
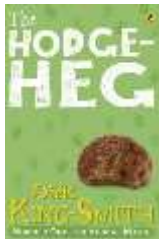
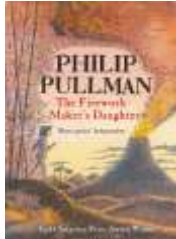
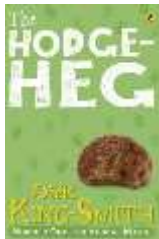


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Year 3 Curriculum Contents-Summer Term		
<p>Reading Focus this term: (See Cross curricular links documents)</p> 	<p><u>Summer Term 1 Class Readers</u></p> 	<p><u>Summer Term 2 Class Readers</u></p> 

PSHE		R.E.	
Intent	<p>PSHE helps pupils to develop the knowledge, skills attitudes and understanding they need to fulfil their potential. Teaching children how to keep themselves healthy, safe and able to make informed decisions in their future life and work.</p> <p>Module3: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.</p> <p>Unit 1 – Religious Understanding explores in greater detail the community aspect of the Trinity and encourages children to think about what the Trinity means to them and how as they were made in God's image, they too are created to live in community.</p> <p>In Unit 2 – Living in the Wider World, children will</p>	Intent	<p>As a Catholic school we are committed to the Catholic Faith, recognising and valuing every individual as special and unique in the image and likeness of God. Religious Education respects and promotes each child's innate capacity for wonder, awe, reverence and spirituality. Our Religious Education curriculum leads our children to aspire not to have more, but to be more; children are taught about God's love; they learn about their Christian responsibilities; children are provided with experiences of church, Catholic and Christian traditions, as well as being taught to be respectful and understanding of people and traditions from other faith backgrounds. Through Religious Education our children learn about their unique place within the home, school and parish community.</p>

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<p>Reading Focus this term: (See Cross curricular links documents)</p> 	<p align="center"><u>Summer Term 1 Class Readers</u></p> 	<p align="center"><u>Summer Term 2 Class Readers</u></p> 
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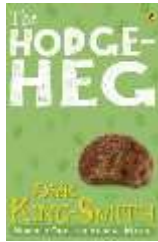
<p>Implementation</p>	<p>learn some of the principles of Catholic Social Teaching from Together For The Common Good, which will help them to live in communities in the way God intends. Teaching includes the common good, the human person, social relationships and stewardship.</p>	<p>Implementation</p>	
			<p>We follow the 'Come & See' Religious Education Programme in line with guidance from the Hexham & Newcastle diocese.</p> <p>This programme provides:</p> <ul style="list-style-type: none"> • opportunities for celebration, prayer and reflection in implicit and explicit ways. • children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, people and objects. • a 'systematic presentation of Christian event,

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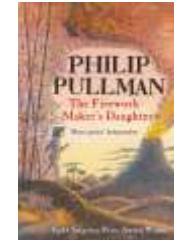
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message and way of life' in ways appropriate to the age and stage of development of the child.


- that for its implementation and production it requires the adults involved to understand the underlying theological as well as educational principles.
- appropriate materials about other faiths.
- academic respectability as in other curricular areas – utilising appropriate stages from the National Curriculum.

The three main topics this term are:

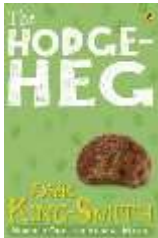
- **PENTECOST – SERVING: ENERGY** – Christians believe that the gift of the Holy Spirit within them gives them energy and the power to live the way of Jesus. The symbols used for the Holy Spirit – wind and fire – are symbols of power and energy. At Pentecost, the disciples were filled by the gifts of the Holy Spirit and went out courageously to carry the Gospel of Jesus to the whole world.
- **RECONCILIATION – INTER-RELATING: CHOICES** - When making a choice, it is important to examine your conscience in order to make a good choice and

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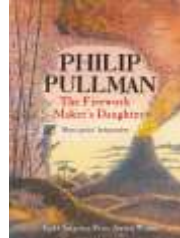
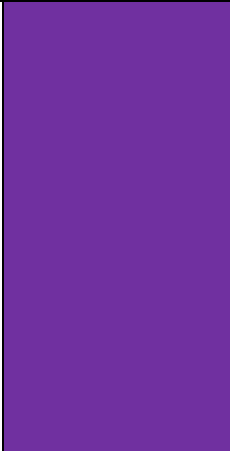
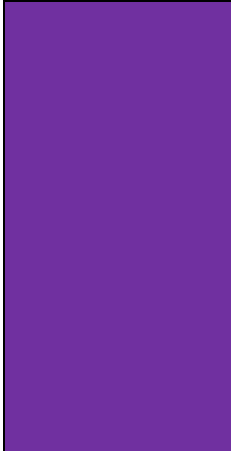
Reading Focus this term:
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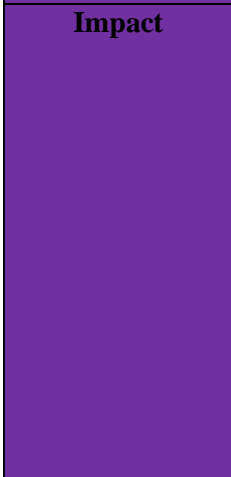


Summer Term 2 Class Readers

minimise bad effects for ourselves and others. The Sacrament of Reconciliation is a celebration of God's love and mercy; it is about the forgiveness of sin and being reconciled with God and one another.

