

## English

**Key text** – The Pebble in My Pocket. A History of Our Earth  
By Meredith Hooper

Recounts, historical stories, newspaper reports

### Reading:

A range of appropriate nonfiction texts and online research.

**Developing pleasure and motivation to read.**  
Word reading and comprehension skills through class texts and reading sessions and written activities. (Weekly skills building)  
Choosing own texts and sustained reading for pleasure.  
Dictionary use to check meaning  
Understanding the features of non-fiction information texts.

### Speaking and Listening:

Discussion and presentation during topic work

**Writing Composition** – Writing for different purposes, developing stamina, editing and checking work throughout.

**Narrative:** Planning and write a story using expanded noun phrases.  
**Nonfiction:** Reports and explanation texts linked to topic.  
**Poetry:** write poems, learning poems to recite in small and large groups.  
**Spelling:** Weekly spellings linked to No-Nonsense spellings  
**Grammar:** Linked to the National Curriculum requirements for Year 3

## Art

Sculpture of people of Pompeii  
Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Take turns to pose as the bodies of the inhabitants of Pompeii. Make sketches of the figures in their sketchbooks, using a range of drawing materials as a way of exploring their ideas. Develop their sketches into more detailed drawings, adding realistic detail or use sketches to inform figures made of clay.

## Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

**Key Question:** Why are festivals important to religious communities?

Make connections between stories, symbols and beliefs with what happens in at least two festivals.

Ask questions and give ideas about what matters most to believers in festivals  
Identify similarities and differences in the way festivals are celebrated within and between religions



## Maths

**Time:** tell the time including months of the year, am/pm and finding time durations.

**Properties of shapes:** right angle turns, right angles in shapes, comparing angles, parallel and perpendicular lines, recognise and describe 2D and 3D shapes.

### **Mass and Capacity**

Compare and measure mass and capacity.

## TREMORS

Curriculum Plan –  
Summer 2 2022

Year 3  
Mrs Riman  
Mrs Worth  
Miss Barlow

### Super Start:

'Fantastic Finish:

## Design and Technology

**Building a volcano** Design and plan volcano Make and evaluate volcano

## PSHE

**Changing me** Understand that everyone is unique and special. Can express how they feel when change happens. Understand and respect the changes that they see in themselves. Understand and respect the changes that they see in other people. Know who to ask for help if they are worried about change

## Computing –

### **Graphing**

To enter data into a graph and answer questions. • Children can set up a graph with a given number of fields. • Children can enter data for a graph. • Children can produce and share graphs made on the computer.

## Science

### **Rocks,**

Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and human-made rocks.  
Making systematic and careful observations by examining different types of rocks Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to.  
Identifying changes related to simple scientific ideas in the context of theories about fossils  
Recognise that soils are made from rocks and organic matter by explaining how soil is formed.

## Physical Education

Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity

**Athletics** – Team work games – cricket and rounders

### Athletics – outdoor challenges

running fast, throwing for accuracy, jumping distance, running longer distances and athletic challenges.

## British Values and SMSC

Developing an understanding of fundamental British values

**Spiritual:** Invoke a sense of awe and wonder in relation to the vast and explored rainforests of the world and the life that lives there.

**Moral dilemmas:** Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues around animals.

**Social dilemma:** Use a range of social skills to participate in the local community and beyond with a focus on animal life.

**Cultural:** explore how different countries and beliefs look at different animals

**Individual liberty:** understand how people in different countries would fight to express their views, ideas and freedom.

**Tolerance and respect:** understand that people can have different beliefs, views and ideas and that people can look different, dress different etc and that we should show respect to everyone.

## Geography

Finding out about volcanoes, tsunamis and earthquakes

## History

Ancient Rome and Pompeii  
Research Pliny the younger.

## Music

Provided by Warwickshire Music Services  
Reflect, rewind, replay

## Spanish

- Consolidating learning