



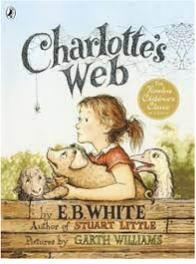
*Proudly and joyfully, we love, live and learn as God's children*

## Year 3

### Curriculum Overview for Summer Term 2024

Curriculum Subject and topic	Curriculum Objectives	What you can do to help your child...
<p>RE</p>	<p><b>Easter</b>            In this unit, children explore the Story of Easter through the Story of Emmaus and the Story of Breakfast at the Shore. Throughout the unit, children will realise how the Apostles became aware of the presence of the Risen Christ in these events.</p> <p><b>The Eucharist is Thanksgiving to God</b>            In this unit, children will deepen their knowledge and understanding of the Liturgy of the Eucharist. They will think about why this is such an important celebration in the life and worship of Catholic Christians.</p> <p><b>Pentecost</b>            In this unit, children will learn about the gift of the Holy Spirit and the change it brought to the lives of the Apostles. They will think about the presence of the Holy Spirit in the Sacraments the Church celebrates.</p>	<p>Create artwork to capture those encounters between Jesus and the Apostles.            Decorate the home/prayer area with items to celebrate the resurrection of Jesus.</p>  <p>Create prayers at home to use as thanksgiving after Holy Communion</p>  <p>Research Jerusalem and Damascus and place in on a world map.            Create artwork to symbolise the day of Pentecost.</p> 

Literacy



Charlotte's Web by E. B. white



The Midnight Fox by Betsy Byars

Reading

- Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and reading for a range of purposes
- Increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Discussing words and phrases that capture the reader's interest and imagination
- Ask questions to improve their understanding of a text
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarising these

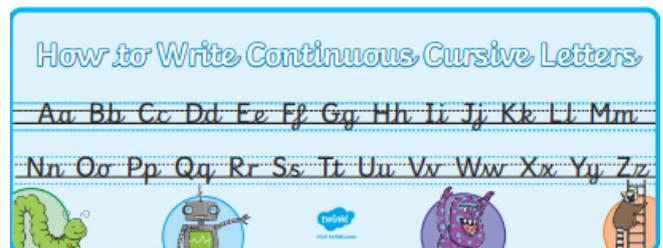
Writing

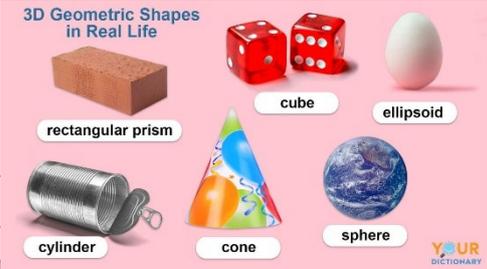
- Spell homophones
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Use diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discuss and recording ideas
- Compose and rehearse sentences orally
- In narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices

You could use the **VIPERS** method to develop reading skills:

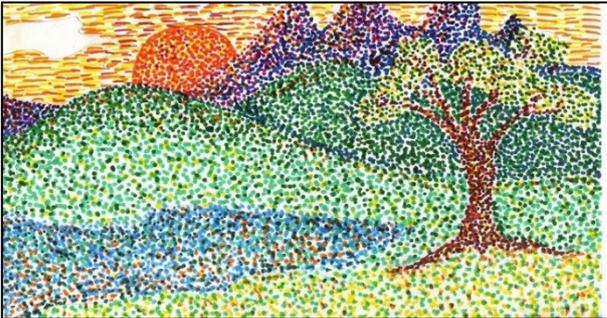
- Vocabulary** – find and explain the meaning of words in context
- Infer** – make and justify inferences using evidence from the text
- Predict** – predict what will happen next based on the contents given
- Explain** – explain how the content contributes to the main theme
- Retrieve** – retrieve and record key information and identify key details
- Summarise** – summarise the main idea