- **UNIVERSAL CHURCH – WORLD: SPECIAL PLACES** - The Christian community has many special places: places where people gather for prayer and worship; places are holy because of their association with Jesus or holy people; places of pilgrimage.



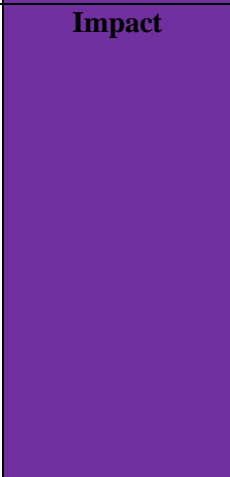
Impact

By the end of this term it is our intention that the vast majority of children will understand:

God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’;

The human family is to reflect the Holy Trinity in mutual charity and generosity.

That the human family is to reflect the Holy Trinity in mutual charity and generosity;



Impact

By the end of this term it is our intention that the vast majority of children will be able:

PENTECOST – SERVING: ENERGY

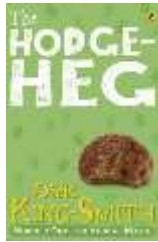
- to **ask and respond** to questions about their own and others’ experiences and feelings about the power of fire and wind and how this energy can be used for good.
- to **ask questions** about what they and others’ wonder about the power of wind and fire and realise that some of these questions are difficult to answer.
- to **retell** the story of the Ascension and the

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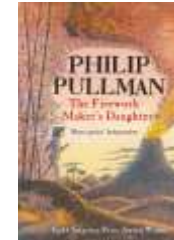
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The Church family comprises of home, school and parish (which is part of the diocese).

To know that God wants His Church to love and care for others.

To devise practical ways of loving and caring for others.

coming of the Holy Spirit at Pentecost.

- to use religious words and phrases to **describe** what happened to the apostles at Pentecost, what they saw and felt.
- to **describe** some ways in which Christians live when they use the energy and gifts of the Holy Spirit.
- to **compare** their own and other people's ideas about questions that are difficult to answer about the best use of the power of wind and fire.
- to **make links** between the Pentecost story and Christian belief in the power of the Holy Spirit.
- to **give reasons** for the love Christians show because they are inspired by the Holy Spirit.

RECONCILIATION – INTER-RELATING: CHOICES

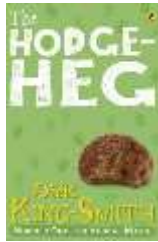
- to **ask and respond** to questions about their own and others' experiences of making choices.
- to **ask questions** about what they and others wonder about how choices are made and realise that some of these questions are difficult to answer.
- to **retell** the stories of the Two Sons and the Prodigal Son.
- to use religious words and phrases to **describe**

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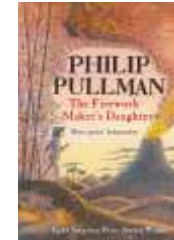
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saying sorry and asking for forgiveness.

- to **describe** the Sacrament of Reconciliation.
- to **describe** a simple Examination of Conscience and to write or say a sorry prayer.
- to **describe** some ways in which followers of Jesus live.
- to **make links** to show how feelings and beliefs affect their and others' decisions about choices and their consequences.
- to **compare** their own and other people's ideas about questions of choices and their consequences and realise that these questions are difficult to answer.
- to **make links** between religious stories and the belief in a loving and forgiving God.
- to use a developing religious vocabulary to begin to **give reasons** for what happens in the Sacrament of Reconciliation.
- to **give reasons** why particular Christians make good choices and follow Jesus.

**UNIVERSAL CHURCH – WORLD:
SPECIAL PLACES**

- to **ask and respond** to questions about their own and others' experiences of and feelings about special places and **ask questions** about what

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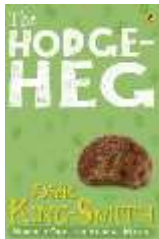
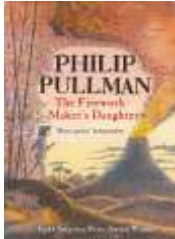
			<p>they and others wonder about special places and realise that some of these questions are difficult to answer.</p> <ul style="list-style-type: none"> to retell the stories about special places for Jesus and describe some ways in which religion is lived out by Christians in terms of pilgrimage and worship. to make links to show how feelings and beliefs about special places affect their behaviour and that of others and compare their own and others' ideas about questions relating to why some places are special that are difficult to answer. to use a developing religious vocabulary to give reasons why Christians go on pilgrimage and be able to give reasons why Christians should care about the world.
English-Speaking & Listening		English-Word Reading & Composition	
Intent	Speaking and listening are essential life skills. Our aim is to enable pupils to be increasingly confident in using spoken language in a variety of contexts in order to communicate ideas, views and feelings. We encourage pupils to express themselves creatively and imaginatively. Pupils will use their knowledge, skills and understanding in speaking and listening across a range of curriculum areas.	Intent	In Reading, we aim to teach our pupils to read confidently, fluently, accurately and with understanding. Pupils are encouraged to develop the habit of reading for both pleasure and information. Confident reading enables pupils to acquire knowledge and build on what they know. Through reading, pupils will have a chance to develop culturally and emotionally.
Implementation	Pupils will be taught to communicate across a range of	Implementation	Using an engaging visual and text-based stimulus,

