

Cleveland Road Primary School Curriculum Map – Year 3, Summer Term 2025

	Summer Term 2025
TOPIC	<i>Life is Better with True Friends</i>
KEY TEXTS	<i>Charlotte's Web</i> by E.B White <i>The Sheep Pig</i> by Dick King smith <i>Fantastic Mr Fox</i> by Roald Dahl <i>James and the Giant Peach</i> by Roald Dahl <i>Spiders</i> by Rebeca Gilpin <i>Why?</i> by Nikolai Popov
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles 6, 7, 12, 15, 19, 21, 24, 27, 28, 29, 31, 35, 36, 37</i>	<u>Philosophical thinking:</u> What makes a good friend? How do we develop trust? Are all friendships equal? What should good friends expect from each other? What is self-belief? How do you develop and form a strong sense of self-belief and self-confidence? How do good friendships contribute towards building your confidence? Is bigger always better? Is the grass always greener? What are you willing to make sacrifices for and why? What does it mean to be different? Are we all different? What is normal? How do we achieve success? How does being the best version of ourselves help us to be successful? How can our unique qualities contribute towards success? While reading the text, <i>Charlotte's Web</i>, by E. B. White, the children will explore the key themes of friendship, trust, loyalty and acceptance. Through the journey of the book, they will look at the characteristics of loneliness and what makes a good friend, writing a narrative in the style of E.B. White, predicting who could be talking to Wilbur in the barn. After this, the children will look at non-fiction writing and will write an informative leaflet about spiders, persuading adults to treat them with the respect they deserve as they play a crucial role in our eco-systems. They will also have opportunities to write news broadcasts as journalists to report Charlotte's inspiration. Finally, the children will write a memoir about Wilbur's life, imparting advice to Charlotte's children.
MATHS <i>CRC Articles 28, 29</i>	Operations, Fractions, Geometry and Statistics The children will continue to learn to use all four operations to solve a range of problems. They will then further develop their understanding of fractions, through adding and subtracting them to solve a range of more complex problems. The children will then identify angles in different 2D and 3D shapes, and will also have the opportunity to measure, compare and convert units of length, mass, volume and capacity. They will finally revisit solving more complex statistics-related word problems using scaled bar charts, pictograms and tables, interpreting data in different contexts.

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SCIENCE <i>CRC Articles 24, 28, 29</i>	Plants The children will identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. They will explore the requirements of plants for life and growth, working scientifically to compare the effects of different factors on plant growth. For example, the amount of light. The children will also carry out an investigation of how water is transported within plants. They will also understand the role flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Light Children will understand that they need light in order to see and that dark is the absence of light. They will investigate and observe that light is reflected from surfaces. The children will investigate how shadows are formed when light from a light source is blocked by an opaque object and will find patterns from the size of the shadows. They will also learn that light from the sun can be dangerous and how they can protect their eyes.
COMPUTING <i>CRC Articles 16, 17</i>	Online Safety The children will discuss online safety, looking at <i>Cyberpass</i> and privacy settings on online devices and apps, when playing and downloading games. Animation This term, the children will be exploring digital creativity by using iMotion software to create their own stop-motion animations based on the theme of farm animals. Through this project, they will develop key skills in storytelling, sequencing, and digital media whilst bringing their farmyard scenes to life. Using a combination of toy models, clay figures or paper cut-outs, the children will design and animate short scenes featuring farm animals in action.	
HISTORY <i>CRC Articles 13, 17, 28, 29</i>	Ancient Greece The children will be learning about the lifestyle and successes of the Ancient Greeks. They will analyse different facts and information, making comparisons to other areas of History they have learnt during this academic year (Ancient Egyptians and the Bronze and Stone Ages). As historians, the children will also identify what has been learnt from different sources and artefacts, and how lifestyle from that time still benefits our knowledge and lives today.	
GEOGRAPHY <i>CRC Articles 24, 28, 29</i>		Europe The children will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

