

**Cleves School Curriculum Map**  
**Year 3 – SUMMER 2022**  
**Rainforests**

**Maths**

**Week 1/2 - Fractions**

- Recognise and show, using diagrams, equivalent fractions with small denominators  $1/2, 1/3, 1/4$
- Add and subtract fractions with the same denominator within one whole for example  $5/7 + 1/7 = 6/7$
- Compare and order unit fractions, and fractions with the same denominators
- Solve problems with fractions from the Year 3 curriculum

**Week 3/4 - Shape**

- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- Describe and draw 2-D shapes using accurate language, including lengths of lines and angles greater or less than a right angle
- Recognise angles as a property of shape or a description of turn
- Identify right angles, understand how many of them are in a half, three quarter or full turn and whether other angles are  $<$  or  $>$  than a right angle

**Week 5 - Review week**

**Week 6 - 7 Measurement - Mass/Capacity**

- Measure, compare, add and subtract: mass (kg/g) reading scales and interpreting marked and unmarked intervals
- Measure, compare, add and subtract volume/capacity (l/ml) reading scales and interpreting marked and unmarked intervals
- Choose the appropriate tools and units when measuring , selecting from a wide range of measures
- Converting between units of capacity to measure and compare and knowing what  $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$  litre is in millilitres

**Week 8 - Add/subtract**

- Reason and problem solve using place value and more complex addition and subtraction
- Solve problems including missing number problems, using number facts and more complex addition and subtraction
- Check addition calculations using subtraction, and addition and subtraction calculations using rounding to 10

**Week 9 - 10 - Multiplication & Division in context**

- Write and calculate statements for using the multiplication tables that they know, including for two-digit numbers times one-digit numbers
- Use a variety of methods including: mental and formal written methods e.g. Grid method for TU xU; Chunking
- Recall and use multiplication and division facts for the 2, 5, 10, 3, 4 and 8 multiplication tables for TU/U
- Solve calculation problems involving multiplication and division

**Week 11 - End of year assessments**

**Week 12 - Review week**

### Reading

**This will be monitored through whole class reading, weekly guided reading sessions, 1:1 reading whenever possible and comprehensions.**

- To recall and summarise the main points in a text
- To begin to predict what happens next
- To express and justify their own opinions
- To respond to a text and provide evidence to support this
- To participate in discussions about age appropriate texts
- To begin to identify character's feelings and thoughts from reading texts
- To recall and summarise main ideas from different parts of the text
- To begin to recognise words and phrases that capture the reader's interest and imagination

### Writing

- **Legends** - Reading the legend of St George and the Dragon before rewriting the story in the first person from the viewpoint of St. George.
- **Formal & informal letters** - based on 'The Jolly Postman' (address, sign off etc. )
- **Language and wordplay** - read, compare and perform a range of poetry forms. Creating sense poems based on the rainforest.
- **Non-chronological report** - linked to the rainforest.
- **Creative description** - based on the Kapok Tree

**Spelling** - To increase accuracy in spelling of common exception words and apply taught spelling patterns

**Vocabulary** - To increase vocabulary bank by exploring new words and their meanings, linked to literacy, topic and science

**Handwriting** - To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined and to increase the legibility and quality of their handwriting.

### Punctuation and Grammar (PaG)

Children will have one punctuation/grammar lesson per week which will be linked to the current literacy unit. They will also have three spelling sessions and two vocabulary sessions, spread across the week.

