

Science

Animals (Including Humans)

- To identify that animals, including humans need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement

Creative Response- including art, drama, music and dance

- Responding to our topic theme through the ARTS.
- To combine different sounds/movement and artwork to create a specific mood or feeling- a royal occasion
- To improve their work and explain how it has improved?

History

Researching a specific event from the past – Queen’s coronation and the platinum jubilee:

- To plot the Queen’s life on a timeline and to use mathematical knowledge to work out how long ago events would have happened
- To ask own questions about the past and to use various sources of evidence to answer questions including talking to first hand sources and researching on the internet
- To identify similarities and differences between then and now (the Queen’s coronation)
- To consider why the Queen is so highly regarded as a monarch
- To understand the significance of street parties as celebrations

Year 3 – Summer 1

What would it be like to be Queen?



Hook Lesson: Children to consider what it would be like to be Queen. How would they celebrate an exciting event?

Curriculum Enrichment: In DT children will be making flags and finger sandwiches for their very own afternoon tea Platinum Jubilee celebration.



PE

Gymnastics:

- To identify similarities and differences in sequences
- To develop body management over a range of floor exercises
- To attempt to bring explosive moves into floor work through jumps and leaps
- To show increasing flexibility in shapes and balances

Athletics:

- To control movements and body actions in response to specific instructions
- To demonstrate agility and speed
- To jump for height and distance with control and balance
- To throw with speed and power and apply appropriate force

Computing

Programming A – Sequencing sounds:

- To explore a new programming environment
- To identify that commands have an outcome
- To explain that a program has a start
- To recognise that a sequence of commands can have an order
- To change the appearance of my project
- To create a project from a task description

RE

Sikhism: Do Sikhs think it is important to share?

Theme: Sharing and Community

DT

Food and Textiles – Creating finger sandwiches and union jack flags:

- To learn about the tradition of street parties
- To attach materials together using two different techniques .e.g. sewing and sticking
- To grow something to be used in a food product e.g. cress
- To design own textiles/ food product
- To evaluate ‘street party products’