

## RSHE –

### Physical health and wellbeing:

#### What helps me choose? Pupils learn:

- about making healthy choices about food and drinks
- about how branding can affect what foods people choose to buy
- about keeping active and some of the challenges of this

**RSE:** 3. Spiritual – To celebrate the joy and happiness of living in a friendship with God and others.

## History

### Enquiry Question: Why should we remember the Egyptian civilisation?

Identify a range of features of Ancient Egypt including technological developments, buildings and beliefs.

To use a variety of primary sources of information to describe aspects of Ancient Egypt.

Hold opinions on how much Ancient Egyptians achieved.

### Class Read:

**Title:** So you think you've got it bad Egypt

**Curriculum links:** History, PSHCE

**Writing opportunities:** Information texts, playscripts, instructions, narrative



## St. Cecilia's Catholic Junior School

### Topic Map: Year 3 , Summer Term 2



## Design Technology & Art and Design:

### Enquiry Question: What impact can we have on our school community?

#### In DT the children will:

- study a variety of free-standing objects and consider what makes them strong and stable. Sketch and annotate a variety of designs.
- think of and describe ways of strengthening paper and card, then experiment with strengthening and joining paper and card in order to further develop their ideas.
- learn how people can keep track of their money.
- create free-standing 'prototype' frames using paper and card, applying what they learned during the previous lesson.
- Draw and annotate their own designs for a frame, considering how they will ensure it is strong, stable and free-standing.
- Referring to their previously completed designs, children will make frames. They are challenged to consider carefully how they will ensure their frame looks like their design.
- Evaluate their own design process as well as their finished frame according to a range of given, and agreed upon, criteria.

#### In Art & Design the children will:

- find out who George Seurat was and explore his style of Art.
- explore Seurat's paintings and how he created effects of colour and shading.
- create a piece of pointillism artwork.

#### Crucial Knowledge children must remember:

To recall the primary colours (blue, red and yellow) and secondary colours (green, orange and purple).

To know that secondary colours are made by mixing primary colours (blue and yellow make green, red and blue make purple and red and yellow make orange).

Understand that to make a simple, strong structure, a variety of sturdy materials (paper, wood and cardboard) need to be used.

To know that folding, layering, rolling and twisting can be used to strengthen paper and card structures. To know that George Seurat is an artist who is famous for the artistic technique of Pointillism.

To understand that the pointillism technique requires precise dots of distinct colour to create the illusion of form.

To draw and annotate diagrams of structures to consider what will be challenging, what will need adapting and how close their design will look compared to the final product.

To make a structure for a planting frame using wood and recycled materials.

## Physical Education:

### (Y3 PE KIT DAYS: 3.1 Thur & Fri. 3-2: Wed & Fri) Golf

To explore hitting technique and aiming towards a target.

To explore shot accuracy.

To explore the technique for putting.

To explore the technique for chipping.

To explore the techniques used for a short game.

To explore the technique for a long game.

### Dance

Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.

## Religious Education:

### 2) Reconciliation Inter-relating

**Choices:** Big question – What helps me to choose well?

The importance of examination of conscience –

Sacrament of Reconciliation

**Other Faiths: Judaism**

### 3) Universal Church - World

'Special Places' Big question What makes a place

special? Holy places for Jesus and Christians

## Computing

Computer Science begin to use: 'repeat', 'if' and 'when'.

Information Technology -begin to use music/sound software.

## Mathematics:

### Unit 13 – Time

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 – start and end times

Hours and minutes – durations

Hours and minutes – compare durations

Minutes and seconds

Solve problems with time

End of unit check

### Unit 14 – Angles and properties of shapes

Turns and angles

Right angles in shapes

Compare angles

Measure and draw accurately

Horizontal and vertical

Parallel and perpendicular

Recognise, draw and describe 2D shapes

Recognise and describe 3D shapes

Make 3D shapes

End of unit check

### Unit 15 – Statistics

Interpret pictograms (1)

Interpret pictograms (2)

Draw pictograms

Interpret bar charts (1)

Interpret bar charts (2)

Collect and represent data in a bar chart

Simple two-way tables

End of unit check

## English

### Poetry – language play

To read, immerse, analyse and a range of poems that play with language. These could include: puns, riddles, nonsense verse, cautionary poems, word games and word puzzles.

To identify key features of adventure stories.

To provide opportunities for children to perform some of their favourite examples considering volume, pace, expression and the use of different voices.

To identify the features of language play poetry.

To select a particular form and, in shared composition with the children, build up a poem that follows a model seen in the examples read earlier.

To plan, draft, edit and review poem involving language play.

### Authors

To read, immerse, analyse and discuss stories from the same authors.

To retrieve information and offer opinion on the plot, organisation, structure and style of the texts.

To identify the key features of different texts.

To plan, draft, edit, perform and review a range of writing tasks based on the texts discussed. These may include letters, reports, diary, newspaper article, story in the style of an author, the next chapter or alternative ending, story from a different point of view, advertisements and persuasion.

## Science

### • Plants

- investigate the way in which water is transported within plants.

- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

- comparing the effect of different factors on plant growth, for example, the amount of light.