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	<p>contexts. They will learn how to speak clearly and confidently to an audience. Pupils will have the opportunity to work in groups of different sizes; in pairs, small groups, large groups and as a whole class. They will be encouraged to expand and develop their vocabulary to discuss concepts and enhance their knowledge about language.</p>		<p>children will take part in individual and daily guided group reading. During guided and class reading sessions, children will be encouraged to ask relevant questions to gain a better understanding of a text. They will learn to read and respond to levelled texts drawing on inferences such as inferring a characters' feelings thoughts and motives from their actions (using VIPERS). Pupils will continue to develop their vocabulary and the breadth and depth of their reading, in order to encourage them to become independent, fluent and enthusiastic readers.</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Infer</p> <p style="text-align: center;">Predict</p> <p style="text-align: center;">Explain</p> <p style="text-align: center;">Retrieve</p> <p style="text-align: center;">Sequence</p>
Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates. • Speak clearly and fluently in different contexts. • Give well-structured descriptions, explanations and 	Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. • Read books that are structured in different ways and read for a range of purposes.

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	<p>narratives for different purposes.</p> <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Consider and evaluate different viewpoints. 		<ul style="list-style-type: none"> • Use dictionaries to check the meaning of words that they have read. • Identify themes and conventions in a wide range of books. • Discuss words and phrases which capture the reader's interest and imagination. • Prepare poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action. • Engage in conversation, asking questions to demonstrate their understanding and making predictions. • Create roles in drama that show how behaviour can be interpreted from different viewpoints. • Develop scripts based on improvisation. • Infer character feelings, thoughts and motives and justify with evidence. • Retrieve information from non-fiction texts. • Identify how language structure and presentation contribute to meaning. • Evaluate how figurative language impacts on the reader. • Provide reasoned justification for their views. • Develop their own creative writing styles.
English-Writing: Transcription & Handwriting		Writing: Composition, vocabulary, Grammar & Punctuation	
Intent	Our aim is for pupils to write clearly and accurately. They will be encouraged to write legibly and fluently;	Intent	Writing enables pupils to communicate ideas, express themselves creatively, provide information and persuade


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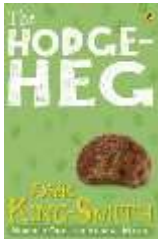
	<p>with an increasing knowledge of the relationship between sounds and letters, word structure and the spelling structure of words.</p>		<p>a reader of a viewpoint. Pupils will be encouraged to use inspiration and ideas from reading in order to prepare their ideas before they write. Effective composition involves articulating and communicating ideas, then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.</p>
<p>Implementation</p>	<p>Children will practice handwriting using 'Letter join' to produce consistency in size and proportion of letters, consolidate correct joins and increase fluency and pace. Pupils will be given the opportunities to write a variety of genres.</p>	<p>Implementation</p>	<p>Pupils will develop their range of writing styles and the use of more varied grammar, vocabulary and narrative structures in order to compose their own examples of different writing genres.</p> <p><u>Fiction: Modern Fiction - The Hodgeheg</u> Children will enjoy Dick King-Smith's <i>The Hodgeheg</i>. Pupils will explore plot, character and dialogue. Children will study speech punctuation and adverbs for time, place and manner. Pupils will have the opportunity to write a new animal adventure.</p> <p><u>Non-Fiction: Persuasive Writing - Advertising</u></p> <p>Children will explore the power of persuasion in advertising. Children will play with language, create adverts and promote healthy habits. Grammar includes conjunctions and expanded noun phrases.</p>

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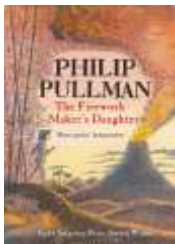
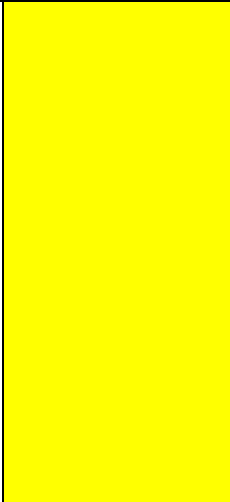
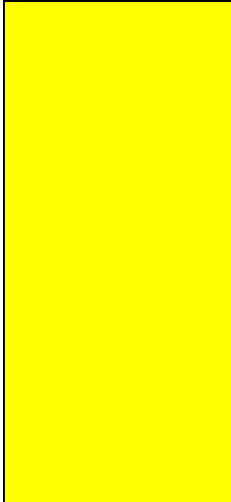
Reading Focus this term:
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Non-Fiction: Non Chronological Reports - Video Games

Children will explore non-chronological reports about video games. Pupils will revise word classes and study dialogue punctuation. Children will read/write informal and formal reports and design and present a new game.

