



# St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in all its fullness!'** John 10:10  
**'Achieving great things through learning and growing together in a love-filled Christian family'**

## Year 3 Summer 2- 2024 Curriculum Overview

### English

#### **Non-chronological report**

##### **Key Vocabulary**

**Non-fiction, language, structure, presentation, questioning, sub-headings, bullet points, evaluate, purpose, audience, grammar, technical language, proofreading, research,**

##### **Key Learning**

- Listen to and discuss non-fiction.
- Analyse and evaluate texts looking at language, structure and presentation.
- Record information from a range of non-fiction texts.
- Prepare for research by identifying what is already know about the subject and key questions to structure the task.
- Evaluate how specific information is organised within a non-fiction text e.g.- text boxes, sub-headings, contents, bullet points, glossary, diagrams.
- Read and analyse non-fiction in order to plan and write own versions.
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction.
- Generate and select from vocabulary banks e.g. technical language appropriate to text type.
- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.

#### **Diary Entry: My Name is Not Refugee.**

##### **Key Vocabulary**

**Refugee, home, safety, relocating, protection, danger, languages, friendship, loneliness, human rights, dignity, poverty, conjunctions, adverbials, adverbs,**

**Key Learning**

- To be able to predict events in a story.
- To read and respond to a story.
- To use inference skills to interpret a character's feelings.
- To be able to identify the features of a diary entry.
- To create questions to find out more about a character's feelings.
- To use conjunctions effectively in writing.
- To use fronted adverbials.
- To be able to proofread and make corrections to their own writing.

**Classic Poetry**

**Key Vocabulary**

**Classical poetry, rhyming, repetition, expression, tone, pause, synonyms, intonation, volume, performance, structure,**

**Key Learning**

- To be able to perform a poem and create written responses to poetry.
- To listen to and discuss a range of poetry.
- Recognise some different forms of poetry.
- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.
- Read and analyse poetry in order to plan and write their own versions.
- Generate and select from vocabulary banks.
- Use appropriate intonation, tone and volume to present their poetry to a group or class.

## Maths

### **Mass and Capacity**

#### **Key Vocabulary**

**Grams, mass, kilograms, capacity, volume, millilitres, litres,**

#### **Key Learning**

- Using scale.
- Measuring mass in grams
- Measuring mass in kilograms and grams.
- Equivalent masses (kilograms and grams).
- Comparing mass
- Adding and subtracting mass
- Measuring capacity and volume in millilitres.
- Measuring capacity and volume in litres and millilitres.
- Equivalent capacities and volumes.
- Comparing capacity and volume.
- Adding and subtracting capacity and volume.
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### **Money**

#### **Key Vocabulary**

**Pounds, pence, convert, change, notes, coins, exchange,**

#### **Key Learning**

- Pounds and pence.
- Converting pounds and pence.
- Adding and subtracting money.
- Finding change.

## **Time**

### **Key Vocabulary**

**Roman numerals, seconds, hours, minutes, digital, a.m, p.m, years, months, days, durations, units of time,**

### **Key Learning**

- Roman numerals to 12.
- Tell the time to 5 minutes.
- Tell the time to the minute.
- Read time on a digital clock.
- Use a.m. and p.m.
- Years, months and days.
- Days and hours.
- Hours and minutes- use start and end times.
- Hours and minutes- use durations.
- Minutes and seconds.
- Units of time.

## **Shape**

### **Key Vocabulary**

**Turns, angles, measure, draw, compare, horizontal, vertical, parallel, perpendicular, polygons, recognise, describe,**

### **Key Learning**

- Turns and angles.
- Right angles.
- Compare angles.
- Measure and draw accurately.
- Horizontal and vertical.
- Parallel and perpendicular.

- Recognise and describe 2-D shapes.
- Draw polygons.
- Recognise and describe 3-D shapes.

### **Statistics**

#### **Key Vocabulary**

**Pictograms, bar charts, interpret, draw, collect, represent, data, tables,**

#### **Key Learning**

- Interpret pictograms.
- Draw pictograms.
- Interpret bar charts.
- Draw bar charts.
- Collect and represent data.
- Two-way tables.

## **Religious Education (RE)**

### **Continue:**

**Rules for Living: Which rules should we follow?**

#### **Key Vocabulary**

**Rules, Laws, Moses, Commandment, Mount Sinai, Covenant, Old and New Testament, Islam, Muslim, Allah, Fasting, Charity, Ramadan, Eid, Sikh, Langar, Buddhist, Humanist**

#### **Key Learning**

- What are rules?
- Why do we have rules?
- Who makes the rules?
- Who keeps the rules?
- Is there a difference between rules and laws?

- Who makes the law?
- What would happen if there were no rules/laws?
- Are the ten commandments still as relevant today? Why? Why not?
- Why did Jesus bring a new commandment?
- Who do religions have rules?

## Science

### **Plants- Functions of plant parts and growth.**

#### **Key Vocabulary**

**Fertiliser, potassium, chlorophyll, photosynthesis, xylem, phloem, anther, filament, stomata, transpiration, pollen, nectar,**

#### **Key Learning**

- Compare the effect of different factors of plant growth.
- Describe the functions of different parts of a flowering plant and how they are used in photosynthesis.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants.
- Understand the pollination process and the ways in which seeds are dispersed.
- Compare the effect of different factors on plant growth.

