

Year 3 - Summer Term Curriculum Plan 2025

Topic: End of Romans/The Tudors

This plan is to give you an insight into the topics your child will be covering this term.



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| English | <p>Writing: Independent pieces across a range of genre and form. Text: The Butterfly Lion by Michael Morpurgo and Varjak Paw by S.F Said.</p> <p>Spelling, Grammar, Punctuation: Reinforce and develop in school and at home.</p> <p>Reading: across a range of literature in school and at home, both fiction and non-fiction.</p> |
| Maths | <p><u>Fractions</u>: add fractions, subtract fractions, partition the whole, unit fractions of a set of objects, non-unit fractions of a set of objects, reasoning with fractions of an amount</p> <p><u>Money</u>: pounds and pence, convert pounds and pence, add money, subtract money, find change</p> <p><u>Time</u>: Roman numerals to 12, tell the time to 5 minutes, tell the time to the minute, read time on a digital clock, use am and pm, years, months and days, days and hours, hours and minutes – use start and end times</p> <p><u>Shape</u>: turns and angles, right angles, compare angles, measure and draw accurately, horizontal and vertical, parallel and perpendicular, recognise and describe 2-D shapes, draw polygons, recognise and describe 3-D shapes, make 3-D shapes</p> <p><u>Statistics</u>: interpret pictograms, draw pictograms, interpret bar charts, draw bar charts, collect and represent data, two-way tables</p> |
| Science | <p><u>Plants</u>: identify and describe the functions of different parts of flowering plants; explore the requirements of plants for life and growth; investigate the way in which water is transported within plants; explore the part that flowers play in the life cycle of flowering parts, including pollination, seed formation and seed dispersal.</p> <p><u>Light</u>: recognise they need light to see things and that dark is the absence of light; notice that light reflects from some surfaces; understand that sunlight can be dangerous and that there are ways to protect eyes; recognise how shadows are formed; find patterns in the ways shadow sizes can be changed.</p> |
| Computing | <p><u>Creating media</u> – Desktop Publishing</p> <p><u>Programming</u> – Events and actions in programs</p> |
| Art & Design Technology | <p><u>Art</u>: designing and creating Tudor roses, portrait sketches by Hans Holbein, collage</p> <p><u>Food technology</u>: TBC</p> |
| History/ Geography | <p><u>History</u>: The Tudors (A study of British history beyond 1066) Find out about the lives people in the time studied. Look at representations of the time period. Select and record relevant information. Use an increasing range of common words and phrases relating to the passing of time. Compare with our life today.</p> <p><u>Geography</u>: Atlas skills; describe and understand key aspects of physical geography including volcanoes and human geography including land use, to understand keys and symbols on maps studied</p> |
| PE/Games | PE/ Games: To develop running, jumping, throwing and catching skills; to play competitive games; take part in outdoor activity challenges, athletics. |
| Music | To develop an understanding of formal, written notation. To confidently recognise a range of musical instruments. To begin to listen to and recall sounds with increasing aural memory. |
| RE | <p><u>What do different people believe about God?</u></p> <p>Describe some of the ways in which Christians, Hindus and Muslims describe God. Ask</p> |

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| | questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard. Identify how and say why it makes a difference in people's lives to believe in God. |
| PHSE | <p><u>What makes a healthy lifestyle?</u> Throughout our curriculum, pupils consider and discuss how to be emotionally well and how to seek help if they are not. To understand the importance of having a balanced lifestyle and hygiene routine. How, when and where to ask for help about having a healthy lifestyle.</p> <p><u>What jobs would we like?</u> What is meant by stereotypes? What it means to be enterprising. <u>Gifts and talents</u> Setting targets and overcoming barriers.</p> <p><u>Money</u> Keeping track of their money, saving and spending.</p> |
| MFL (French) | To learn key vocabulary and pronunciation for members of the family, weather, colours and months of the year, to be able to say the date and their birthday in French and introduce the negative – 'ne...pas' |