Poetry: Shape Poems

Children will explore calligrams, poetic portraits and shape poems. Children will analyse features of poetry. They will explore tenses, conjunctions and prepositions. Pupils will write, improve and present their own shape poems.

Impact

- Consolidate spelling patterns for Year 3 and 4
- Prefixes – im, sub, inter, super, anti, auto
- Suffixes- ation, sion, tion, ssion, cian, ous
- Spell some Year 3 and 4 words correctly.
- Increase the legibility, consistency and quality of their handwriting.

Impact

By the end of the term it is our intention that the vast majority of children will be able to:

Fiction: Modern Fiction - The Hodgeheg

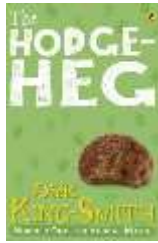
- identify the setting, characters and problem in a story.
- take part in a discussion, taking turns and listening to others.
- write in the first person.
- write events from a different view point.
- make inferences about feelings, thoughts and

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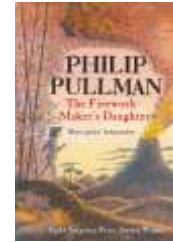
Reading Focus this term:
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motive.

- analyse the structure of a story.
- write the opening paragraph(s) of a story based on one I have read.
- use direct speech and associated punctuation in a story.
- think about the structure of my story, using paragraphs effectively.
- edit and improve my own story.
- identify spelling, punctuation and grammar errors in my writing.
- write a sentence in perfect form of the past tense.

Non-Fiction: Persuasive Writing – Advertising

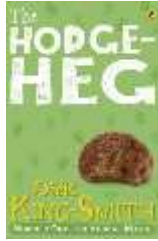
- spot persuasive language and techniques in adverts.
- identify powerful language.
- evaluate printed adverts for persuasive power.
- identify and make notes on key features of adverts.
- use powerful language.
- write a script for an advert.
- write using persuasive language.
- use conjunctions to elaborate on my points.
- use scientific content to support ideas in my

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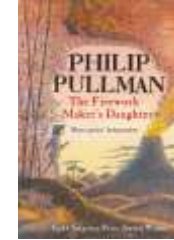
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writing.

- find ways to improve my writing.


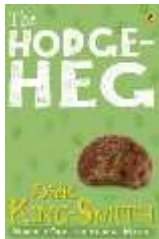
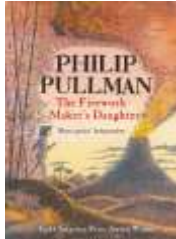
Non-Fiction: Non Chronological Reports - Video Games

- recognise the difference between balanced and unbalanced reviews.
- identify and annotate features of reviews.
- identify and use techniques to decode and understand technical language.
- write a balanced review.
- write with an audience in mind.

Poetry: Shape Poems


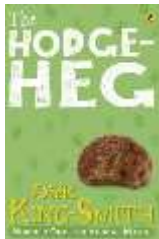
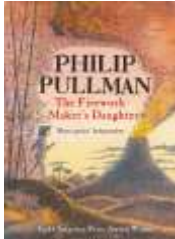
- read and discuss a range of calligrams.
- identify the key features of calligrams.
- create a simple calligram.
- read and discuss a range of shape poems.
- write an animal shape poem.
- use interesting language in my poem.
- layout words creatively to form an imaginative shape poem.
- expand my vocabulary by replacing boring adjectives with more interesting examples.

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			<ul style="list-style-type: none"> edit and redraft my shape poem.
Mathematics		Science	
Intent	<p>Maths is highly interconnected to other curriculum areas and is essential to everyday life. We aim for pupils to become fluent through varied and frequent practice so that they develop conceptual understanding. Children will be encouraged to approach problem solving in an organised manner, recording their work in a systematic way in order to make clear connections. They will develop their use of mathematical language in order to be able to communicate their ideas.</p>	Intent	<p>Science can be used to explain what is occurring, make predictions and analyse results. We aim for pupils to develop their scientific skills and knowledge through engaging in different types of science enquiry. They will be encouraged to ask and answer scientific questions and understand the role of science in the world around them. Children will extend their knowledge of specialist vocabulary.</p>
Implementation	<p>We have a mastery approach to teaching Maths. This means that the majority of pupils progress through the curriculum content at the same pace. Maths objectives are taught through units of work that allow children to practice and consolidate key knowledge and skills. Providing variation through problem solving and reasoning, allows children to build fluency and a more in depth understanding of mathematical concepts. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.</p> <p>This term we will be covering the areas of:</p> <ul style="list-style-type: none"> Fractions (Number) Time (Measurement) 	Implementation	<p>The acquisition of key scientific knowledge is an integral part of our science lessons. Promoting science in school is highlighted by the use of 'Working Scientifically' walls in each classroom, where key vocabulary is displayed for the duration of the topic alongside the working scientifically skills for each session. We aim to develop and promote the importance of developing scientific enquiry across year groups. Emphasis is placed on learning outside of the classroom, with each class having designated timetabled 'Forest School' time and where applicable educational visits are linked to developing children's science topical learning. Science specific home learning tasks, supporting parental engagement help support children's natural curiosity whilst enabling them to experience first-hand the science</p>