Practice handwriting continuous Cursive



	<ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> </ul>	
<p>Maths</p>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>• Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole [for example, <math>\frac{7}{5} + \frac{7}{1} = \frac{7}{6}</math> ]</li> <li>• Compare and order unit fractions, and fractions with the same denominators</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Recognise angles as a property of shape or a description of a turn</li> <li>• Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</li> <li>• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul>	<p><b>Visit these platforms:</b></p> <p>MyMaths.co.uk Maths.com</p> <p>Times Table Rockstars</p> <p>Allow children to count your change or calculate the total you will spend.</p> <p>Sing the times table songs using songs on You Tube, such as these:</p> <p><a href="https://www.youtube.com/watch?v=uV0ZL2h8IRg">https://www.youtube.com/watch?v=uV0ZL2h8IRg</a></p> <p><a href="https://www.youtube.com/watch?v=IZ4ooLN7Bmo">https://www.youtube.com/watch?v=IZ4ooLN7Bmo</a></p> <p><a href="https://www.youtube.com/watch?v=kN3RG5iLKpo">https://www.youtube.com/watch?v=kN3RG5iLKpo</a></p> <p>There are many more songs you can explore.</p> <p>Activity – cut portions of cake and discuss equivalence. Cut a sandwich into halves and quarters.</p> <p>Go on a nature walk – identify the shapes you see among the flowers and plants. What shapes can you see in the clouds?</p> <p>Collect tubes and tubs For example, smarties come in a cylinder shape. Toblerone comes in a triangular prism. What other shapes can you find?</p> 
<p>Science</p>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Recognise that we need light in order to see things and that dark is the absence of light</li> <li>• Notice that light is reflected from surfaces</li> </ul>	<p>Ear BBC</p> <p>You may wish to visit: Birmingham Museum and Art Gallery Birmingham Sealife Centre</p>

	<ul style="list-style-type: none"> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• Find patterns in the way that the size of shadows change.</li> </ul>	<p>Birmingham Think Tank</p> <p>Explore the garden - draw/sketch shadows created by the sun. Make shadow puppets</p> <p>Create leaf prints – looking at the shapes of each. Go on a nature walk – explore patterns around you.</p>
Computing	<ul style="list-style-type: none"> <li>• Create a branching database and interrogating simple databases.</li> <li>• Create QR codes</li> </ul> <p><b>E-Safety</b> Keeping safe online</p>	<p>Collate data Find out why data bases are so efficient Look for QR Codes – what are they? List all the places can you find them?</p>
History	<p><b>Roman Britain</b></p> <ul style="list-style-type: none"> <li>• recall, select and organise and historical data.</li> <li>• Explain why Claudius invaded Britain when Caesar didn't stay <ul style="list-style-type: none"> <li>• Describe how Boudica stood up to the Romans</li> </ul> </li> <li>• Explain why we have different interpretations of Boudica today</li> <li>• Describe 4 of the most significant changes the Romans made to how people lived, and how we know for sure</li> <li>• Explain why the Romans were so powerful but then left Britain after nearly 400 years</li> <li>• Describe the main ways in which the Romans still impact on our lives today, 2000 years later</li> </ul>	<p>Read books on Roman Britain</p> <p>Use Google maps to see Rome as it is now and Videos on Roman Britain: <a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j">https://www.bbc.co.uk/bitesize/topics/zqtf34j</a></p> <p>There are many more videos you can view on You Tube and BBC Bitesize</p> 
Geography	<p><b>Investigating India</b></p> <ul style="list-style-type: none"> <li>• mapping to locate countries and describe features studied</li> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</li> <li>• I can identify similarities and differences in the human and physical geography of the UK and India</li> </ul>	<p>There are many more videos you can explore on You Tube.</p> <p><a href="https://www.youtube.com/watch?v=6J6UpxMxG_8">https://www.youtube.com/watch?v=6J6UpxMxG_8</a></p> <p>Find out what the colours on the flag of India represent and then make a paper flag.</p>

	<ul style="list-style-type: none"> <li>• I know that India is a country in Asia</li> </ul> <p>I know that New Delhi is the capital of India.</p> <ul style="list-style-type: none"> <li>• I know that India is in the Northern Hemisphere.</li> </ul>	<p>Find out about the Taj Mahal.</p> <p>Create a cardboard model of this famous mausoleum.</p> <p><a href="https://www.youtube.com/watch?v=l6i8cLXPGQE">https://www.youtube.com/watch?v=l6i8cLXPGQE</a></p>
<p>Art</p>	<p><b>Seurat and Pointillism</b></p> <ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>• find out who Georges Seurat was and explore his style of art.</li> <li>• explore how to create art in the style of pointillism</li> <li>• explore how Seurat used colours in his artwork</li> <li>• explore Seurat's paintings and how he created effects and shading.</li> <li>• explore the work of other Pointillist artists.</li> <li>• create a piece of pointillism artwork.</li> </ul>	<p>Visit the Birmingham Museum and Art Gallery</p> <p>Find images of pointillism art – recreate your own artwork in a similar style.</p> <p>Use Google maps to identify where the buildings are located and how their designs made an impact on the community.</p> <p>Visit the national Art Gallery in London</p> 
<p>Design and Technology</p>	<p><b>Light up signs</b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design so it is fit for purpose.</li> <li>• generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• investigate and analyse illuminated signs.</li> <li>• develop ideas for a decorative illuminated sign</li> </ul>	<p>Research British Inventors</p> <p>Visit Birmingham's Think Tank</p> <p>Visit the London's Science Museum</p> 

