

St Francis RC Primary School Curriculum Overview and Detail Summer Term Year 3

Curriculum	Summer 1	Summer 2
Creative Learning Project		Tremors
Focus		History/Geography
Trip/Visitor/Hook		
Writing Focus Focus English	<p>Unit Written Outcomes: Retell story with added detail and dialogue</p> <p>Possible Application: Instructions related to science and growth</p> <p>Life cycle of a plant</p> <p>Recount of any trip, event, experience</p> <p>Fact file on plant/flower (Could be presented as a poster linked to ICT)</p> <ul style="list-style-type: none"> ♣ Plot the events on a planning format. ♣ Make careful choices about the vocabulary to be used. ♣ Develop ideas and vocabulary about characters: What they say What they do ♣ Plan an opening and a closing appropriate to the text type. ♣ Know that narratives are organised in sections. Group events into sections. ♣ Write final narrative with a clear structure, setting, characters and plot. ♣ Group events/information into sections. ♣ Decide how the effectiveness of writing could be improved. ♣ Make changes to writing following proof-reading. 	<p>The Firework Makers Daughter</p> <p>Unit Written Outcomes: Retell one significant event from Lila's point of view. - her journey up the mountain and meeting fire god.</p> <p>Information text – Rocks/soils</p> <p>Poetry – List poems on fireworks</p> <p>Possible Application: Instructions – How to make a firework</p> <ul style="list-style-type: none"> ♣ Information text on volcanoes ♣ Plot the events on a planning format. ♣ Make careful choices about the vocabulary to be used. ♣ Develop ideas and vocabulary about characters: What they say What they do ♣ Plan an opening and a closing appropriate to the text type. ♣ Group events/information into sections. ♣ Decide how the effectiveness of writing could be improved. ♣ Make changes to writing following proof-reading.

Cross curricular Maths Cornerstones		
Science Cornerstones and discrete	♣	Rocks ♣ Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ♣ Set up simple practical enquiries, comparative and fair tests. ♣ Identify differences, similarities or changes related to simple scientific ideas and processes.
During years 3 and 4, pupils will be: ♣ asking relevant questions and using different types of scientific enquiries to answer them ♣ setting up simple practical enquiries, comparative and fair tests ♣ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ♣ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ♣ identifying differences, similarities or changes related to simple scientific ideas and processes ♣ using straightforward scientific evidence to answer questions or to support their findings		
IT	Online Safety ♣ Using safety features on websites ♣ Downloading items safely ♣ Commenting positively online	Espresso Coding
History Cornerstones		Ancient Rome – Pompeii ♣ Learn about the Roman Empire and its impact on Britain.
Geography Cornerstones		Volcanoes and earthquakes ♣ Describe and understand key aspects of physical geography including: volcanoes and earthquakes. ♣ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

		<ul style="list-style-type: none"> ♣ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ♣ Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
Locational knowledge – ongoing through KS2		
<ul style="list-style-type: none"> ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 		
Art and Design Cornerstones		Sculpture, photography <ul style="list-style-type: none"> ♣ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).
DT Cornerstones		Structures <ul style="list-style-type: none"> ♣ Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ♣ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ♣ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
Music Cornerstones Charanga		Composition <ul style="list-style-type: none"> ♣ Improvise and compose music for a range of purposes using the interrelated dimensions of music.

		<ul style="list-style-type: none"> ♣ Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
PHSCE Cornerstones		Topical issues <ul style="list-style-type: none"> ♣ Research, discuss and debate topical issues, problems and events.
Maths Focus Maths	<ul style="list-style-type: none"> ♣ Geometry - 2D and 3D shapes/ angles ♣ Addition and subtraction – using statistics ♣ Fractions ♣ Measures – Time ♣ Consolidate and Assess 	<ul style="list-style-type: none"> ♣ Multiplication and Division ♣ Addition and subtraction ♣ Decimals using money/ Measures ♣ Measures – Time ♣ Multiplication and division (using measures) ♣ Geometry - properties
English: Reading Class novel Focus English	<p>Core Text: The Flower by John Light What is Pink? by Christina Rossetti</p> <p>Reading Focus: Core text. The Child’s Garden of Hope by Michael Foreman</p> <ul style="list-style-type: none"> ♣ Identify the plot. ♣ Infer characters' feelings, thoughts from actions and what they say ♣ Explain how characters’ actions and speech can tell the reader about their thoughts, feelings and motives. ♣ Use the context of unfamiliar words to explain their meaning. ♣ Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. ♣ Recognise words and language that show the setting of a book – historical, cultural or social. ♣ Make connections between similar books. 	<p>Core Text: The Firework Maker’s Daughter – Phillip Pullman Fireworks – James Reeves</p> <ul style="list-style-type: none"> ♣ Infer characters' feelings, thoughts and motives from their actions. ♣ Explain how characters’ actions can tell the reader about their thoughts, feelings and motives. ♣ Know that the message in a book is called the theme and explain it. ♣ Recognise words and language that show the setting of a book – historical, cultural or social. ♣ Find effective words and language in reading that writers have used to create effects. ♣ Explain why a writer has chosen specific words and language ♣ Make connections between similar books and books by the same writer. ♣ Discuss the meaning and effect of words and language in poems. ♣ Understand that there can be more than one interpretation of a poem. ♣ Understand that the meaning of poems can be enhanced through performance. ♣ Identify that intonation, tone, volume and action can be used to enhance

	<ul style="list-style-type: none"> ♣ Discuss a range of narrative texts. ♣ Give a personal response. ♣ Explain a personal response. ♣ Know that there are different forms of poetry. ♣ Recognise and name different types of poems which have been introduced. ♣ Know that words and language in poems create effects. ♣ Discuss the meaning of words and language in poems. 	<p>meaning.</p> <ul style="list-style-type: none"> ♣ Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Spelling/Grammar Focus English	<ul style="list-style-type: none"> ♣ Use complex sentences appropriately in writing. ♣ Begin to make choices about when to move a subordinate clause to the beginning of a sentence. ♣ Use the past perfect tense when appropriate in writing. ♣ Begin to understand that direct speech can show character and move events forward. ♣ Use direct speech. ♣ Make choices about the position of a prepositional phrase in a sentence. ♣ Select conjunctions, adverbs and prepositions to show time in writing - to indicate sequences of events or the passing of time. 	<ul style="list-style-type: none"> ♣ Use complex sentences appropriately in writing. ♣ Begin to make choices about when to move a subordinate clause to the beginning of a sentence. ♣ Use the past perfect tense when appropriate in writing. ♣ Begin to understand that direct speech can show character and move events forward. ♣ Make choices about the position of a prepositional phrase in a sentence. ♣ Select conjunctions, adverbs and prepositions to show time in writing - to indicate sequences of events or the passing of time.
Speaking and Listening Focus English	<ul style="list-style-type: none"> ♣ Give an opinion with a reason. ♣ Listen to others' opinions. ♣ Use Standard English to give an opinion. 	<ul style="list-style-type: none"> ♣ Give an opinion with a reason. ♣ Listen to others' opinions. ♣ Use Standard English to give an opinion. ♣ Recite/perform own compositions.

<p>RE The Way, the Truth and the Life Caritas</p>	<ul style="list-style-type: none">♣ Celebrating Easter and Pentecost♣ Recognising and helping others to find their gift and share it♣ Eid	<ul style="list-style-type: none">♣ Being a Christian♣ Seeing God in Creation
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