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	<ul style="list-style-type: none"> Properties of shapes (Geometry) Mass and Capacity (Measurement) 		<p>all around them.</p> <p><u>Chick Fortnight:</u></p> <p>After Easter, we will be taking part in 'Living Eggs Ready to Hatch' a unique 10 day chick hatching programme experience. At school we will be incubating 10 Embryo Eggs in a custom designed incubator so children all get to experience observing a real life chick hatch in their classroom.</p>
Impact	<p>By the end of this term it is our intention that the vast majority of children will be able to:</p> <p><u>Number-Fractions</u></p> <ul style="list-style-type: none"> 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. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Solve problems that involve all of the above. 	Impact	<p>By the end of this term it is our intention that the vast majority of children will be able to:</p> <p><u>Plants</u></p> <ul style="list-style-type: none"> name the different parts of flowering plants and explain their jobs. explore the role of roots, stem, leaves and flowers in terms of nutrition, support and reproduction. explore the requirements of plants for life and growth. set up an investigation to find out what plants need to grow well. record observations.

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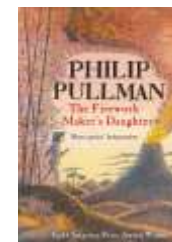
Reading Focus this term:
(See Cross curricular links documents)



Summer Term 1 Class Readers



Summer Term 2 Class Readers



Measurement – Time

- Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.
- Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours.
- Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry – Properties of shapes

- Recognise angles as a property of shape or a description of a turn.
- 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.

- present the results of an investigation using scientific language.
- investigate how water is transported in plants.
- observe how water is transported up the stem in plants.
- name the different parts of a flower and explain their role in pollination and fertilisation.
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- understand and order the stages of the life cycle of a flowering plant.
- explore seed formation and seed dispersal.

Forces & Magnets

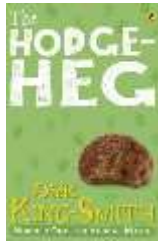
- identify the different types of forces acting on contact objects.
- compare how different things move.
- compare how things move on different surfaces.
- investigate the effects of friction on

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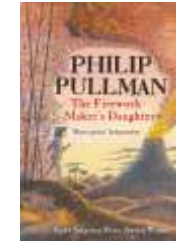
Reading Focus this term:
(See Cross curricular links documents)



Summer Term 1 Class Readers



Summer Term 2 Class Readers



- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- Draw 2-D shapes and make 3-D shapes using modelling materials.
- Recognise 3-D shapes in different orientations and describe them.

Measurement – Mass and capacity

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).


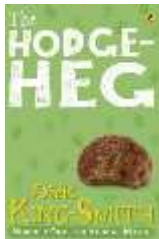
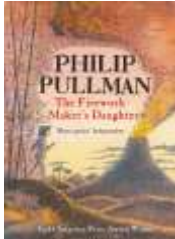
different surfaces.

- compare and group together a variety of everyday materials on the basis of whether they can be attracted to a magnet or not.
- sort magnetic and non-magnetic materials.
- observe how magnets attract one another through materials.
- investigate the strength of magnets and graph my results.
- make and/or use a compass to look for treasure.
- explore magnetic poles.
- explain that magnets attract some materials.
- identify how the properties of magnet make them useful in everyday items.

Chick Fortnight:

- Observe how a chick hatches and understand how the egg and chick are well adapted for this purpose.
- Identify the needs of chickens and other baby animals and relate to man's essential needs for living.
- Relate students' experiences with other animals. Demonstrate knowledge and understanding of

Year 3 Curriculum Contents-Summer Term


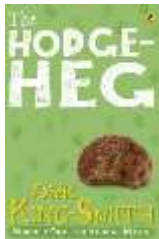
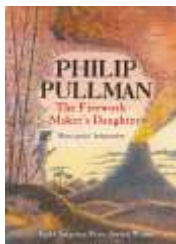
Year 3 Curriculum Contents-Summer Term		
<p>Reading Focus this term: (See Cross curricular links documents)</p> 	<p><u>Summer Term 1 Class Readers</u></p> 	<p><u>Summer Term 2 Class Readers</u></p> 

