



# British Section, SHAPE International School

## CURRICULUM OVERVIEW - SUMMER TERM 2025

### YEAR 3 - Eagles Class



**English:** Through engaging in speaking and listening activities in the classroom, the children will continue to significantly improve their communicative skills and self-confidence. During our daily reading sessions, the children will be exposed to a range of high-quality texts such as: *The Wild Robot* and *Secrets of a Sun King*. Our daily spelling lessons will continue to incorporate a plethora of strategies to enable children to learn and successfully embed new spellings. Alongside knowledge of the statutory Year 3 and 4 spelling words, the children will learn etymology and a range of prefixes and suffixes. Additionally, they will learn about word families, punctuating direct speech and how to experiment with different sentence structures. As part of our daily writing sessions, the children will further develop their ability to successfully write different genres. This term, they will actively experience how to: write biographies, adverts, newspaper articles, narratives and a range of different poetry. Peer and self-assessment, alongside teacher feedback, will enable all children to continuously flourish.

**Mathematics:** Learning in **number** will focus on **fractions**. Using real-life objects and pictorial representations, the children will explore making and recognising equal and unequal parts and use this knowledge to add and subtract fractions. They will begin to work on finding a fraction of a whole number, e.g.  $\frac{1}{4}$  of 20; then moving onto finding non-unit fractions of sets of objects, e.g.  $\frac{2}{3}$  of 9. Learning in **measurement** will focus on **mass and capacity, time and money**. Building on skills from Y2, the children will re-visit weighing in grams moving onto using kilograms, reading different scales, converting between grams and kilograms. They will use unit measurements of mass to find out which item is heavier or lighter. In **time**, the children will be telling the time to 5 minutes and 10 minutes, reading a digital clock and looking at days, months and years. In **money** they will be counting in pounds and pence, recognising British coins and notes, converting between £ and p, adding and subtracting money as well as finding change. In **shape** the children will focus on recognising and comparing angles, understanding vocabulary as well as recognising and describing 2D and 3D shapes. **Finally** in **statistics**, the children will interpret a variety of data in different ways.

**Science:** Our unit on light takes the children through six lessons where they learn how to: recognise that they need light in order to see things and that dark is the absence of light; they notice that light is reflected from surfaces; and recognise that light from the sun can be dangerous and that there are ways to protect their eyes. The children will learn how to recognise that shadows are formed when the light from a light source is blocked by an opaque object; and they find patterns in the way that the size of shadows change.

In our second unit, '**Scientific enquiry**', the children will actively consolidate their scientific skills that they have learnt during each area of learning. The children will ask relevant questions and use different types of scientific enquiries to answer them, set up simple practical enquiries, comparative and fair tests, make systematic and

**Computing:** Our first unit further explores the concept of sequencing in programming through Scratch. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. In the second part of the term, our unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. This exciting unit concludes with learners designing and coding their own



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**History:** This term's exciting topic will be Ancient Egypt. Firstly, we will expand our chronological awareness of this significant period. The children will be exposed to a range of sources and determine the usefulness of **primary** and **secondary** information. A detailed study on Pyramids will then follow which will link directly to our mathematical topic on Shape. Finally, the children will actively research the mummification process and learn the significance of this fascinating religious practice. Throughout our study, we will examine the **key question** 'Do you think Ancient Egypt was an advanced civilisation?'

An **Egyptian themed day** will take place which will further embed the children's learning and will centre around fun-filled craft activities. Our class novel will also enhance the children's understanding of this enchanting period.

**Geography:** Year 3 will not be studying a unit on geography in the summer term.

**Art and Design:** In this pathway children are introduced to the idea that animations can be made by sequencing drawings. After exploring the work of other artists making drawn animations, children make simple "paper puppets" with moving parts. Pupils also make a "background" for their puppets then go on to make very simple animations using tablets through digital media.

Artists include : **Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber**

**Design and Technology:** The children will be generating designs for a textile project. They will investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate. They will demonstrate a range of stitching techniques. We will choose an authentic design idea from things like wallets, soft toys, pencil cases or story bags. The children will make their final choices through discussion and research adapting and improving their design ideas. They will make annotated sketches making a product appealing to the user.



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**Music:** In music this term, the pupils will continue to develop and internalize key musical skills of listening, improvising, singing, and composing. They will continue to improve their notation skills and understanding of note values. The unit will be based around 'Medieval Music'. They will find out about pitch: Musical alphabet  
Rhythm: Crotchet, paired quavers, rest, minim, fast and slow and the dynamics of loud and quiet. We will listen to music performances and learn how to sing in rounds. They will explore historical instruments and their uses through music and dance. They will evaluate their work and talk about the ideas.

**Religious Education:** Year 3 will be exploring the key question, 'What does it mean to be a Christian in Britain today?' This investigation enables the pupils to learn in depth from different religions and spiritual ways of life about what Christians do at home, in church and in the wider community. They will discuss why these aspects are important and how Christians help others at home and in the wider world.

**PSHE:** The core learning theme this term is **health and wellbeing**. With an initial focus on **physical health and mental wellbeing**, the children will learn about health choices and habits; what affects feelings and how to express feelings. The second strand will focus on **growing and changing**. Here, the children will learn about personal strengths and achievements; managing and reframing setback. The final strand of this theme will focus on **keeping safe**. The children will learn how to keep themselves safe in familiar and unfamiliar environments, such as at home, in school, online and 'out and about'. These studies will continue to be enhanced by our whole-school character education programme, providing a systematic approach to character-building. Within this programme, the children will be supported to develop their **learning powers** and **character virtues**.

**PE:** This term we will focus on **swimming** and the children will participate in weekly swimming lessons. In the second part of the term, the children will further develop their abilities in **athletics** and **field activities**. Various skills and tactics will be progressively taught to enable the children to successfully compete in our **whole school sports day**.

Underpinning each lesson will be the continuing active promotion of the **school's learning powers**: concentrate, have a go, don't give up, keep improving, be curious, enjoy learning and being cooperative. The children will also be able to actively demonstrate their **character virtues** of being respectful, brave, fair and responsible.

**French:** The children will enjoy a range of activities. They will listen to **spoken language** and show their understanding by joining in and responding. The children will learn **new vocabulary** concerning animals and different foods. Role play opportunities will enable the children to broaden their vocabulary and develop their ability to understand new words. They will also continue to develop accurate pronunciation and intonation.