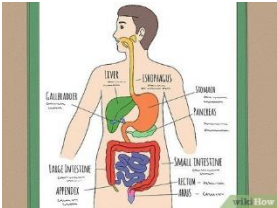


Science
Animals including humans

As Scientists, we will know how to

- identify the parts of the digestive system and their functions;
- demonstrate and explain the process of digestion using a scientific model;
- summarise the key stages of digestion using the correct scientific vocabulary;
- explain how to look after my teeth;
- decide what to change, what to keep the same and what to observe in an investigation;
- investigate the impact of different drinks on tooth enamel;
- draw conclusions from a set of results and evaluate an investigation;
- name the different types of teeth found in humans and their functions;
- identify omnivores, carnivores and herbivores by their teeth;
- identify the producer, predator and prey in a food chain;
- construct a food chain for a given habitat;
- explain how food chains can be connected and form a food web;
- identify how changes in one population can affect other populations in the food chain.





RE
As spiritual individuals we will:

Explore the unit 'People of God'
What is it like to follow God?;

Pupils know that Christians believe that God makes covenants or pacts with his people. i.e. The people of God promise to live the way God wants and God promises to stay with them.

- Pupils can outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both.
- Pupils know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows
- Pupils can give detailed example of people today try to live the way God wants often at personal cost. EG William Booth and the Salvation Army.

English

| Writing | Grammar and punctuation | Reading |
|---|---|---|
| <p>Recount: Writing a diary as if they were April from our class text. Writing home to her grandma.</p> <p>Poetry unit – I saw a peacock</p>  | <p>We will be learning....</p> <p>How to use full stops, capital letters, commas, questions marks, inverted commas for speech and exclamation marks in our sentences.</p> <p>To use the correct determiners.</p> <p>To use the correct perfect present, past or future tense.</p> <p>Learn to edit and redraft my own writing independently. To organise my thoughts and ideas into paragraphs.</p> |  <p>April, a young girl whose adventures to the Arctic become more amazing than she could ever imagine. Her adventures with a bear that should not be there!</p> |










St. Matthew's CE (Aided) Primary School and Nursery Centre




Half-termly Curriculum Map
Summer 2 2026– St Cecelia (Y3)

Maths
As mathematicians, we will:

- Know how to describe and classify shapes using mathematical properties.
- Know how to multiply/divide 2 digit numbers using expanded or formal methods of short multiplication and division.
- Know how to present data in many contexts.

| Colour | Number of Smarties | Frequency |
|--|---|-----------|
| Green |  | 7 |
| Orange |  | 8 |
| Blue |  | 5 |
| Pink |  | 6 |
| Yellow |  | 11 |
| Red |  | 8 |
| Purple |  | 7 |
| Brown |  | 3 |
| Key  = 2 smarties | | |

D&T
Functional and Fancy Fabrics (Textiles)

I can...

Music






Fly with the Stars
Yr3

Computing

As computing scientists we will be exploring:

Spanish –

Tell me when
By the end of this unit... ..
..all children should be able to:

| | | | |
|--|---|--|--|
| <ul style="list-style-type: none"> • Explore the functionality and properties of different fabrics. • Analyse different fabrics and their uses. • Explore the art work and wallpaper and tapestries of William Morris. • Explore the use block printing, and practise using modern day versions myself • Design my own patterns inspired by the artist William Morris • Create a simple William Morris inspired print.  | <p>6x wks</p> | <p>Online safety, we the digital citizens. Programming, Event, actions in programmes. Writing algorithms and programmes that use a range of events to trigger sequences of actions.</p> | <ul style="list-style-type: none"> • say and order the days of the week; • say and order the months of the year; • count up to 31; • say their own birthday.  |
| <p style="text-align: center;">Geography Misty Mountains Sierra</p> <p>I will know...</p> <ul style="list-style-type: none"> • The names, locate and explain the importance of significant mountains or rivers. • How to use the eight points of the compass, maps and globes to describe the locations of significant UK hills and mountains in relation to their own • How to identify the topography of an area of the UK using contour lines on a map • How to identify, describe and explain the formation of different mountain types. • How to describe and compare aspects of physical features of mountainous regions. • How to describe altitudinal zonation on mountains. • | <p style="text-align: center;">PE</p> <p style="text-align: center;">Quick Cricket Short Tennis</p>  | <p style="text-align: center;">PSHE</p> <p style="text-align: center;">As members of our community, we will be...</p> <p style="text-align: center;">Exploring the unit – Changing me</p> <ul style="list-style-type: none"> • How a baby develops inside the mothers womb, physical changes in the body that we notice • Plan everything that a newborn baby would need, nappies, crib, costing etc • How having a baby is a life changing choice and something to be considered carefully. | |