

Year 3 Summer 1  
Local Hero

**Hook (curiosity):** A local hero to come in and talk to the children.

**Text (Reading, language, communication):**

Footpath flowers

Owen and the Soldier

**End product (engagement):**

Award ceremony for completion of tasks that help their communities.

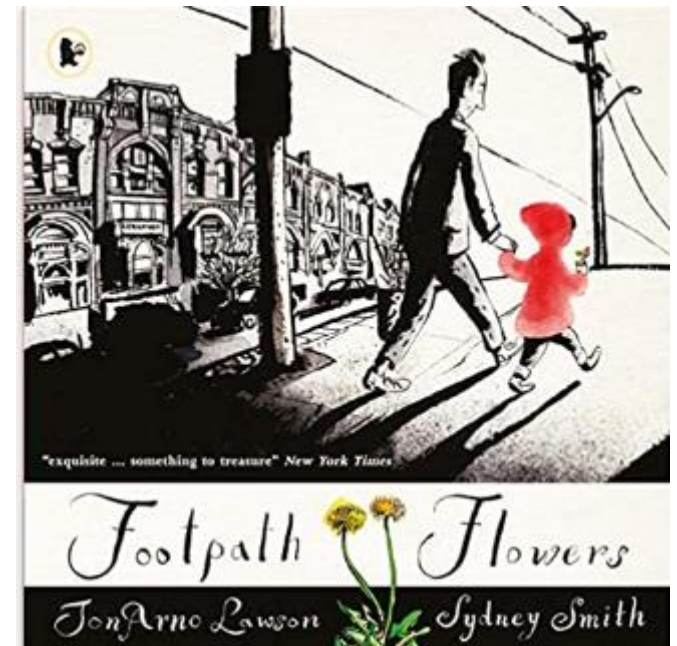
**Vocab (Reading, language, communication):**

Hero, responsible, loyal, wise, moral, selfless

**Sticky knowledge (Learning that sticks):**

1. Children have rights and benefit from these rights.
2. Adults and children both have responsibilities for maintaining children's rights.
3. A community has different buildings for different purposes.
4. A community is either a group of people living in the same place or people who have something in common.
5. Charities are there to support communities.
6. Democracy allows a community to make decisions fairly.
7. A council has money to spend on services that support a community.
8. Communities have rules to help maintain safety and order.

# Local Hero



## Computing (Teach Computing scheme)

- See Summer 2

## PSHE (Kapow scheme)

National Curriculum links:

- Citizenship

Progression of skills objectives:

- Exploring how children's rights help them and other children.
- Considering the responsibilities that adults and children have to maintain children's rights.
- Discussing ways we can make a difference to recycling rates at home/school.
- Identifying local community groups and discussing how these support the community
- To understand the UN Convention on the Rights of the Child.
- To understand how recycling can have a positive impact on the environment.
- To know that the local council is responsible for looking after the local area.
- To know that elections are held where adults can vote for local councillors.
- To understand some of the consequences of breaking rules.
- To understand the role of charities in the

**BSL**  
Colours and pets.

## Religious Education (Sikhism from Surrey Syllabus)

### Sikhism: What do Sikhs value?

To know that

- Guru Nanak Ji\* was the founder of Sikhi & that he is not worshipped as a god.
- That 'guru' means 'teacher' and that there are ten gurus of Sikhi.

That most Sikhs believe:

- That God is one (il Onkar) and can be found in all living things (Naam).
- That equality is very important in Sikh society.
- That Sikhs have special symbols which reflect Sikh identity, including the Five Ks.
- That the Sikh holy book is called 'Guru Granth Sahib Ji' and that Sikhs consider this to be a living guru (the last of the Gurus), not just a book.
- That the Gurdwara is the home to the Guru Granth Sahib Ji.
- That many Sikhs worship at home and at the Gurdwara.
- That the Nishan Sahib (the orange flag with the Khanda symbol, flown outside every Gurdwara) is considered to be sacred.
- That the three main duties of a Sikh are to 'Pray, Work and Give'.

**Geography**  
See Summer 2

## PE (GetSet scheme)

### Football

- Progression of skills objectives:
- Sending & receiving: explore s&r abiding by the rules of the game.
- Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.
- Space: develop using space as a team.
- Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.

### Gymnastics

- Progression of skills objectives:
- Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them.
- Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.

### Swimming:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.

**Art and Design**  
See Summer 2

## **Design technology – Making a torch**

### **National Curriculum links:**

- Generate and develop model idea through discussion and sketches. Select tools and materials. Evaluate ideas.
- Select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities.
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].

### **Progression of skills:**

- Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.
- Order the main stages of making.
- Select from and use tools and equipment to cut, shape, join and finish with some accuracy.
- Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.
- Investigate and analyse a range of existing battery-powered products.
- Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.
- Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.
- Apply their understanding of computing to program and control their products.
- Know and use technical vocabulary relevant to the project.

## **Science**

### **National Curriculum links:**

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change

### **Progression of skills:**

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings.

## Music

### (Kapow- Melodies Chinese Pentatonic melodies)

#### National Curriculum links:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

#### Progression of skills objectives:

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understanding that music from different parts of the world, and different times, has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions.
- Suggesting and implementing improvements to their own work, using musical vocabulary.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.

## History

### (KAPOW- How have children's lives changed?)

#### National curriculum links:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

#### Progression of skills.

- Make observations and deductions from sources.
- Suggest how children's lives have changed.
- Explain why children needed to work.
- Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.
- Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
- Use sources to identify leisure activities and compare them over time.
- Identify diseases from the past and discuss how effective the treatments were.