

# Junior 1 (Year 3) Curriculum Overview Summer Term



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



Junior 1 (Year 3) Curriculum Overview Summer Term

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

# Junior 1 (Year 3) Curriculum Overview Summer Term



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