	<ul style="list-style-type: none"> <li>• construct a working circuit with one or more lights, and fit it in a decorative illuminated sign</li> <li>• I can evaluate my finished product.</li> </ul>	
Citizenship	<p><b>Solidarity and the common good</b> I listen to you with my ears, eyes, heart and mind</p> <p><b>St. George</b> <b>St. Mark's Feast Day</b> <b>St Joseph the worker</b> <b>Ascension Day</b> <b>St Damien of Molokai</b></p> <p><b>Eloquent and Truthful</b></p> <p><b>Pentecost</b> <b>Multi-Faith Week</b> <b>The Most Holy Body and Blood of Jesus Christ</b></p> <p><b>Learned and Wise</b></p> <p><b>The dignity of work (CST)</b> Exploring our understanding of work. How does work build us up? <b>SS Peter and Paul</b> God is always there <b>Helping those in need</b> <b>Vocations Week</b> <b>St Josemaria Escriva</b> Personal cost to those who speak God's truth</p> <p><b>Standing up for what is right</b></p>	<p>Discuss and share your experiences of these special and Holy days.</p> <p>Visit a place of worship.</p> <p>Visit St. Chad's Cathedral</p> <p>Write a prayer thanking God for always being there for us.</p> <p>Show acts of kindness.</p>
PE	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Show flexibility through a range of gymnastic movements and balances.</li> <li>• Perform sequences demonstrating increasingly good technique.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Learn and perform a set routine. Keep in time to faster beats and perform a range of movements.</li> </ul>	<p>Practice basic rolls, stretches and balancing in the garden, park or at home.</p> <p>Visit this site: <a href="https://www.youtube.com/watch?v=xRyWW-py7dE">https://www.youtube.com/watch?v=xRyWW-py7dE</a></p> <p>Join a dance Club</p>
Music	<p><b>Recorder Lessons with a trained musician</b></p> <p>This is a six-week Unit of Work. All the learning in this unit is</p>	<p>Practice the recorder notes learnt in school</p> 

	<p>focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope and unity.</p>	<p>by Joanna Mangona and Pete Readman</p>
Life to the Full	<p><b>Life Online</b> Life Online incorporates some of the excellent NSPCC Share Aware resources, with children learning how quickly things can be shared around the world online. Focus is also given to online chatting and cyberbullying, and how to report and get help if children encounter inappropriate messages or material. Both sessions explore the steps children need to take to stay safe online</p>	<p>To engage with the teachings from Life to the Full and deepen the experience for your child, you can access the online parent platform: Website: <a href="https://www.tentenresources.co.uk/parentportal/">https://www.tentenresources.co.uk/parentportal/</a> School Username: st-marks-b42 School Password: gospel-242</p> <p>Explore the story of the prodigal son. Think about forgiveness – create a poster showing the many ways in which you can forgive others.</p>
French	<p><b>Classroom Language</b></p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• ask and answer questions</li> <li>• learn nouns for different fruit</li> <li>• learn the names of the days of the week</li> <li>• learn food nouns</li> <li>• consolidate the new language from lessons 1,2,3</li> <li>• Listen to and understand a French story</li> </ul>	<p>Practice French using this platform: <a href="https://www.duolingo.com/course/fr/en/Learn-French">https://www.duolingo.com/course/fr/en/Learn-French</a></p> <p>French Food videos: <a href="https://www.youtube.com/watch?v=fjU3YhaM_50">https://www.youtube.com/watch?v=fjU3YhaM_50</a> <a href="https://www.youtube.com/watch?v=AJUGjWxi9C8">https://www.youtube.com/watch?v=AJUGjWxi9C8</a> <a href="https://www.youtube.com/watch?v=SzDp5TvtTDU">https://www.youtube.com/watch?v=SzDp5TvtTDU</a> <a href="https://www.youtube.com/watch?v=PdFKaltDFFI">https://www.youtube.com/watch?v=PdFKaltDFFI</a></p>

Exciting and engaging learning opportunities:	Details of home learning project:
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Trips to the Birmingham Museum and Art Gallery  
A visit to St. Chads Cathedral Birmingham or Holy  
Name Church  
Trip to Central Library in Birmingham

Create a Roman shield  
Produce Mosaic patterns  
Visit Bath