

Curriculum Information - Year Three - Summer 2

RE



Pentecost

We will look at how the events of Pentecost changed the life of the Apostles and how we celebrate the presence of the Holy Spirit in our lives today.

Belonging—we gather as God's family

In this unit, children will learn about Baptism and how this is the Sacrament of Belonging to God's Family and the Church. We will identify some signs and symbols of Baptism and discuss their meanings. We will sequence the Rite of Baptism and be able to discuss elements of the Celebration of Mass and how we gather together as the Family of God. We encourage children to share their own experiences of attending baptisms or anything they may know about their own.

Prayer

We will look at how Jesus valued his relationship with God his Father in prayer. We will look to understand that people can pray in different ways and will be able to talk about different styles of prayer and some symbols used to help people to pray.



English

We will continue to explore Cressida Cowell's well-loved novel and will be

Book focus:

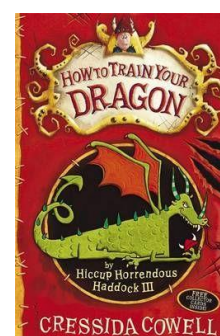
How to Train Your Dragon

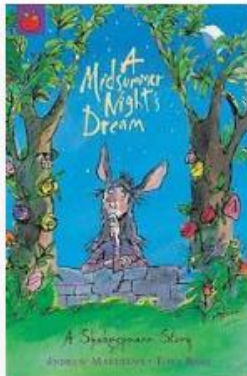

by Cressida Cowell








Hiccup Horrendous Haddock the Third was an awesome swordfighter, a dragon-whisperer and the greatest Viking Hero that ever lived.





Can Hiccup pass the Dragon Initiation Programme with a toothless dragon and fight the Seadragonus Giganticus Maximus before it gobbles up every Viking on Berk? It's time for Hiccup to learn how to be a Hero.

- **Grammar focus:** Expanded noun phrases, up-levelled vocabulary, paragraphing, apostrophes for possession, direct speech, coordinating and subordinating conjunctions, factual information with sub-headings and other organizational devices



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| Reading | <p><u>Book focus:</u></p> <p>A Midsummer Night's Dream by William Shakespeare (adapted for junior audiences)</p> <p>A magical retelling of Hermia, Helen, Demetrius and Lysander's classic story - and of the impish fairy Puck, who meddles in their tangled web of love with hilarious consequences...</p> <p>We will use this book to further our understanding of culture and significant writers in History.</p> <p>We will continue to read the text during our Guided Reading sessions and use it to practise our skills of:</p> <ul style="list-style-type: none">• Inference and Deduction• Vocabulary building• Predicting• Summarising• Exploring history through details stated and implied |  |
| Maths  | <p><u>Time</u></p> <ul style="list-style-type: none">• Tell and write the time from an analogue clock, including using Roman Numerals from I to XII, and 12-hour and 24-hour clocks• Estimate and read time with increasing accuracy to the nearest minute• Record and compare time in terms of seconds, minutes and hours <p><u>Geometry</u></p> <ul style="list-style-type: none">• Draw 2-D shapes and make 3-D shapes using modelling materials• Recognise 3-D shapes in different orientations and describe them• Recognise angles as a property of shape or a description of a turn• Identify right angles and know that four right angles make a full turn• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. <p><u>Statistics</u></p> <ul style="list-style-type: none">• Interpret and present data using bar charts, pictograms and tables• Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. <p><i>Please continue to practise your times tables at home to help during our Maths lessons!</i></p> | |

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| <p>Science</p>  | <p><u>Plants</u></p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal |  |
| <p>Geography</p> | <p><u>How is living in Italy different to living in the UK?</u></p> <ul style="list-style-type: none"> • Locate Italy on a map • Explore both human and physical features of Italy and compare this to those found in the UK • Make comparisons between the UK and Italy, including geographical and cultural features |  |
| <p>DT</p>  | <p><u>Eating Healthily</u></p> <p>In this unit of work, we will think all about planning and preparing healthy meals. We will link to our Science learning about (edible) plants and also our Geography learning and how the Mediterranean diet can inspire our own healthy living.</p> |  |
| <p>Computing</p> | <p><u>Branching Databases</u></p> <ul style="list-style-type: none"> • Use branching databases to effectively sort and find information <p><u>Graphing</u></p> <ul style="list-style-type: none"> • To enter data into a graph and answer questions. • To solve an investigation and present the results in graphic form. |  |
| <p>French</p> | <p><u>French transport</u></p> <ul style="list-style-type: none"> • Modes of transport • Talk/write about how they will travel • Say how many vehicles are in a picture • Describe a journey • Conduct a survey in French <p><u>A circle of Life</u></p> |  |

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| | <ul style="list-style-type: none"> • Use a dictionary to learn French animal names and say whether they are masculine or feminine nouns • Write simple sentences in French about animal habitats • Life cycles in French - Build noun-verb-noun sentences to describe food chains | |
| PE | <p><u>Swimming</u></p> <ul style="list-style-type: none"> • This term, the children will attend Swimming Lessons and New Horizons every Wednesday morning. An additional letter will be sent out with more information. • We will also have a PE session with Port Vale on a Monday afternoon this half term. Please ensure PE kits are kept in school all week to accommodate for last minute changes to the timetable. |  |
| Music | <p>In Music lessons this half term, we will be listening to and appraising Music and learning new songs with a focus on Disco music. We will continue to develop our skills using the Glockenspiels.</p> |  |
| PSHE/ RSHE  | <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> • Linking in with our DT learning, we will explore the effects both food and exercise can have on our bodies, both positive and negative. • We will learn how important is to look after our bodies and know what is safe for us. |  |
| Homework | <ul style="list-style-type: none"> • Two pieces of homework will be handed out on a Friday and should be completed and handed in by the following Wednesday. • Spellings and Times tables are tested on a Friday. • Please continue to read every night at home. Please write the pages read and add an adult's signature. Comments are welcome! Diaries will be checked daily. • Children can change their reading book independently when a book has been completed and their diary has been signed. Children can also change their Library book whenever they need to. | |