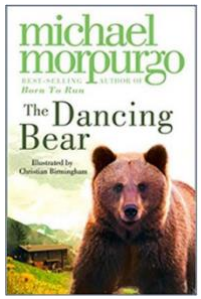
KRISHNA AVANTI
Excellence · Virtue · Devotion

Year 3: Summer Term Curriculum Information for Parents 2024

<table>
<tr><th>Subject Area</th><th>Curriculum Information</th></tr>
<tr><td rowspan="2">English</td><td><u>Reading</u>
<u>The Dancing Bear</u>
• Focus on narrative, an advert and a diary entry for prediction and retrieval.
• Focus on narrative, a persuasive advert and a formal letter for comparison and inference.
• Focus on comparison and scanning for retrieval.
• Focus on prediction and inference relating to purpose and audience.
• Focus on sequencing and scanning for retrieval.
• Focus on prediction and inference of character intentions and key messages in a text.
 
<u>The Magicians Nephew</u>
• Focus on the narrative for retrieval: understanding times, dates, order of events and sequencing.
• Focus on the narrative for inference: opinions and beliefs.
• Retrieval of where and when details through narrative and nonnarrative
• Inference of characters' values, influences, and desires
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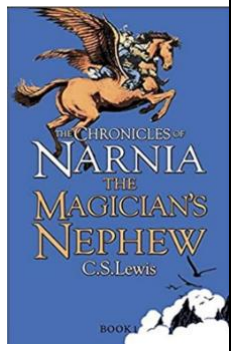
• Inference of characters' values, influences, and desires
  </td></tr>
<tr><td><u>Writing</u>
• Poems to Perform
• Third Person Narrative (Animal Stories)
• Formal Letters to complain
• Dialogue through narrative
• Instructional Writing</td></tr>
<tr><td>Maths</td><td><u>Length and Perimeter</u>
• To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
• To measure the perimeter of simple 2-D shapes

<u>Measurement –Time</u>
• Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml), working out equivalent lengths
• measure the perimeter of simple 2-D shapes
• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
• estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
• know the number of seconds in a minute and the number of days in each month, year and leap year
• compare durations of events [for example, to calculate the time taken by particular events or tasks]</td><td><u>Fractions</u>
• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
• recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
• recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
• recognise and show, using diagrams, equivalent fractions with small denominators
• add and subtract fractions with the same denominator within one whole
• compare and order unit fractions, and fractions with the same denominators
• solve problems that involve all the above
<u>Shapes</u>
• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
• recognise angles as a property of shape or a description of a turn</td></tr>
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	Mass and capacity • Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	• identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines
Science	**Plants** • Mrs Gren – life characteristics in plants • How does water move through a plant? • What do flowers do? • What is pollination?	**Light** • Do we need light to see things? • How are shadows formed? • What happens to the size of a shadow when the object moves closer to, or away from, the light source?
PRE **(Philosophy, Religion and Ethics)**	**Karma** • Children will consider the notion of equality and fairness, exploring issues and events in their own contexts. • Pupils will experiment with different outcomes of scenarios that challenge their understanding of Justice. • They will build on their introduction to karma from the previous term and discuss and evaluate what this means in relation to the question of suffering and injustice in the material world. .	**Existence of God** • Pupils will explore the different arguments for and against the existence of God. They will explore explicitly the concept of epistemology, with reference to the Dasa Mula Tattva (the Ten Foundational Truths of Sri Caitanya Mahaprabhu's Philosophy). • They will further study the life of Chaitanya as Krishna incarnate and the ideal devotee and learn what the key messages of his philosophy are.
History	**The Roman Empire** • The Roman Empire and its impact on Britain: Technology: How did Britain change under Roman rule? • The Roman Empire and its impact on Britain: Belief- How did Britain change under Roman Rule? 	
Geography	 **UK Study** • What are the cities and counties of the UK? • What are the physical and human landmarks of England and Scotland? • What are the physical and human landmarks of Wales and Northern Ireland? • What are the topological patterns of the UK?	
Computing	**Data and Information: Branching Databases** • To create questions with yes/no answers • To identify the attributes needed to collect data about an object • To create a branching database • To explain why it is helpful for a database to be well structured • To plan the structure of a branching database • To independently create an identification tool	**Programming: Events and Actions in Programs** • To create a program to move a sprite in four directions. • To adapt a program to a new context. • To develop my program by adding features • To identify and fix bugs in a program • To design and create a maze-based challenge

