
- Explain that money is needed when paying for items using a cheque, bank transfer or card.

## PE/COMPUTING

### Physical Education:

In Year 3, will have two weekly PE lessons. Please wear your PE kits on these days.

Yoga and Tag Rugby



### Computing: Creating Media: Video Trailers

Developing filming and editing video skills through the storyboarding and creation of book trailers.

## SPANISH/MUSIC

### Spanish:

Children will explore the themes is months, retelling stories and making a butterfly.



### Music: Bringing Us Together

Throughout this unit, pupils will learn about Disco music. Pupils will play and improvise using instruments. They will also explore the song **Bringing Us Together by Joanna Mangona and Pete Readman**.

## ART/ DT

### Art: Artist Study: Frida Kahlo and Salvador Dali

In this topic, pupils will study the artists Frida Kahlo and Salvador Dali. We will revisit various skills, creating a variety of pieces influenced by the artists and using a range of mediums.

### DT: Electrical Systems: Static Electricity

Children are introduced to static electricity and based on scientific understanding of positive and negative charges. They will observe the effects on objects and consider ways of using static electricity as part of a simple game that they will make.



# YEAR 3

# HISTORY

# SUMMER 1

# ANCIENT GREECE

## PRIOR KNOWLEDGE

### Previously in Year 1:

- Intrepid Explorers
- Homes from the Past
- Famous Queens

### Previously in Year 2:

- Castles
- Significant Individuals – Florence Nightingale
- The Great Fire of London

### Previously in Year 3:

- Prehistoric Britain
- Shang Dynasty

## FUTURE KNOWLEDGE

### Later in Year 4:

- Roman Britain
- Anglo-Saxons and Scots
- Vikings

### Later in Year 5:

- Benin Kingdom
- Medieval Monarchs
- Middle East

### Later in Year 6:

- Industrial Revolution
- Twentieth Century Conflicts
- Civil Rights

## NEW KNOWLEDGE

### During this unit, I will learn:

- How was Ancient Greece organised?
- What was the Golden Age of Greece?
- What did the Greeks believe?
- Who were the ancient Greek Philosophers?
- Who won the Peloponnesian War?
- Why was Alexander so great?

## NEW HISTORY SKILLS

### During this unit, I will learn:

#### Chronological understanding:

- Can recognise that there are reasons why people in the past acted as they did.
- Recognising achievements of the earliest civilisations-Ancient Greece.
- Place events, artefacts and historical figures on a timeline using dates.
- Understand the concept of change over time, representing this, along with evidence, on a timeline.

#### Historical inquiry:

- Give Can recognise that there are reasons why people in the past acted as they did.
- Discuss the civilization belonging to a period of Greek history.
- Starting to understand the concept of change over time, representing this, along with evidence, on a timeline.

#### Knowledge and interpretation:

- Can recognise that there are reasons why people in the past acted as they did.
- Give a broad overview of what life was like in Ancient Greece.
- Give reasons why certain events happened as they did in history.

## KEY IDEAS AND VOCABULARY

### Hellas / Hellenes



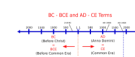
What Ancient Greece and its people used to call themselves.

### Polis



A city state, like a small country within region of Greece.

### BCE



“Before the Common Era” The number of years before Jesus was born.

### Golden Age



Period of great architecture, trade, theatre, literature and philosophy.

### Pythagoras



Mathematician and philosopher.

### Socrates



One of the first and greatest philosophers.

### Plato



Student of Socrates. Set up the first University called the Academy.

### Aristotle



Student of Plato and tutor to Alexander the Great.

### Alexander the Great



King of Macedonia who conquered many lands.

### Agora



A place where people meet to make decisions and vote.



# YEAR 3

# SCIENCE

# SUMMER 1

# PLANTS

## PRIOR KNOWLEDGE

### Previously in Reception:

- **Understanding the World:** Natural World  
Understand the effect of changing seasons on the natural world around them  
Spring Describe what they see, hear and feel whilst outside Spring
- Planting seeds-flowers and vegetables

### Previously in Year 1:

- **Plants:** Features of a plant

### Previously in Year 2:

- **Habitats:** What are the characteristics of living things?

## FUTURE KNOWLEDGE

### Later in Year 3:

- **Ecosystems:** Photosynthesis—the process by which plants make their own food

### Later in Year 4:

- **Adaptations:** How are organisms adapted to hot environments? Focusing on adaptations of desert plants

### Later in Year 6:

- **Cells:** Plant cells

## NEW KNOWLEDGE

### During this unit, I will learn:

- What conditions could we change to investigate the growth of a plant?
- What happens to a plant's growth if we change the conditions it is in?
- What are the main parts and functions of a flowering plant?
- What are the parts of a plant's life cycle?
- How does a plant transport water?
- How do plants adapt to different conditions?

## SCIENTIFIC ENQUIRY

During years 3, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Observe what happens to plants over time when the leaves or roots are removed.
- Observe the effect of putting cut white carnations or celery in coloured water.
- Investigate what happens to plants when they are put in different conditions e.g. in darkness, in the cold, deprived of air, different types of soil, different fertilisers, varying amount of space.
- Spot flowers, seeds, berries and fruits outside throughout the year.
- Observe flowers carefully to identify the pollen
- Observe flowers being visited by pollinators e.g. bees and butterflies in the summer.
- Observe seeds being blown from the trees e.g. sycamore seeds.
- Research different types of seed dispersal.
- Classify seeds in a range of ways including by how they are dispersed.
- Create a new species of flowering plant
- Can explain observations made during investigations.
- Can look at the features of seeds to decide on their method of dispersal.
- Can draw and label a diagram of their created flowering plant to show its parts, their role and the method of pollination and seed dispersal.

## KEY IDEAS AND VOCABULARY

### Flowering



when the stem and leaves have grown and a flower begins to bud

### pollination



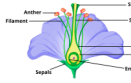
the process of pollen being moved from anther to stigma

### Germination



the process of a plant beginning to grow from a seed

### Fertilisation



when pollen travels down to join with an ovule in the ovary

### Seed dispersal



how seeds are spread away from a plant to be able to grow in a new location

