



St Oswald's Catholic Primary School



Year 3 Summer Overview 2021

<u>Subject Area</u>	<u>Summer</u>
<u>English</u>	<u>Summer 1</u> Report writing Plays and dialogues <u>Summer 2</u> Authors and stories Poetry and language play
<u>Mathematics</u>	<u>Summer 1</u> Ready to progress criteria Addition and Subtraction Multiplication and division Fractions <u>Summer 2</u> Ready to progress criteria Geometry Time
<u>Science</u>	<u>Summer 1</u> <u>What is the difference between a reflection and a shadow?</u> Light Pupils will explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They will also look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change. <u>Summer 2</u> <u>Focussed assessments</u> Working Scientifically Children will complete focused assessments (using TAPS) in order to revisit and assess their science knowledge and progress.

	The activities are designed to assess what they can do and what they can remember from this year's learning in science.
<u>History</u>	<p><u>Summer 1 – History Day</u> What are the Ancient Egyptians' successes? Ancient Egypt This unit should begin with 1 lesson focusing on all earliest civilisations to enable children to develop a greater understanding of chronology of ancient civilisations. They will then focus on Ancient Egypt. Some of the key aspects of our learning will focus on religion and culture. The children will understand the methods of historical enquiry the use of evidence and pose their own historically valid questions.</p>
<u>Geography</u>	<p><u>Summer 2</u> Where does our food come from? World foods As geographers, the children will find out where food comes from, locate countries that farm these foods and discuss trade/working conditions. The children will plot the journey of food to our cupboard (e.g. coffee)</p>
<u>Art</u>	<p><u>Summer 1 – Art Day</u> Can I create sustainable art? 3D sculpture making</p> <p>Inspire Children to look at sustainability within art (eg Mike Weber 'Pooh's Honey') Take inspiration from Tim Noble to create effective shadows from recycled materials</p> <p>Skill Use recycled materials to sketch on Create collage with 3D elements from recycled materials</p> <p>Final Product Take inspiration from Michelle Reader to create a final piece linking sea life and single use plastic</p>
<u>Design Technology</u>	<p><u>Summer 2</u> Can you design and make a pencil case fit for purpose? Textiles Design and make a pencil case fit for purpose. Experiment with various designs and evaluate these. Choose appropriate decoration for their finished product. Stitching 2D shapes to make a 3D product. Children are to select from a wide range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately. Children are to have choice of a wide range of materials and components to use to create their product to ensure it is functional and aesthetic.</p>
<u>Music</u>	<p><u>Ukulele</u> How can I play 'clean' sounding notes when playing ukulele? Wider Opportunities – led by Mr Storey</p>

<p><u>RSHE</u></p>	<p><u>Summer 1</u> Module 2: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:</p> <p>Unit 3 Keeping Safe incorporates some of the excellent NSPCC Share Aware resources, as well as teaching on bullying and physical, emotional and sexual abuse through a series of animated stories. Through the animated expert Dr Datfa, children will also learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older. The final session of the Module explores in more detail what to do in emergency situations.</p> <p><u>Summer 2</u> Module 3: 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</p> <p>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>Unit 2 – Living in the Wider World Children will learn some of the principles of Catholic Social Teaching from <i>Together For The Common Good</i>, 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><u>Computing</u></p>	<p><u>Summer 1 – Remote learning</u> Topics covered: E-safety including Safer Internet Day Digital Footprint Coding</p> <p>How Things Work inc Networks Pupils will develop an understanding of networks and the hardware required.</p> <p>The following unit of work can be achieved with a catch up day/half day.</p>

	<p>Publishing Online Content</p> <p>Pupils will learn about graphic design, publishing and promoting their own content.</p> <p><u>Summer 2</u> Creating a Programmable World</p> <p>Pupils will create a programmable world using Kodu.</p>
<u>PE</u>	<p><u>Summer 1</u> <u>Hit and Go Cricket</u></p> <p>Use a range of skills to help them keep possession and control of the ball Striking with accuracy, Fielding- throwing and catching with control and accuracy Begin to understand tactics and rules of a game, and how their positioning helps others</p> <p><u>Gymnastics</u></p> <p>Movement . Accurately perform a forward roll from standing and a tucked backward roll. Perform a squat on the vault accurately, hurdle step onto a springboard correctly. Rebound off the springboard to create height. Perform a lunge into the handstand and a cartwheel accurately. Choose and plan contrasting actions. Begin to use your own ideas. Comment on similarities</p> <p><u>Summer 2</u> <u>Athletics</u></p> <p>Develop skills from the 3 main aspects of athletics – running, jumping and throwing. Take a running jump. Demonstrate a range of throwing actions using a variety of objects. Suggest warm up activities</p> <p><u>Rounders</u></p> <p>Perform the basic skills needed for the games with control and consistency. Begin to understand tactics and rules of a game Rolling with accuracy throwing with accuracy. Catch a ball with movement.</p>
<u>MFL</u>	<p><u>Summer 1</u> What is my favourite sport? Leisure (sports and hobbies)</p> <p>To recognise the days of the week and the months of the year. To be able to describe some weather appropriate for the seasons.</p> <p><u>Summer 2</u> What does a monkey like to eat? Summer – (exotic fruits & wild animals)</p> <p>To produce exotic fruit nouns and wild animal nouns. To write using a language scaffold. To join in with a story/act out a story and show understanding of words.</p>
<u>R.E</u>	<p>What's the use of energy? Energy</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • The energy of fire and wind – Explore

- The wonder and power of the Holy Spirit – Reveal
- Acquire the skills of assimilation, celebration and application of the above – Respond

What helps me to choose well?

Choices

Know and understand:

- Choices have consequences – Explore
- The importance of conscience in making choices – Reveal

Acquire the skills of assimilation celebration and application of the above – Respond

What makes a place special?

Special places

Know and understand:

- Everyone has a special place (explore)
- Special places for Jesus and the Christian community (Reveal)

Acquire the skills of assimilation, celebration and application of the above (Respond)