<p><b>Computing</b></p> <p><b>Coding</b> - using Lego to develop programmes, children learn to:</p> <ul style="list-style-type: none"> <li>• Apply their understanding of programming to build and move lego models.</li> <li>• Write simple computer programs that accomplish specific goals;</li> <li>• Design simple algorithms and use simple logic to explain why an algorithm doesn't work;</li> <li>• Use forever loops in algorithms; Find errors in own algorithms and correct them (debugging);</li> <li>• Write computer programs that control physical systems (e.g. move a lego model)</li> </ul> <p><b>Digital citizenship</b> - children continue to develop their understanding of various elements surrounding digital safety including:</p> <ul style="list-style-type: none"> <li>• Knowing what to do when concerned about content or being contacted;</li> <li>• Treating others kindly online;</li> <li>• Having an awareness of the issues surrounding cyberbullying</li> </ul> <p><b>Google-</b></p> <ul style="list-style-type: none"> <li>• Children create a personal Google site through which they can embed documents</li> <li>• Use a Google form to evaluate a topic</li> <li>• Completion of Google Skills progression badges</li> <li>• Use Google sheets to create a spreadsheet</li> </ul>	<p><b>Science</b></p> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Children investigate how we see things by developing their understanding of light sources and how light travels and is reflected.</li> <li>• Children learn that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• They investigate how shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• They investigate how shadows are affected by the distance and angle from the light source.</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Children plant seeds and consider the conditions needed for growth.</li> <li>• They observe the changes as their plants</li> <li>• They learn about the life cycle of a flowering plant both in class and on the Sayers Croft residential trip.</li> <li>• We define what a habitat is and investigate habitats within the school environment to understand the range of plant species found there.</li> </ul>	
<p><b>PSHE/Philosophy</b></p> <ul style="list-style-type: none"> <li>• <b>Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities</li> <li>• <b>Media literacy and Digital resilience</b> How the internet is used; assessing information online</li> <li>• <b>Money and Work</b> Different jobs and skills; job stereotypes; setting personal goals</li> <li>• <b>Mental Health &amp; Wellbeing</b> Getting ready for the transition to year 4.</li> </ul>	<p><b>Geography/History</b></p> <ul style="list-style-type: none"> <li>• To know where the major rainforests of the world are located</li> <li>• To know the layer of the rainforest</li> <li>• Understand what deforestation is and the effects of it</li> <li>• Know the latitude of the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</li> </ul>	<p><b>RE</b></p> <ul style="list-style-type: none"> <li>• <b>Why is praying important to Christians?</b> This includes exploring different types of prayer and learning about the Lord's Prayer.</li> <li>• <b>How do people celebrate new life?</b> Pupils will learn about the similarities and differences in the ways in which religious and non-religious people celebrate the birth of babies. This includes a visit to St Mary's Church to learn about the Christian ceremonies of a christening/baptism and dedication.</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>Who did Jesus say 'I am'?</b> In this unit, we focus on the Christian belief that Jesus is the Son of God and investigate the statements Jesus used about himself. The children will also investigate why Jesus used these ideas to express who he was and to reflect on what they mean for Christians.</li> </ul>
<b>PE/Games</b> <ul style="list-style-type: none"> <li>● Athletics (running, throwing and jumping)</li> <li>● Striking &amp; Fielding (bowling, throwing, batting) taught through a carousel to develop these skills in relation to tennis and cricket</li> <li>● Skills based lessons within basketball</li> </ul>	<b>Art</b> <p><b>Self portraits</b></p> <ul style="list-style-type: none"> <li>● Children will look at the work of Freida Kahlo</li> <li>● They will learn how to draw a self portrait using the dimensions of their faces and experimenting with ways in which surface detail can be added to drawings.</li> <li>● They will design a background of rainforest leaves, vines and flowers, incorporating those collected from digital sources.</li> <li>● Children will mix colours and use tints and shades to create their background collage of leaves and self portrait - multi media e.g. oil pastels, watercolours and paints.</li> </ul>	<b>Design Technology</b> <ul style="list-style-type: none"> <li>● Using syringes and tubing children investigate how mechanical systems such as pneumatic systems create movement.</li> <li>● Children then design and make their own moving rainforest models, using this knowledge.</li> <li>● Finally, they evaluate their finished model comparing it to their original design and considering how well it functions.</li> </ul>
<b>Music</b> <ul style="list-style-type: none"> <li>● One term specialist instrument teaching provided by Surrey Arts who will teach year 3 the violin. Children not taught this term will receive lessons in either the spring or summer term</li> <li>● One term learning Recorders &amp; Boomwhackers with Mr Kilhams</li> <li>● One term learning Glockenspiels &amp; Singing</li> </ul>		<b>French</b> <ul style="list-style-type: none"> <li>● Family members</li> <li>● Performing a conversation</li> <li>● Alphabet</li> <li>● Household items</li> <li>● Prepositions IN and ON</li> <li>● Snacks</li> <li>● 21-30</li> <li>● Dates</li> </ul>

**Dates for your diary**

**2nd May – Bank Holiday**

**30th May- 3rd June Half-term**

**6th June - INSET Day**

**24th-26th - June Sayers Croft**

**27th June - Rest day**

**22nd July – End of term (early finish)**