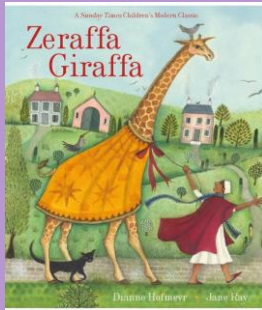
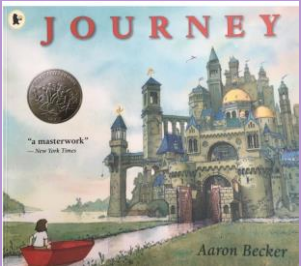


As readers and writers we will:

Study 'Journey' by Aaron Becker and use this text to learn to:

- Use the present perfect form of verbs in contrast to the past tense
- Use prepositions, conjunctions and adverbs to express time, place and cause
- Group related ideas into paragraphs
- Use a or an according to whether the next word begins with a noun or a consonant
- Indicate possession by using the possessive apostrophe with plural noun
- Study 'Zeraffa Giraffa' by Diane Hoffmeyer and use this text to learn to:
- Build an increasing range of sentence structures
- In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
- Use present and past tenses correctly and consistently including the progressive form and the present perfect form

Book we will read together:



In PE we will:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Y3 Curriculum Summer Term Cycle 1



As linguists we will:

- Describe people, places, things and actions orally and in writing
- Use French verbs in the correct context.

As mathematicians we will:

- Add subtract fractions
- Unit and non-unit fractions of a set of objects
- Convert pounds and pence
- Add and subtract money
- Find the correct amount of change
- Roman numerals to 12
- Tell the time to the minute
- Read time on a digital clock
- Compare angles
- Measure and draw accurately
- Find parallel and perpendicular lines
- Recognise and describe 2D and 3D shapes
- Draw polygons
- Interpret and draw pictograms
- Interpret and draw bar charts
- Collect and represent data
- Two-way table

As scientists we will:

- Identify what plants need to grow healthily.
- Describe the structure and function of the parts of flowering plants.
- Investigate how plants transport water.
- Describe the life cycle of a flowering plant.
- Explain seed dispersal methods.
- Recall the three key functions of the skeleton (movement, support and protection).
- Describe a vertebrate, invertebrate, endoskeleton and exoskeleton and use this information to group animals.
- Identify and name the skull, spine, ribs and pelvis on a diagram.
- Recall that muscles cause movements in the body, some of which we can control consciously.
- Describe that muscles can cause a movement by shortening and pulling on a bone.
- Recall that animals, including humans, need to eat food to survive.
- Describe some examples of how energy is used by the body and

As geographers we will:

- Identify water stores and processes in the water cycle.
- Describe the three courses of a river.
- Name the physical features of a river.
- Name some major rivers and their location.
- Describe different ways a river is used.
- List some of the problems around rivers.
- Describe human and physical features around a river.
- Identify the location of a river on an OS map.
- Make a judgement on the environmental quality in a river environment.
- Make suggestions on how a river environment could be improved.

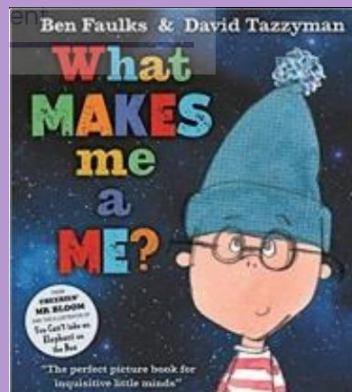
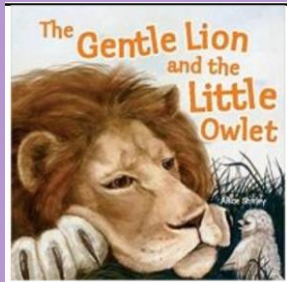
As artists we will:

- Recognise and discuss the importance of Ancient Egyptian art.
- Consider the suitability of a surface for drawing.
- Record colours, patterns and shapes through observational drawing.
- Choose and use tools and materials confidently.
- Begin to experiment with drawing techniques.
- Create a selection of sketches that show idea exploration.
- Produce a final design with a clear purpose.
- Follow instructions with minimal support.
- Discuss and evaluate the process and outcome of their work.
- Produce a complete painted or drawn piece from a design idea.
- Use colours and materials appropriately, showing an understanding of effective composition.
- Have a clear idea of the subject of their zine, including a range of images and information.



As citizens we will we will:

- Understand my rights and responsibilities as a citizen of my country and as a member of my school.



As computer users we will:

- Describe the purpose of a trailer.
- Create a storyboard for a book trailer.
- Consider camera angles when taking photos or videos.
- Import videos and photos into film editing software.
- Record sounds and add these to a video.
- Incorporate transitions between images.
- Explain what is meant by 'field,' 'record,' and 'data.'
- Compare paper and computerised databases.
- Put values into a spreadsheet.
- Sort, filter and interpret data in a spreadsheet.
- Explain the purpose of visual representations of data.

As historians we will we will:

- Identify the ancient civilisations and key periods in ancient Egypt.
- Describe the physical features of Egypt.
- Explain the Egyptian creation story.
- Identify the characteristics of important gods or goddesses.
- Explain why the pyramids were built.
- Identify the stages and challenges of building a pyramid.
- Explain the links between ancient Egyptian beliefs and mummification.
- Name sources that can be used to find out about ancient Egyptian beliefs.
- Explain some Egyptian beliefs about the afterlife.