		<p>animals' needs by designing a suitable environment for their chicks to live.</p> <ul style="list-style-type: none"> Present ideas eg. 3-D model, 2-D plan (on chick dwelling). Organise knowledge, ideas and data about how needs and wants of the chick might be met and use this information when meeting design challenges. Make links between different features of the environment and the specific needs of living things.
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History	
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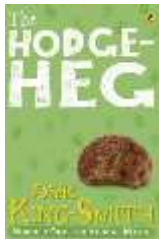
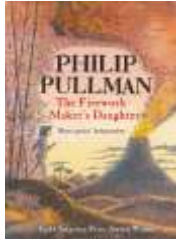
Intent	<p>In Key Stage 2 children study the National Curriculum for History and we aim to:</p> <p>Ensure children have a secure chronological understanding of British History from the Stone Age to the modern day and can confidently use a range of sources to support their knowledge and understanding. Allow children to demonstrate historical questioning including; causes of change, similarities and differences, and the impact of significant events.</p>
Implementation	<p><u>Ancient Greece</u></p> <p>Throughout the term children will discover who the Ancient Greek people were, when they lived and where and how they were able to establish their empire. They will learn how the political system worked in Ancient Greece, investigate the legacy of Athenian Democracy and compare it with the political systems we have today. Children will also compare and contrast the modern day Olympics with the Ancient Greek events and use their mathematical skills to present their findings in the form of a Venn diagram. We will learn about and order events from the Battle of Marathon and write in role to present the events from a specific viewpoint. In addition to this they learn about Ancient Greek religion, research information about a variety of Greek gods use historical evidence to find out about the Trojan War. Woven into this unit are several art, design & technology aspects from making Ancient Greek clothing to Greek vases and theatre masks.</p>

Year 3 Curriculum Contents-Summer Term

<p>Reading Focus this term: (See Cross curricular links documents)</p> 	<p><u>Summer Term 1 Class Readers</u></p> 	<p><u>Summer Term 2 Class Readers</u></p> 
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Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> • I can explain how and why empires grow. • I can explain the chronology of a timeline. • Gain an understanding of the lifestyle of the Ancient Greek people, including what they wore • To design and make a chiton in the style of the times . • To include designs on the chiton typical of decoration from this period • I can explain how the political system worked in Ancient Greece. • I can compare this system with other political systems • I can learn about the past from sources including art • Create a Greek vase depicting the Olympic games • I can compare different city-states and recall facts about the Battle of Marathon • I can find out about Ancient Greek gods and goddesses and am able to use this knowledge to plan my own Greek myth • Understand the role of theatre in Greek Life and recognise the main features of a Greek theatre • Create my own Greek theatre mask • I can use a range of sources to find out about the past and then present my findings.
Computing	
Intent	<p>Children will be taught to understand and apply the concepts of computer science. Through practical experience we aim to encourage them to apply information technology to solve problems. Children will be taught how to be responsible users through keeping themselves safe online, reporting concerns and recognising acceptable/unacceptable behaviour.</p>
Implementation	<p>Summer 1: Email (6 weeks) 1.To think about different methods of communication.</p>

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<p>Reading Focus this term: (See Cross curricular links documents)</p> 	<p><u>Summer Term 1 Class Readers</u></p> 	<p><u>Summer Term 2 Class Readers</u></p> 

	<p>2 To open and respond to an email. 3. To write an email to someone using an address book 4 To learn how to use email safely. 5 To add an attachment to an email. 6 To explore a simulated email scenario.</p> <p>Summer 2: Animation (3 weeks) Hardware investigation (2 weeks) Animation 1.To discuss what makes a good animated film or cartoon and what their favourites are. To learn how animations are created by hand. To find out how 2Animate can be created in a similar way using the computer To learn about onion skinning in animation. To add backgrounds and sounds to animations. To be introduced to 'stop motion' animation. To share animation on the class display board and by blogging</p> <p>Hardware Investigation To understand the different parts that make up a computer To recall the different parts that make up a computer.</p>
Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <p>1: List a range of different ways to communicate. • Pupils can use 2Connect to highlight the strengths and weaknesses of each method. • Extension: Pupils can order the various types of communication that have been used through history.</p>

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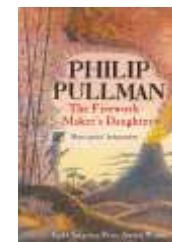
Reading Focus this term:
(See Cross curricular links documents)



Summer Term 1 Class Readers



Summer Term 2 Class Readers



Lesson 2: • Pupils can open an email and respond to it. • Pupils have sent emails to other pupils in the class. • Extension: Pupils can use the search option in the address book to find a classmate when sending an email.
 Lesson 3: • Pupils have written rules about how to stay safe using email. • Pupils have contributed to classmates' rules. • Extension: Pupils understand the importance of draft.
 Lesson 4. • Pupils can attach work to an email. • Pupils know what CC means and how to use it.
 Lesson 5: • Pupils can read and respond to a series of email communications.
 Lesson 6: Pupils can attach files appropriately and use email communication to explore ideas. • Extension: Children know why the terms CC and BCC are used • Children understand when to use CC or BCC

By the end of the **Animation** unit:

Pupils have put together a simple animation using paper to create a flick book. • Pupils understand animation frames. • Pupils have made a simple animation using 2Animate.

