

Junior 1 (Year 3) Curriculum Overview Summer Term



Subject	Summer 1		Summer 2
RE	<p>Celebrating Easter and the Pentecost</p> <ul style="list-style-type: none"> To explore how the Church celebrates the resurrection of Jesus at Easter To know that Jesus appeared to some of his friends after he rose from the dead To know that because Jesus rose from the dead, we have hope that we will do the same To understand how the coming of the Holy Spirit at Pentecost changed the disciples To reflect on times when we need the help of the Holy Spirit 	H A L F T E R M	<p>Being a Christian</p> <ul style="list-style-type: none"> To think about what being a Christian means To know how St. Peter became a follower of Jesus To understand how St. Paul had to learn to be a Christian To think about your gifts and talents To be aware of graces we receive through the sacraments To reflect on how you will use the gifts God has given you to be a good Christian
Maths	<p>Assessment Week</p> <ul style="list-style-type: none"> Number – Number and place value Number – Addition and Subtraction Geometry – Properties of shape Number – Multiplication and division Number – Fractions 		<ul style="list-style-type: none"> Number – Addition and subtraction, including Measurement (Money) Measurement (Time) Measurement (volume and capacity) Number – Multiplication and division
English	<p>Assessment Week</p> <p>Unit 7 – Dragons and Pirates</p> <ul style="list-style-type: none"> To recognise the importance of a verb in a sentence To identify the features of an adventure story To identify pronouns and understand their function To understand adverbs and adverbial phrases in structuring a text To create a storyboard showing a sequence of events To use words for impact To plan a whole story in sections and use paragraphs To use tenses and connectives correctly To include some punctuated dialogue, using words other than said 		<p>Unit 8 – Wonderful World</p> <ul style="list-style-type: none"> To write a short text based on personal experience To identify different ways of organising fiction and non-fiction in a library To write a list of authors' names in alphabetical order To understand that information texts are generally written in the present tense and use the third person To recognise skim and scan a text and understand the language of information texts To plan a text following the structure of a model text To use headings and paragraphs <p>Unit 9 – Laughing allowed</p> <ul style="list-style-type: none"> To recognise different kinds of puns To identify different types of wordplay To explain what makes a poem funny To understand what a calligram is and a tongue twister To understand what a mnemonic is and to write an amusing poem



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<p>Science</p>	<p>Forces</p> <ul style="list-style-type: none"> To ascertain the children's knowledge about forces To find out about different forces To understand that some materials are attracted to magnets To understand how magnets are used To understand the forces friction and air-resistance 		<p>Light</p> <ul style="list-style-type: none"> To understand why light is essential for us to see things To know that when a beam of light is reflected from a surface its direction changes To be able to show lines of reflection To be able to explain how shadows are formed and how they change To be able to show shadow change shapes To be able to explain why the size of shadows change
<p>PE</p>	<ul style="list-style-type: none"> Cricket Tennis 		<ul style="list-style-type: none"> Cricket Tennis Golf
<p>History / Geography</p>	<p>Why are jungles so wet and deserts so dry?</p> <ul style="list-style-type: none"> To observe, describe and explain in basic terms the pattern of climate in the United Kingdom To identify, describe and begin to offer reasons for the distribution of different types of climate around the world To compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world <p>Ancient Egypt 1</p> <ul style="list-style-type: none"> To identify Ancient Civilisations To be able to describe Ancient Egyptian social structure To understand how the discovery of the Rosetta Stone led to the deciphering of Egyptian hieroglyphs To describe the significance of Howard Carter's discovery of Tutankhamun's tomb To describe artefacts from Tutankhamun's burial treasure and how they were used 		<p>Why are jungles so wet and deserts so dry?</p> <ul style="list-style-type: none"> To understand how climate affects both the landscape of different biomes and the plants and animals that live there To observe, describe and explain why areas of tropical rainforest such as the Amazon basin have so much convectional rainfall To describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world <p>Ancient Egypt 2</p> <ul style="list-style-type: none"> To describe some of the Gods and Goddesses worshipped by the Ancient Egyptians To recreate the Story of Seth and Osiris To describe the Mummification Process Features of Egyptian art To describe why the Nile so important to the Ancient Egyptians To present their own information about an aspect of Egyptian life
<p>RSE & PSHE</p>	<p>RSE</p> <ul style="list-style-type: none"> To understand that we are created by and loved by God To know that we don't all have to be the same To understand that we are created to love others 		<p>PSHE</p> <p>To improve Spatial Awareness and Agility</p> <ul style="list-style-type: none"> To improve spatial awareness through various games To work co-operatively and listen to other people To discuss the effects on the body after exercise

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	<ul style="list-style-type: none"> To know that Jesus is my friend To know how to keep ourselves safe To understand that we are created to live in a community To understand what the Church is 		<ul style="list-style-type: none"> To play various games to improve agility To develop skills to measure and time activities
Art / DT	Egyptian Art <ul style="list-style-type: none"> To use the work of other artists/cultures to inform their work To use different cutting, joining and modelling techniques to create 3D relief, surface interest, pattern and texture to make a mask To review and evaluate their work as an artist 		Egyptian Art <ul style="list-style-type: none"> To use the work of other artists/cultures to inform their work To use different cutting, joining and modelling techniques to create 3D relief, surface interest, pattern and texture to make a mask To review and evaluate their work as an artist
Music	Sound colour Exploring sound with colours <ul style="list-style-type: none"> To identify descriptive features in art and music To analyse and comment on how sounds are used to create different moods To select instruments and create sounds to describe visual images To create textures by combining sounds in different ways To recognise and explore different combinations of pitched sounds To compose music to describe a picture in groups of two or three 		Salt, pepper, vinegar, mustard Exploring singing games <ul style="list-style-type: none"> To sing and play a range of singing games with confidence and use different actions To identify different singing games To accompany singing by clapping/tapping To demonstrate the difference between rhythm and pulse To make up their own singing games with tunes and actions To create simple rhythmic ostinato To perform their singing games to others
MFL - French	<ul style="list-style-type: none"> To describe my family and my pets To talk about my hobbies 		<ul style="list-style-type: none"> To understand the French vocabulary for Food and Drink and use these Use the phrases/vocab learned in a French cafe
Homework	Tuesday – Maths, Wednesday – Science, Thursday – English. Reading and spellings should be done every evening. Spellings are given out on Monday and the test is on Friday, with a tables test.		