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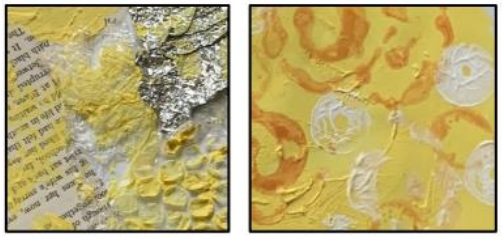
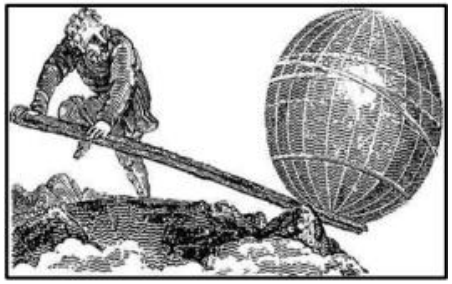
<tr><td>Art</td><td colspan="2"><u>Creative Response</u>
In this unit, pupils will have the opportunity to reflect on the processes they have learnt in previous ones. They will make choices based on this, to form part of a whole-school collaborative artwork.
Children will know:
• There are a series of steps in the creative process.
Children will be able to:
• Use knowledge of techniques and skills to make creative choices using painting and printmaking.
  </td></tr>
<tr><td>Design and Technology</td><td colspan="2"><u>Mechanisms</u>
In this unit, pupils will investigate various linkages and levers to design and make their own linkages and levers product. Pupils will select and use a variety of modelling materials to create their final outcomes.
Children will know:
• Types of levers and linkages.
• Key terminology relating to levers and linkages.
• How levers and linkages can change the direction of movement.
Children will be able to:
• Design and make simplistic lever and linkage products.
• Evaluate the success of their outcomes and recommend improvements.
  </td></tr>
<tr><td>PSHE</td><td><u>Relationships</u>
<u>Lesson 1</u>
To understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby.
To express how I feel when I see babies or baby animals.
<u>Lesson 2</u>
To understand how babies grow and develop in the mother’s uterus.
To understand what a baby needs to live and grow.
To express how I might feel if I had a new baby in my family.
<u>Lesson 3</u>
To identify how boys’ and girls’ bodies change on the outside during this growing up process.
To recognise how I feel about these changes happening to me and know how to cope with those feelings.
<u>Lesson 4</u>
To identify how boys’ and girls’ bodies change on the inside during the growing up process and tell you why these changes are necessary so that their bodies can make babies when they grow up.
To recognise how I feel about these changes happening to me and know how to cope with these feelings.
<u>Lesson 5</u>
To start to recognise stereotypical ideas I might have about parenting and family roles.</td><td><u>Changing Me</u>
<u>Lesson 1</u>
LO: I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
<u>Lesson 2</u>
LO: I understand how babies grow and develop in the mother’s uterus. I understand what a baby needs to live and grow.
<u>Lesson 3</u>
LO: I understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies
<u>Lesson 4</u>
LO: I can identify how boys’ and girls’ bodies change on the outside during this growing up process
<u>Lesson 5</u>
LO: I can identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up
<u>Lesson 6</u>
LO: I can start to recognise stereotypical ideas I might have about parenting and family role</td></tr>
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	To express how I feel when my ideas are challenged and might be willing to change my ideas sometimes. **Lesson 6** To identify what I am looking forward to when I move to my next class. To start to think about changes I will make next year and know how to go about this.	
PE **(Physical Education)**	**Running** • Explore running for speed. • Develop running for speed. • Introduce relay: Running for speed in a team. • Develop relay: Running for speed in a team. • Explore running for distance. • Understand and apply tactics when running for distance. • Explore Running for Speed.	**Athletics** • Sprinting: Explore running for speed. • Sprinting: Explore Acceleration. • Introduce relay: Running for speed in a team. • Develop relay: Running for speed in a team. • Throwing: Accuracy vs distance. • Jumping for distance: Standing Long Jump.
Sanskrit	• Consonants with short vowel sign. • Vocabulary Based on consonants with short vowel sign. • Story- The Sky is Falling • Numbers 0-20 • PRE-Link-- CC Ādi 1.14(pañca-tattvātmakaṁ), NOI verse 4(dadāti pratigṛhṇāti) Bg 2.47	
Yoga	• Practise various asanas to connect with the 5th main chakra to assist in self- expression with confidence. • Practise 3 cycles of Chandra Namaskar flow (L3) daily, concentrating on the variation poses of Arjunasana, appreciating his pastimes related to BG 2.47. • Practise Nadi Shodhana (L3) to improve coordination in mindful breathing. • Master Kundalini Circles to release accumulated stiffness in the hips and lower back. • Practise sound meditation on chanting beads with devotion. • Practise Bhu, Garuda and Samana hand mudras to cultivate stability, patience and connections.	
French	**Ancient Britain** • Learn and use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite) • Name in French, the six key periods of ancient Britain, introduced in chronological order • Be able to say in French three of the types of people who lived in ancient Britain	**Au café** Order from a selection of foods from a French menu • Order from a selection of drinks from a French menu • Order a French breakfast • Order typical French snacks • Ask for the bill • Remember how to say hello, goodbye, please and thank you

	• Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain • Name the three types of dwellings people lived in during the stone age, bronze age and iron age	
Music	**<u>Ensemble Development</u>** • Recorder skills – tonguing, minimum notes BAGCD • Mixture of rote learning, staff notation and playing from memory • Playing and singing in parts (rec/sing/body perc/classroom perc if available)	
Enrichment Opportunities	• Pupil Leadership Day • Arts Week • Music Concert • Rathyatra • Healthy Eating and Lifestyle Workshops • Sports Day	