## Geography/History

### **History (Continued from Summer 1): Changes in Britain from Stone Age to Iron Age.**

#### **Key Vocabulary**

**Stone Age, Iron Age, survival, Skara Brae, copper mining, Stonehenge, hillforts, developments, Druids, evidence, sources, change, continuity, king or chief, reconstruction**

#### **Key Learning: How did life change from the Stone Age to Iron Age?**

- How long ago did prehistoric man live?

- What does Skara Brae tell us about life in the Stone Age?
- Who was the Amesbury Archer?
- How did bronze change life in the Stone Age?
- How did trade change the Iron Age?
- What changed between the Stone Age and the Iron Age?

### **Geography: Rio and South-East Brazil**

#### **Key Vocabulary**

**Culture, manufacturing, recreation, trade, population, region, Tropic of Capricorn, Western Hemisphere, equatorial,**

#### **Key Learning**

- Where is South America and what is it like?
- What time is it in different parts of South America?
- How does Brazil compare with my country?
- What's special about Rio de Janeiro?
- How is my life linked to South-East Brazil?

## **Design and Technology**

### **Structures: Constructing a castle**

#### **Key Vocabulary**

**Design, make, evaluate, 3D, castle, key features, net, scoring, shape, stable, stiff, strong, structure, tab**

#### **Key Learning**

- To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.
- To design a castle.
- To construct 3D nets.
- To construct and evaluate my final product.

## Physical Education (PE)

### Athletics

#### Key Vocabulary

Push, pull, throw, technique, sling throw, distance, combination, hop, step, character, evaluation, skill, development,

#### Key Learning

- To throw using a pull action.
- To explore different running techniques.
- To perform the sling throwing action.
- To throw using a push action.
- To throw for distance using a pull, push and sling throw.
- To perform a hop, step and jump.
- To perform a combination of 5 jumps.

Swimming: Year 3 will be going swimming this term.

## Personal, Social and Health Education (PSHE)

### Growing and Changing

#### Key Vocabulary

Self-esteem, relationships, assertiveness, consent, support networks, menstruation, periods

#### Key Learning

- Identify different types of relationships;
- Identify when it is appropriate or inappropriate to allow someone into their body space
- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
- Recognise that babies come from the joining of an egg and sperm



- Basic first aid

## Computing

### **iMedia - iTech iCSI - Cyber Security - iControl**

#### **Key Vocabulary**

**Reverse image search, cyber security, cybercrime, digital**

#### **Key Learning**

Pupils will build upon their coding knowledge gained during Level 1 iProgram and learn how to control both simulated and external systems. Pupils will use computational thinking to plan, create and write a program to run an external device

## Music

### **Level 1 - Singing**

#### **Controlling our voices**

#### **Key Vocabulary**

**Warm-up, Vocal cords, Cool down, Pitch, Pitch match, Dynamics, Phrasing, Diction, Characterisation.**

#### **Key Learning**

During this course, pupils will learn the tools they need to develop their musical voices. Pupils will learn how their posture and breathing affects the tone and quality of their voice. Pupils will explore pitch, dynamics, characterisation and diction and how these elements of music can be combined to create an exciting performance. Pupils will also start looking at techniques which are commonly used in vocal music, such as call and response and structure.

## French

## **French L1: Unit 6- Cultural Diversity**

### **Key Vocabulary**

**J'aime** (I like), **Je n'aime pas** (I don't like), **J'adore** (I love), **Je déteste** (I hate), **Quel est ton animal préféré?** (What is your favourite animal?), **Les animaux de la mer** (sea animals), **Les animaux de la ferme** (Farm animals), **Les animaux domestiques** (Domestic animals), **Les animaux du safari** (Safari animals), **Pourquoi?** (Why?)

### **Key Learning**

Pupils will learn interesting and fun facts about the culture of the country. Pupils will also continue to practise numbers and colours whilst revising everything that they've learnt so far this year. There will be more games and singing activities to aid learning.

## **Cultural Capital**

- Swimming at Darwen Leisure Centre.
- Rock and River Outdoor Pursuits Visit.
- Sports Day.
- Tomos Roberts (Tomfoolery) a -word poet (via zoom)

## **Reminders and Homework**

### **Homework**

#### **Reading**

Please encourage your child to read little and often, ideally each day but at least **three times a week**. Please also ensure that this is recorded in the children's reading record. The children's reading records will be checked weekly, from Thursday to Thursday.

Children will have the opportunity to change reading books on Monday. Myself or Miss Lyons will then ensure that they visit the school library to change their book on that day.

### **Spelling**

For spelling in Year 3, we will be following a weekly spelling programme, where every Monday, the class will be introduced to a specific spelling focus for the week. For the rest of the week, each day, the class will complete spelling sessions, based on the specific focus for the week. We will then complete a spelling quiz on Friday. It is important to keep up with weekly spellings, as I will be expecting to see the children applying the spelling rules taught each week to their written work in class.

It is also beneficial for your children to practise their times tables at home. Purple Mash and TTRockstars can be used to support your children with this. Their logins for these websites are glued into the front of their reading records.

### **Reminders**

#### P.E.

Our PE days for this half term will be on a **Monday** and a **Friday** (swimming)

All children should come to school in full PE kit on these days. Hair which is past shoulder length must always be tied up and jewellery is not worn in school either.

#### Other Reminders

- Children with long hair must have their hair tied up.
- All medicines, including lip balms must be sent to the office. Children are not allowed to administer the use of these by themselves.
- Children should only bring water or clear flavoured water into school in their water bottle.
- Please ensure that your child is bringing in a healthy snack for break time.