Year 3, Summer Term 2023
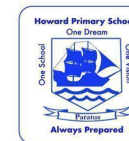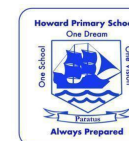
Subjects which are taught every week:

Maths, English, PE, Science, RHE, Music, Spanish

Core Subjects

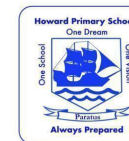|	
English	**Core texts:** ● Lob by Linda Newbury ● A nestful of stars by James Berry **Class Read:** ● The boy who grew dragons by Andy Shepherd
Maths	**Timestable Focus:** Summer 1: 6x tables Summer 2: 12x tables Summer areas of study: ● consolidate fractions ● money ● angles ● lines/ sides in 2D shape ● 2D/ 3D shape
Science	● Finish rocks & soils ● Animals including humans

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Weekly Foundation Subjects

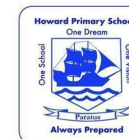|	
PE	Taught on Mondays & Thursdays ● Athletics ● small invasion games ● Real PE- reaction/ response & floor work
RHE	Summer areas of study: ● Relationships ● Changing me ● PANTS/E-safety
Spanish	Taught on Wednesdays by Mrs Grundey. Summer areas of study: ● I can… ● Ancient Britain
Music	Taught on Wednesdays by Mr Regan. Children will be continuing learning the violin/ cello.

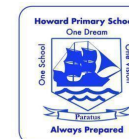| Week	Subject	Topic Area	Key Skills	Key Vocabulary	Concept Threads
Week 1 - April 17th	History	Egyptians	Beginning to talk about links to other time periods and civilisations. Making a few connections and contrasts e.g. Change, cause, similarity,	Afterlife, hieroglyphics, tomb, Tutankhamun, canopic jar, mummification, Nile, pharaoh, pyramid, sarcophagus, scarab, amulet, scribe, priest, temple, Underworld, shaduf	immigration chronology discrimination conflict democracy change over time archaeology innovation health

			difference, and significance.

Answering and sometimes devising my own historically valid questions.

Beginning to refer to events more accurately in context of chronology | | |
| Week 2 - April 24th | RE | Christianity (Authority and Worship) Who is an authority in Christian communities & their roles & responsibilities? | Apply ideas about religions and worldviews thoughtfully.

Use and connect key RE vocabulary.

Explain the characteristics of God/gods through symbols.

Communicate their response to their learning in RE through oral and written work, art and drama. | Holy Trinity, Father, Son, Holy Spirit, denomination, pulpit, font, alter | Stories Theology Holy figures Holy books celebration place of worship symbols |
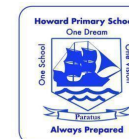
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Week 3 - May 2nd *(Bank Holiday Monday)*	Computing	We are vloggers/opinion pollsters	Can design and create content on a computer. Can collect and present information. Can search for information within a single site. Can use digital technology safely and show respect for others when working online. Can recognise unacceptable behaviour when using digital technology.	Vlogging, search engine, internet, presentation, narration, Creative Commons, copyright, images, audio, screencast, chart, data, graph, opinion, questions, rating scale, research, survey	researching E-safety analysing data digital footprint editing & publishing
Week 4 - May 9th *(Bank Holiday Monday)*	Geography	● Case study- Lake District v Campania ●	Human settlements in different maps, public amenities, Why do people choose to settle in a location? (push and pull factors) Human & Physical Geography +	Case study, map, location, annotated, aerial, settlement, human, physical, tourism, comparison, push and pull factors	environment physical world human world place & space scale interconnection patterns

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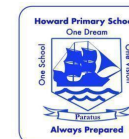|					
			Place-Knowledge → Comparison/ Case-Study: **UK (Lake-District) vs. Italy (Campania),** deepening use of aerial photographs		
Week 5 - May 15th	RE	Christianity (Authority and Worship) How is Jesus important? What do the diff descriptions of God tell us about Him?	Apply ideas about religions and worldviews thoughtfully. Use and connect key RE vocabulary. Explain the characteristics of God/gods through symbols. Communicate their response to their learning in RE through oral and written work, art and drama.	Holy Trinity, Father, Son, Holy Spirit, denomination, pulpit, font, alter	Stories Theology Holy figures Holy books celebration place of worship symbols
Week 6 - May 22nd *May 22nd Spanish Day*	Geography	Case study- Lake District v Campania	Human & Physical Geography + Place-Knowledge → Comparison/ Case-Study:	Case study, map, location, annotated, aerial, settlement, human, physical,	environment physical world human world place & space scale