Pupils know what the Onion Skin tool does in animation. • Pupils can use the Onion Skin tool to create an animated image. • Pupils can use backgrounds and sounds to make more complex and imaginative animations

Pupils know what 'stop motion' animation is and how it is created. • Pupils have used ideas from existing 'stop motion' films to recreate their own animation. • Pupils have shared their animations and commented on each other's work using display boards and blogs in Purple Mash.


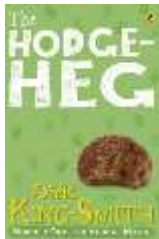
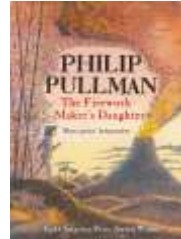
By the end of the **Hardware Investigators** unit:

Pupils can name the different parts of a desktop computer. • Pupils know what the function of the different parts of a computer is. • Pupils have created a leaflet to show the function of computer parts.

Modern Foreign Languages-French

Physical Education

Year 3 Curriculum Contents-Summer Term

<p>Reading Focus this term: (See Cross curricular links documents)</p> 	<p><u>Summer Term 1 Class Readers</u></p> 	<p><u>Summer Term 2 Class Readers</u></p> 
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Intent	Children will continue to develop and build upon their previous learning. We aim to make language learning engaging for all children through music, games and stories. Pupils will be taught to express their ideas and thoughts in French with increasing confidence and fluency. They will be encouraged to improve the accuracy of their pronunciation and intonation.	Intent	We aim to challenge and support EVERY child through P.E., pupils will engage in a variety of physical activities in order to support their health and fitness. We will focus on the development of agility, balance and coordination, healthy competition and cooperative learning. Children will have opportunities to develop their competence and skills so that they are able to compete in sport and other activities. We aim to use P.E. sessions to help build character and embed values such as fairness and respect.
Implementation	<p><u>Out and About</u> Learning transactional phrases for ordering items and learn more vocabulary for buying food in a supermarket. Naming name types of shops in French And how to ask and follow directions around town.</p> <p><u>School life</u> Learn school subjects and opinions and understand how to use the alphabet in French and the importance of accents. Write more in French with increased accuracy and learn about the cultural side: life in a French school.</p>	Implementation	<p><u>Physical Skills:</u> In this unit you will work on developing a range of skills with some form of consistency and perform a range of skills with some control and consistency. Children will perform a sequence of movements with some changes in level, direction or speed.</p> <p><u>Health & Fitness</u> In this unit children will use equipment appropriately and move and land safely. Children will attend to how their body feels before, during and after exercise.</p>
Impact	By the end of the term it is our intention that the vast majority of children will be able to:	Impact	By the end of the term it is our intention that the vast majority of children will be able to:

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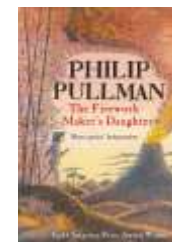
Reading Focus this term:
(See Cross curricular links documents)



Summer Term 1 Class Readers



Summer Term 2 Class Readers



Out and About

- Listen and respond to topic vocabulary
- Answer questions using the topic vocabulary
- Take part in role play as a shopper/ shopkeeper, speaking in French
- Greet and respond.

School life

- listen and respond to topic vocabulary
- Demonstrate understanding with actions
- Write sentences converting le/la to un/une
- Answer questions using the topic vocabulary.
-

Physical Skills: To perform and repeat longer sequences with clear shapes and controlled movement, selecting and apply a range of skills with good control and consistency:

- Maintain a good 'ready position' (bend knees and wide base).
- Move feet quickly, rather than stretch, to get the ball.
- Bend knees to help slow down and stay balanced.
- Reacting and moving quickly
- Catching the ball
- Slowing down with control after catch

Fundamental Skills (within Physical Skills)

Agility-Reaction/Response:

From 1, 2 and 3 metres:

- React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.

Static Balance - Floorwork:

- Hold full front support position.
- Lift 1 arm and point to the ceiling with either hand in front support.
- Transfer cone on and off back in front support.