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ART <i>CRC Articles 28, 29, 31</i>	Printing and Textiles The children will be using skills previously learned to create a fabric masterpiece. Using ideas and themes from <i>Charlotte's Web</i> , they will print repeated patterns, use cross stitch and join different materials together. Their ideas will be inspired by the textile work of the artist, Linda Calverley. They will also spend some time learning about who she is as an artist and observing a range of examples of her work.	
DT <i>CRC Articles 28, 29, 31</i>		Food (Healthy and Varied Diet) The children will design and make healthy fruit lollies, to resemble those sold at the summer County Fair in <i>Charlotte's Web</i> , and our Summer Fair, by researching various seasonal fruits. Their learning will include designing recipes and thinking about the appearance, taste, texture and aroma of their lollies, using appropriate utensils and equipment to prepare and combine different ingredients. They will also consider marketing this product by designing a wrapper/brand for it. After making their lollies, the children will evaluate their final product, with references to their design criteria and critique from their peers.
MUSIC <i>CRC Articles 28, 29, 31</i>	This term, the children will continue to develop their musical notation skills. They will be singing and playing songs in different keys, such as <i>C major</i> , <i>G major</i> and <i>F major</i> , and their minor relatives: <i>E minor</i> and <i>D minor</i> , and they will be learning how to recognise them and how to tell if a song is in a specific key. They will learn about <i>Sharps</i> and <i>Flats</i> and different time signatures, such as 3/3. They will continue to deepen their rhythmic knowledge and be able to create their own rhythms and simple songs, using musical notation. This term, they will also compose a piece of music using percussion instruments such as metallophones, glockenspiels, xylophones, untuned instruments, keyboard and ukuleles, based on <i>Charlotte's Web</i> . They will then perform their own class compositions to the other Year 3 classes. The children will also continue to develop their understanding of music history, widening the range of their cultural capital.	
PE <i>CRC Articles 28, 29, 31</i>	Outdoor PE –OAA The children will learn and develop teambuilding activities and effective communication skills through orienteering. Indoor PE - Badminton The children will learn and develop key coordination skills, applying the 'ready position' effectively to improve ball control using their forehand and backhand.	Outdoor PE – Sports Day Activities The children will practise a range of different games in preparation for Sports Day, which will include Hot Potato, Rob the Nest, Speed Bounce, Relay Race and Track Race. Indoor PE - Gymnastics The children will practise a range of different gymnastic techniques and sequence of movements.

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RE <i>CRC Articles 2, 14</i>	What does it mean to be a Hindu? (Revisited) The children will consider their own ideas about God and give thoughtful responses, describing what can be learnt from the story of Diwali. The children will describe the various Hindu gods and goddesses on pictures and murtis. They will then make links between the stories about the gods and what these stories teach Hindus.	How do people express their faiths through arts? The children will explain why an image is spiritual and notice that different people find different things spiritual at different times. They will also describe how important beliefs about Christianity are expressed through art and drama. The children will learn how and why Muslims express their devotion in imaginative and artistic activities and describe some different ways in which Mosques express Muslim ideas.
PSHE <i>CRC Articles 3, 4, 5, 12, 13, 19</i>	Relationships • I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • I can describe how taking some responsibility in my family makes me feel • I can identify and put into practice some of the skills of friendship e.g., taking turns, being a good listener • I know how to negotiate in conflict situations to try to find a win-win solution • I know and can use some strategies for keeping myself safe online • I know who to ask for help if I am worried or concerned about anything online • I can explain how some of the actions and work of people around the world help and influence my life	Finance • I can recognise some of the different ways we get money and some of the different forms it comes in • I understand how I can look after money to keep it safe • I know the difference between things that we need to spend money on and the things that we want to spend money on • I can express how I feel when I have to make a difficult choice and understand that choosing how to spend our money can sometimes be difficult • I can identify different ways that I can pay for things and keep track of money • I recognise how and why people decide to spend their money Changing Me • I can identify what I am looking forward to when I move to my next class • I can start to think about changes I will make next year and know how to go about this
SPANISH <i>CRC Articles 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42</i>	Vegetables and Spanish X-Factor In this unit, the children will learn 10 common vegetables in their plural form with their definite articles, in Spanish. They will then learn the basic transactional language required to take part in a role-play activity based on buying different quantities of vegetables from a market stall. The children will also be practising a Spanish song for our annual Spanish X-factor performance.	

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Safeguarding <i>CRC Articles</i> 2, 3, 4, 5, 7, 8, 10, 12, 13, 14, 16, 17, 19, 23, 24, 27, 28, 29, 30, 31, 32, 36, 39, 42	English: <i>What makes a good friend? How do we develop trust? Are all friendships equal? What should good friends expect from each other? What is self-belief? How do you develop and form a strong sense of self-belief and self-confidence? How do good friendships contribute towards building your confidence? Is bigger always better? Is the grass always greener? What are you willing to make sacrifices for and why? What does it mean to be different? Are we all different? What is normal? How do we achieve success? How does being the best version of ourselves help us to be successful? How can our unique qualities contribute towards success?</i> Science: <i>How are plants good for the environment and how can they impact mental health?</i> Computing: <i>How can we stay safe online? What information must always be kept private and not shared? Who do we speak to if are concerned about something?</i> History: <i>How has modernisation benefitted us? How are we safer now?</i> Geography: <i>What can we learn from different cultures and environments?</i> Art: <i>How can we help the environment by using recycled materials?</i> Music: <i>Why is music found to relax the mind? Why is it good to be creative? What does it enable us to feel? What does music mean to you?</i> PE: <i>Why is exercise important? Why is it good for your health? How does it affect your body? How do we keep safe during PE? Why is it important to have spatial awareness/awareness of others? Why is it important to have good teamwork skills?</i> RE: <i>Why is it important to have respect for all faiths, views and religions? How should we expect others to react to our views, faith and religion? Why is diversity important? What do we learn from living in a population of different cultures, faiths and religions? Why is it important to learn about other people's cultures, faiths and religions?</i> PSHE: <i>How can we develop positive relationships?</i>