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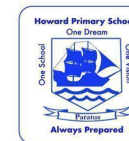|			UK (Lake-District) vs. Italy (Campania),	tourism, comparison, push and pull factors	interconnection patterns
HALF TERM					
Week 1 - June 6th _(INSET Monday)_ **8th June- sports day**	Art		Texture & pattern/form and space....clay cartouches	Can talk about pattern / shape with developing vocabulary. Show an understanding of the properties of clay. _(Form and space)_ Can use sketchbooks well, collecting ideas of patterns and shape to develop ideas. _(Form and space)_ Can organise own space well and show perseverance and concentration. _(Form and space)_ Can manipulate and work with clay or alternative materials to produce patterns and shape work. _(Form and space)_	form, space, texture, pattern, clay, repeated, manipulate, collage, frottage, imagination, creativity, cartouche	Technique Interpret Creativity Line and shape Culture Contrast Colour and tone Perspective

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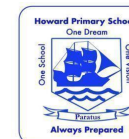|					
Week 2 - June 12th	Art	Texture -Collage	Can talk about pattern / shape with developing vocabulary. Can use sketchbooks well, collecting ideas of patterns and shape to develop ideas. *(Form and space)* Able to create a collage / frottage using tools / equipment in an organised way. *(Texture)*	form, space, texture, pattern, clay, repeated, manipulate, collage, frottage, imagination, creativity, cartouche	
Week 3 - June 19th	DT	Designing and making a card or storybook with effects (using sliding mechanisms) Suitability of Materials	**begin** to investigate and analyse a range of **existing products;** **begin** to evaluate their **ideas** and **products** against their own **design criteria** and consider the **views of others** to improve their work; **begin** to use research and develop **design criteria** to inform the design of **innovative**, **functional**, **appealing** products that are fit for	Design, evaluate, fit for purpose, criteria, products, prototype, sliding, mechanism	research design innovate annotate functionality test evaluate adapt creativity implement aesthetics

			purpose and aimed at particular individuals or groups; **begin** to generate, develop, model and communicate their **ideas** through discussion, **annotated sketches**, cross-sectional and exploded diagrams, **prototypes**, **pattern pieces**		
Week 4 - June 26th	DT	Designing and making a card or storybook with effects (using sliding mechanisms) Suitability of Materials	**begin** to investigate and analyse a range of **existing products;** **begin** to evaluate their **ideas** and **products** against their own **design criteria** and consider the **views of others** to improve their work; **begin** to use research and develop **design criteria** to inform the design of **innovative**, **functional**, **appealing** products that are fit for	Design, evaluate, fit for purpose, criteria, products, prototype, sliding, mechanism	

			purpose and aimed at particular individuals or groups; **begin** to generate, develop, model and communicate their **ideas** through discussion, **annotated sketches**, cross-sectional and exploded diagrams, **prototypes**, **pattern pieces**		
Week 5 - July 3rd	Consolidate- History	Stone Age to Iron Age	● identify changes in Neolithic period ● impact of farming ● discuss continuity & change	hunter-gather weapons- axe, spear, flint shelter/ settlement ceremony cave painting carvings antlers farming- wheat	immigration chronology discrimination conflict democracy change over time archaeology innovation health
Week 6 - July 10th	Consolidate- RE	**Challenge unit** -Why should we care for our world? (link with Active planet topic) Creation Stories	Consider the importance of caring for the world. Notice and find out about the similarities between the ways different religions care for the world	Creation, conservation, myth, planet, environment, sustainability, local, trade,	Holy Books Symbols Celebrations Stories

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| week 7- July 17th | Computing | We are vloggers/opinion pollsters | Can design and create content on a computer.

Can collect and present information.

Can search for information within a single site.

Can use digital technology safely and show respect for others when working online.

Can recognise unacceptable behaviour when using digital technology. | Vlogging, search engine, internet, presentation, narration, Creative Commons, copyright, images, audio, screencast, chart, data, graph, opinion, questions, rating scale, research, survey | researching
E-safety
analysing data
digital footprint
editing & publishing |