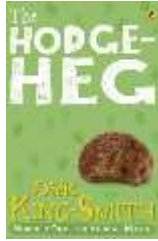
Health & Fitness-Be able to describe how and why my

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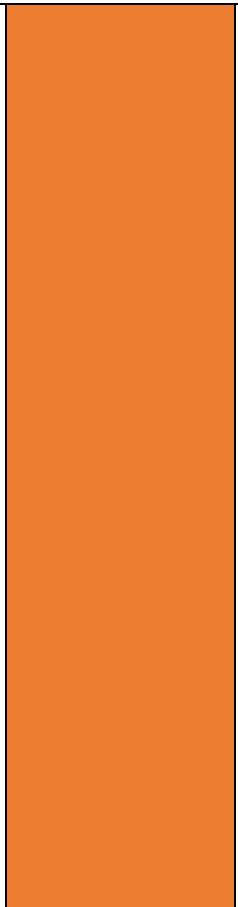
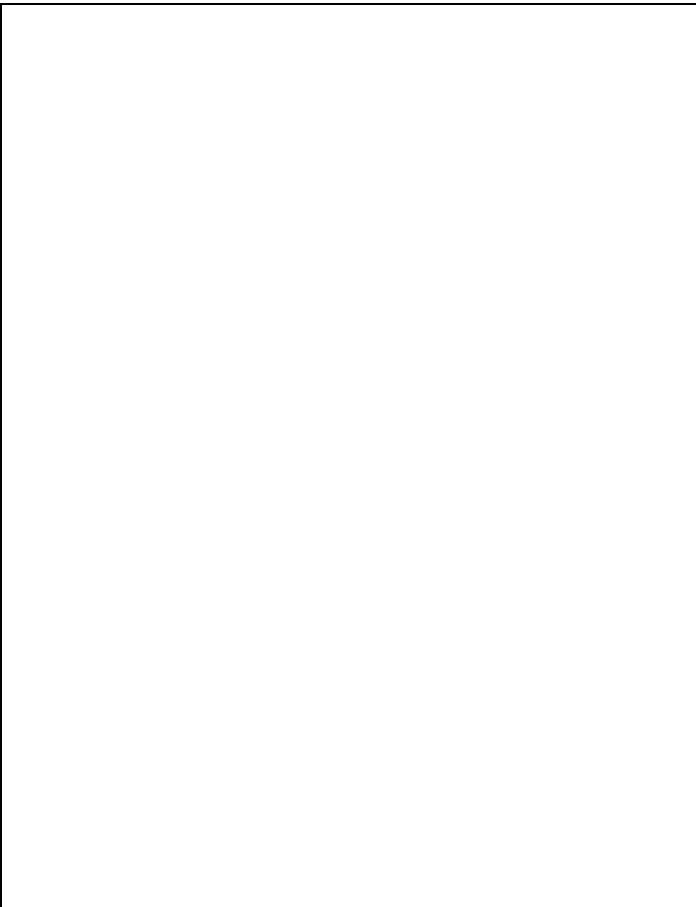
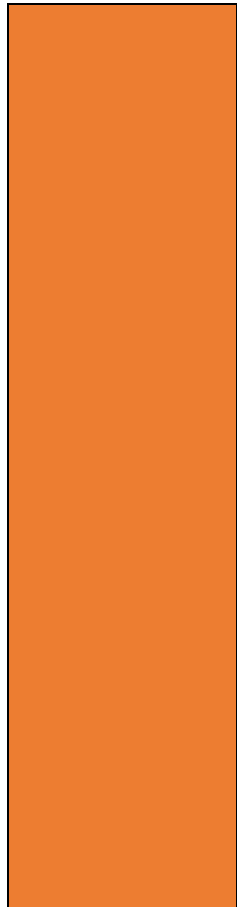
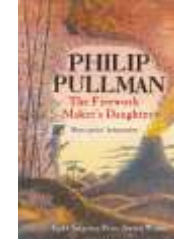
Reading Focus this term:
(See Cross curricular links documents)



Summer Term 1 Class Readers



Summer Term 2 Class Readers



body changes during and after exercise and explain why we need to warm up and cool down:

- Starting and stopping quickly
- Timing to get in the right position
- Balance/control when collecting the ball
- I use equipment appropriately and move and land safely
- I can say how my body feels before, during and after exercise.

Fundamental Skills (within Health & Fitness)


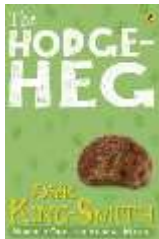
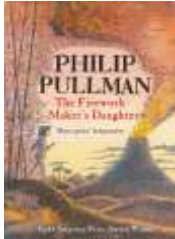
Agility-Ball Chasing

- Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction
- Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction
- Complete above challenges with tennis ball.

Static Balance-Stance

- Receive a small force from various angles
- Raise alternate feet 5 times
- Raise alternate knees 5 times
- Catch ball at chest height and throw it back.

Year 3 Curriculum Contents-Summer Term

<p>Reading Focus this term: (See Cross curricular links documents)</p> 	<p><u>Summer Term 1 Class Readers</u></p> 	<p><u>Summer Term 2 Class Readers</u></p> 
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Music	
Intent	In teaching music, we aim to engage and inspire pupils to develop a love of music. Through music lessons we encourage children to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children are encouraged to improvise and compose music for a range of purposes using the inter-related dimensions of music and to listen with attention to detail and recall sounds with increasing aural memory. In notation, children will learn to use and understand staff and other musical notes. Children will be given opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians developing their understanding of the history of music.
Implementation	Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.
Impact	The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.