

Cleves School Curriculum Map
Year 3 – SUMMER 2025
Rainforests

Maths

Week 1-2 - Fractions WC 21/04/25 - 28/04/25

- 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 3-5 - Shape WC 05/05/25 - 19/05/25

- 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 6-7 Measurement - Mass/Capacity WC 02/06/25 - 09/06/25

- 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 8 - Add/subtract WC 16/06/25

- 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 9-11 - Multiplication & Division in context WC 23/6/25 - 07/7/5- Inc. End of term assessments

- 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- Review week WC 14/07/25

Literacy

Reading

This will be monitored through whole class reading, 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 response 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
- Sense poetry
- Formal & informal letters
- Non-chronological report
- Creative description

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 across the week.

<div>Computing</div> <div>Coding - using Lego to develop programmes, children learn to:<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)</div> <div>Stop Motion Animation - Using the Stop Motion iPad app, children learn to:<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;</div> <div>Digital citizenship - children continue to develop their understanding of various elements surrounding digital safety including:<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</div>		<div>Science</div> <div>Animals, including humans<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.</div> <div>All Living Things<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.</div>			
<div>PSHE</div> <div><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.</div>		<div>Geography/History</div> <div><ul style="list-style-type: none">● To know where the major rainforests of the world are located● To know the layers 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.</div>		<div>RE</div> <div><div>How do people use creative ways to express their beliefs?<ul style="list-style-type: none">● People from different traditions express themselves through the arts in different ways & why this is● Some ideas and beliefs are easier to express through the arts / symbolism</div><div>How did Jesus change lives – and how is it ‘good news?’<ul style="list-style-type: none">● Miracles & stories about Jesus through the eyes of Peter● ‘Gospel’ as ‘good news’</div></div>	

<p>Growth and development of the baby.</p> <p>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> <p>Getting ready for the transition to year 4.</p>		<ul style="list-style-type: none"> ● Forgiveness & restoration
<p>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>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>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.
<p>Music</p> <ul style="list-style-type: none"> ● 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 	<p>French</p> <ul style="list-style-type: none"> ● Family members ● Performing a conversation ● Alphabet ● Household items ● Prepositions IN and ON ● Snacks ● 21-30 ● Dates 	

Dates for your diary

- Natural History Museum Thurs 1st (3A and 3M), Fri 2nd (3HM and 3LG) and Fri 16th May (3H and 3J)
- Sayers Croft parent drop in Q&A sessions- Mon 12th May and Thur 15th May 3.30-4.30pm
- Sayers Croft parent volunteer information session- Thurs 12th June 3.30-4.30pm
- Sayers Croft Residential- Fri 4th Jul - Sun 6th Jul
- Rest day for Sayers Croft (to those who attend)- Mon 7th Jul