

Cleves School Curriculum Map
Year 3 – SUMMER 2024
Rainforests

Maths

Week 1/2 - Fractions WC 15/04/4 - 26/04/24

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

Week 3/4/5 - Shape WC 29/04/24 - 17/05/24

- 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 6 - Review week WC 20/05/24

Week 7 - 8 Measurement - Mass/Capacity WC 03/06/24 - 14 /06/24

- 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 milliliters

Week 9 - Add/subtract WC 17/06/24

- 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 10 - 11 - Multiplication & Division in context WC 24/6/23 - 5/7/24

- 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 12 & 13 - End of year assessments & Review week WC 8/7/24 - 19/7/24

Literacy

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

- **Explanation Text WC 15/04/4 - 03/05/24**
- **Formal & informal letters** - based on 'The Jolly Postman' (address, sign off etc.) **WC 03//06/24 - 21/06/24**
- **Language and wordplay** - read, compare and perform a range of poetry forms. Creating sense poems based on the rainforest. **WC 06/05/24 - 24/05/24**
- **Non-chronological report** - linked to the rainforest. **WC 24/6/23 - 5/7/24**
- **Creative description** - based on the Kapok Tree **WC 8/7/24 - 19/7/24**

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 style="text-align: center;">Computing</p> <p>Coding - using Lego to develop programmes, children learn to:</p> <ul style="list-style-type: none"> ● Apply their understanding of programming to build and move lego models. ● Write simple computer programs that accomplish specific goals; ● Design simple algorithms and use simple logic to explain why an algorithm doesn't work; ● Use forever loops in algorithms; Find errors in own algorithms and correct them (debugging); ● Write computer programs that control physical systems (e.g. move a lego model) <p>Stop Motion Animation - Using the Stop Motion iPad app, children learn to:</p> <ul style="list-style-type: none"> ● Create a storyboard plan for a Stop Motion project; ● Film and edit content for their Stop Motion project; ● Understand how Frames Per Second effect the quality of their animation; <p>Digital citizenship - children continue to develop their understanding of various elements surrounding digital safety including:</p> <ul style="list-style-type: none"> ● Knowing what to do when concerned about content or being contacted; ● Treating others kindly online; ● Having an awareness of the issues surrounding cyberbullying 	<p style="text-align: center;">Science</p> <p>Animals, including humans</p> <ul style="list-style-type: none"> ● Identify that humans and some animals have skeletons and muscles for support, protection and movement ● Understand how muscles work and are connected to bones. <p>All Living Things</p> <ul style="list-style-type: none"> ● Identify & name a variety of living things (plants & animals) in the local environment. ● Explain the differences in the life cycles of a mammal, amphibian, insect and a bird ● Recognise that living things can be grouped in a variety of ways. ● Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 	
<p style="text-align: center;">PSHE/Philosophy</p> <ul style="list-style-type: none"> ● <u>Health and Wellbeing</u> Physical health and wellbeing. Healthy choices - exercise and diet. Feelings, expressing and managing them. ● <u>Growing and changing</u> Identity. Self esteem and managing setbacks. Changes in animals and humans from birth to fully grown. 	<p style="text-align: center;">Geography/History</p> <ul style="list-style-type: none"> ● To know where the major rainforests of the world are located ● To know the layer of the rainforest ● Understand what deforestation is and the effects of it ● Know the latitude of the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. 	<p style="text-align: center;">RE</p> <p>How does 'ibadah' (worship) show what's important to Muslims? (1st half term) Pupils will learn that Muslims believe:</p> <ul style="list-style-type: none"> ● there is no God but God (Allah) and that he is without equal ● that God is one (Tawhid) ● reading the Qur'an is an act of worship as well as a source of guidance: it should be read in the original Arabic ● the Qur'an is Allah's final revelation to humanity and was revealed to the Prophet Muhammad (pbuh) in Arabic ● that the mosque is a place of worship and learning is led by an imam ● that 'salah' is part of 'ibadah' (worship)

<p>Growth and development of the baby. Boys' and girls' bodily changes on the outside and inside during the growing up process.</p> <ul style="list-style-type: none"> ● <u>Mental Health & Wellbeing</u> Getting ready for the transition to year 4. 		<p>and that in salah, Muslims worship and remember Allah</p> <ul style="list-style-type: none"> ● the importance of Ramadan <p>HUMANISM: How do non-religious people celebrate new life? (2nd half term) Pupils will learn:</p> <ul style="list-style-type: none"> ● why people choose to celebrate the birth of a baby and how important this celebration is to the different people involved and the wider community ● that there are similarities and differences in the ways in which religious and non-religious people celebrate the birth of babies ● that for most Humanists, it's important that a child is given the freedom to choose what they believe for themselves
<p style="text-align: center;">PE/Games</p> <ul style="list-style-type: none"> ● Athletics (running, throwing and jumping) ● Striking & Fielding (bowling, throwing, batting) taught through a carousel to develop these skills in relation to tennis and cricket ● Skills based lessons within basketball 	<p style="text-align: center;">Art</p> <p>Self portraits</p> <ul style="list-style-type: none"> ● Children will look at the work of Freida Kahlo ● 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. ● They will design a background of rainforest leaves, vines and flowers, incorporating those collected from digital sources. ● 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. 	<p style="text-align: center;">Design Technology</p> <ul style="list-style-type: none"> ● Using syringes and tubing children investigate how mechanical systems such as pneumatic systems create movement. ● Children then design and make their own moving rainforest models, using this knowledge. ● Finally, they evaluate their finished model comparing it to their original design and considering how well it functions.

Music

- 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
- One term learning Recorders & Boomwhackers with Mr Kilhams
- One term learning Glockenspiels & Singing

French

- Family members
- Performing a conversation
- Alphabet
- Household items
- Prepositions IN and ON
- Snacks
- 21-30
- Dates

● Dates for your diary

- **Natural History Museum :**
25th April 3H & 3D
9th May 3J & 3M
23rd May 3HB & 3HA
- **Sayers Croft parent trip information - Tues 30th Apr**
- **Sayers Croft parent volunteer information evening - Thurs 6th June**
- **Mon 6th May - May Day Bank Holiday**
- **27th May- 31st May Half-term**
Monday 3rd June - INSET Day
- **5th July - 7th July - Sayers Croft**
- **8th July - Rest day for Sayers Croft (to those who attend)**
- **Friday 23rd July – End of term (early finish)**