



# Summer 1 in Year 3!



## English

In English this half term, we are going to be using the text Arthur and the Golden Rope to write a diary in role as Arthur.



## Maths

In Maths this half term, we will be continuing our unit on Fractions and then we will be looking at Mass and Capacity.



## Science

In Science this half term, we are looking at Plants and how they grow. We are learning how water transports around the plant as well as experiments surrounding plant growth.



## Guided Reading

In Guided Reading this half term, we are using the text The Black Dog to consolidate our fluency and comprehension skills



## History

This half term in History, we are revisiting our Romans unit from Autumn 2 and learning more about how Romans influenced our lives today.



## Geography

This half term, we are learning about Rivers and Basins. We will be looking at the processes in the Water Cycle and features of rivers.



## Computing

We are using the website code.org for our Computing unit this half term on Coding. The children will learn how to create loops and sequences for a game.



## RE

This half term, the children are learning about Creation. They will be learning about various Creation stories for Christians.



## Music

The children will be learning about The Blues this half term. They will be listening to various pieces of music as well as creating some of their own.



## PSHE

This half term's unit is Relationships. Please find attached the knowledge organiser and vocabulary list for this unit.



## Art

This half term, the children will be learning how to draw portraits. We will also be using the artist Julian Opie as inspiration for our portraits.



## DT

In DT, the children will be learning how to make a hollow structure. They will be designing, constructing and evaluating their structures.



## PE

For PE this half term, the children are following the Real PE unit on Reaction and Response. They will be using their Balance skills from an earlier unit to help them.



## Year 3 Subject Knowledge organiser – PSHE



### Puzzle Five – Relationships Summer 1: 'Building positive, healthy relationships'



**Content Overview:**

- Family roles and responsibilities
- Friendship and negotiation
- Keeping safe online and who to go to for help
- Being a global citizen
- Being aware of how my choices affect others
- Awareness of how other children have different lives
- Expressing appreciation for family and friends

### Vocabulary

Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate  
 Song: 'R-E-L-A-T-I-O-N-S-H-I-P'  
 Puzzle Outcome: Our relationships fiesta

### Example of Floor book:

**DfE Statutory Relationships & Health Education Guidance.**

(R1) that families are important for children's growth and development, and that children should be able to have a secure and stable family life, opportunities to spend time with their family, and care for others, and other family members, the importance of spending time together and sharing each other's lives, (R2) that children's families either in school or outside school should be able to provide a safe and secure environment for their children, but that they should respect those differences and know that other children's families are also important for them and that they should be able to respect those differences, and be aware of the best of how families and are important for children's security as they grow up, (R3) how important friendships are in children's lives, how to make and keep friends, (R4) the characteristics of friendships including mutual respect, support, honesty, kindness, generosity, trust, shared interests and experiences and support with activities and activities that are fun and enjoyable, and that they can share their own experiences and interests with their friends, (R5) how to make and keep friends, (R6) how to judge when a friendship is making them feel unhappy or uncomfortable, (R7) how to change their relationships and how to judge when a friendship is making them feel unhappy or uncomfortable, (R8) how to judge when a friendship is making them feel unhappy or uncomfortable, (R9) how to judge when a friendship is making them feel unhappy or uncomfortable, (R10) how to judge when a friendship is making them feel unhappy or uncomfortable, (R11) the importance of respecting others, even when they are very different from them (for example, in character, personality or background), or make different choices or have different preferences or beliefs (R12) practical steps they can take in a range of different contexts to improve or support respectful relationships happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R23) how to critically consider their online friendships and sources of information including the awareness of the risks associated with people they have never met (R24) how information and data is shared and used online (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe (R27) where to get advice e.g. family, school and/or other sources