

Geography: The United Kingdom

We will be learning about:

- Know & locate the names of capital, major & local cities in the United Kingdom
- Understand what a county is & name & locate major & local counties in the United Kingdom
- Find out about the hills & mountain ranges in the UK
- Conduct observational fieldwork to explore Pendle Hill
- Explore the oceans & coastlines surrounding the UK & explain why these are varied
- Identify & explore the major rivers of the UK

DT: Structures- Constructing a Castle

We will be learning to:

- Draw and label a simple castle that includes the most common features.
- Recognise that a castle is made up of multiple 3D shapes.
- Design a castle with key features which satisfy a given purpose.
- Score or cut along lines on the net of a 2D shape.
- Use glue to securely assemble geometric shapes.
- Utilise skills to build a complex structure from simple geometric shapes.
- Evaluate their work by answering simple questions.



Year 3

Summer 1

Science: Flowering plants & plant growth

We will be learning about:

- identify and describe the functions of different parts of flowering plants including roots, stem/trunk, leaves [and flowers]
- What a plant needs for life and growth (air, light, water, nutrients from soil, and room to grow)
- How plants vary from plant to plant
- How water is transported within plants.
- Gathering, recording, classifying and presenting data
- Recording findings using simple scientific language, drawings, labelled diagrams
- Identifying differences, similarities or changes related to simple scientific ideas and processes.



Computing: Online Communication

We will be learning about:

- How to use search engines effectively
- Auto-complete
- How the internet can be used to sell & buy things
- The SMART rules
- The difference between a 'belief', an 'opinion' & a 'fact'
- Rules for creating & keeping passwords safe & private
- Devices which can collect & share information with others
- How copying somebody else's work online can be illegal



Bolton Music Service: Ukelele

We will be learning to play the ukulele & this will support us to:

- Appreciate and give opinions on a piece of music played on the ukelele
- Learn about the work of relevant influential musicians
- Explore how music is created in response to different stimuli e.g. stories, images, poetry
- Recognise, read and use musical notation
- Play instruments with a group and as a whole class with increased accuracy, fluency, control and expression
- Recognise and play music that has a beginning, middle and end
- Recognise and use dot notation during group performances
- Identify crotchets and paired quavers within a piece of music

PSHE & Relationships Education:

Health protection: How can we prevent illness & injury & respond if they happen?

We will be learning about:

- The facts & science relating to allergies, immunisation & vaccination
- Risks & hazards including the risk of household substances if misused, e.g. keeping cleaning products locked in a cupboard
- Explain the possible consequences of misusing household substances & not storing them safely
- Safety in the local environment & unfamiliar places, e.g. near water, crossing the road, railway, cycling, etc.
- Understand how personal responsibility enables us to make sensible choices to keep ourselves safe

RE: Jewish Festivals

We will be learning about:

- Identify some Jewish beliefs about God, sin & forgiveness & describe what they mean
- Make clear links between the story of the Exodus & Jewish beliefs about God & his relationship with the Jewish people
- Offer informed suggestions about the meaning of the Exodus story for Jews today
- Make simple links between Jewish beliefs about God & his people & how Jews live
- Describe how Jews show their beliefs through worship in festivals, both at home & in wider communities
- Raise questions & suggest answers about whether it is good for Jews & everyone else to remember the past & look forward to the future
- Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom & justice in the world today, including pupils' own lives, & giving good reasons for their ideas.

Spanish: Pets

We will be learning:

- Introduction to question formation in the target language.
- Expressing what pets you have.
- Expressing quantity using 'and'
- Simple description of pets using colours.
- Using sounds to decode new words.
- Understanding word order when using description.

PE: Competitive Sports

We will be learning to:

- Adapt tactics and strategies to suit different variations of a game.
- Defend/ attack an area when faced with an opponent.
- Compete against yourself and/or others.
- Apply ABC skills where appropriate.
- Compete against yourself and others using a variety of equipment across several different sports.
- Start to develop a knowledge of a variety of skills and how to improve performances.
- Develop competence in a wider range of physical activities.
- Start to create ideas for simple strategies and tactics.
- Compare own performances with previous ones and identify areas for improvement.
- Demonstrate resilience when participating in activities.
- Play with confidence and a freedom to take risks

Tactics and Strategy

We will be learning to:

- Develop strategies to cause problems for opposition.
- Demonstrate resilience when participating in activities the opposition.
- Recognise transferable skills to use in a variety of sports.
- Compete against yourself and/or others using a variety of methods.
- Start to develop a knowledge of a variety of skills and how to improve performances

UNCRC Articles

Every child has the right to:

Article 13: seek and receive all kinds of information, as long as it is within the law

Article 15: meet with other children and to join groups and organisations

Article 29: an education that develops every child's respect for their own and other cultures and countries



British Values

Every child will develop:

- an acceptance of the consequences of their behaviour and actions
- an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- their social skills in different contexts, including supporting, working and socialising with learners from different religious, ethnic and socio-economic backgrounds

