

## Year 3 Summer Term Overview Curriculum 2022

All subjects will be taught by Mrs Wright unless stated otherwise.

Summer Term		
SUBJECT	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
<b>English</b>	<p><b>Stories on a Theme - Morpurgo's Sea Stories</b>  <b>Dolphin Boy</b> and <b>The Sandman and The Turtles</b> by Michael Morpurgo                      The children will explore his use of characterisation, dilemmas, dialogue, word classes and the perfect tense; ask questions to improve their understanding of a text; and draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>• use and understand the grammatical terminology e.g. nouns, verbs and adjectives; and</li> <li>• use adjectives in extended noun phrases, identify adverbs.</li> </ul> <p><b>Poetry - Free Verse</b>  <b>Magic Box</b> by Kit Wright                      Through this unit, the children will recognise different forms of poetry; and begin to identify themes across texts e.g. friendship, good and evil, bullying; and imitate authorial techniques gathered from reading.</p> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>• express time, place and cause using conjunctions e.g. when, before, after, while, so, because,</li> <li>• adverbs e.g. then, next, soon, therefore,</li> <li>• prepositions e.g., before, after, during, in, because of</li> </ul>	<p><b>Non-Fiction - Instructions</b>  <b>Horrible History Series</b> by Terry Deary                      This is a fun unit, drawing on dance crazes and cures from Horrible Histories, happy minds and active bodies, concluding with writing instructions and letters of explanation.</p> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>• explore paragraphs and headings;</li> <li>• use possessive apostrophes both singular and plural;</li> <li>• and use commas for lists.</li> </ul>
	<p><b>Reading</b>                      The children will be encouraged to read as widely as possible at home and at school, with an emphasis on reading for pleasure. They will be encouraged to widen their experience of different genres and complexity of texts, whilst increasing their reading stamina. They are expected to complete a minimum of two reading comments each week from a wide range of tasks at home and school. During guided reading lessons, the children will read and discuss a variety of texts and genres in a small group lead by a teacher, developing their comprehension skills. Books will be selected dependent on their ability.</p> <p><b>Spelling/Phonics</b>                      Using Essential Spellings, the teaching of spelling will build on the phonics taught in Key Stage 1. Activities will include routine spelling tasks, games, homework and dictations using spelling rules.</p> <p><b>Handwriting</b>                      Handwriting will continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say.</p>	

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<p><b>Maths</b></p>	<p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Making the whole</li> <li>• Tenths and count in tenths</li> <li>• Tenths as decimals</li> <li>• Fractions on a number line</li> <li>• Fractions of a set of objects</li> <li>• Equivalent fractions</li> <li>• Compare fractions</li> <li>• Order fractions</li> <li>• Add fractions</li> <li>• Subtract fractions</li> </ul> <p><b>Measurement: Time</b></p> <ul style="list-style-type: none"> <li>• O'clock and half past <b>Recap</b></li> <li>• Quarter past and quarter to <b>Recap</b></li> <li>• Months and years</li> <li>• Hours in a day</li> <li>• Telling the time to 5 minutes</li> <li>• Telling the time to the minute</li> <li>• Using a.m. and p.m.</li> <li>• 24-hour clock</li> <li>• Finding the duration</li> <li>• Comparing durations</li> <li>• Start and end times</li> <li>• Measuring time in seconds</li> </ul>	<p><b>Geometry: Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• Turns and angles</li> <li>• Right angles in shapes</li> <li>• Compare angles</li> <li>• Draw accurately</li> <li>• Horizontal and vertical</li> <li>• Parallel and perpendicular</li> <li>• Recognise and describe 2-D shapes</li> <li>• Recognise and describe 3-D shapes</li> <li>• Make 3-D shapes</li> </ul> <p><b>Measurement: Mass and Capacity</b>                      Recap steps are included to provide the opportunity for children to revisit what is meant by mass, capacity and volume before building on this knowledge.</p> <ul style="list-style-type: none"> <li>• Compare mass <b>Recap</b></li> <li>• Measure mass</li> <li>• Compare mass</li> <li>• Add and subtract mass</li> <li>• Compare volume <b>Recap</b></li> <li>• Measure capacity</li> <li>• Compare capacity</li> <li>• Add and subtract capacity</li> <li>• Temperature <b>Recap</b></li> </ul>
<p><b>Science</b></p>	<p><b>Physics - Can you see me?</b>                      In this module, children will look at light and darkness. They will learn about how we see objects, the ways in which different objects reflect different amounts of light. They will explore what causes a shadow, as well as how the shape and size of a shadow can be affected by its position. The children will carry out some investigations to test materials such as sunglasses and materials to reduce/block out light, and develop their skills with respect to the working scientifically strand of the curriculum.</p> <p><b>Biology - How does your garden grow?</b>                      In this module, the children will build on their experiences. They will learn about the absorption and transport of water and nutrients and the role of the leaf in making food for the plant (knowledge of the process of photosynthesis is not required at this stage). They will also learn about the parts of the flower, their roles in plant reproduction and the stages of the life cycle of a flowering plant.</p> <p>When <b>working scientifically</b>, the children will set up simple practical enquiries, comparative and fair tests; use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. They will also gather, recording, classifying and presenting data in a variety of ways to help in answering questions; and identify differences, similarities or changes related to simple scientific ideas and processes. Finally, they will record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	

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<b>Art &amp; Design/ Design &amp; Technology</b>	<p><b><u>Art: Investigating patterns - Textiles focus</u></b> In this unit, children investigate patterns in textiles from different times and cultures. They use ideas from these as a starting point for developing their own designs. They investigate stencilling and print-making techniques and explore ways of combining and organising shapes, colours and patterns to make a decorative textile piece.</p>	<p><b><u>D&amp;T: Food - Healthy Wraps</u></b> After sampling different healthy food products, they children will select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking to create a healthy wrap.</p>
<b>Computing</b> Taught by Mrs Giggle	<p><b><u>Branching Databases</u></b> The children will use 2Question within the safety of Purple Mash, to sort objects using just YES/NO questions; to complete a branching database about fruit and vegetables. They will create a branching database of their own choice and know how to use and debug their own and others' branching database.</p>	<p><b><u>Simulations</u></b> In this unit, the children will use 2Simulate and 2Publish, to find out what a simulation is and understand the purpose of simulations. They will use a simulation to try out different options and to test predictions. After, recognising patterns within simulations and make and test predictions, they will create their own simple solutions.</p> <p><b><u>Graphing</u></b> Using 2Graph, they will enter data into a graph and answer questions; and solve an investigation and present the results in graphic form.</p>
<p><b><u>Online Safety</u></b> Throughout computing lessons, the children will discuss essential online-safety rules and learn to use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour and identifying a range of ways to report concerns about content and contact.</p>		
<b>French</b> Taught by Mrs Giggle	<p><b><u>The Classroom</u></b> The children will be responding to common classroom instructions through games. Learning vocabulary for classroom items and understanding that every French noun is either 'masculine' or 'feminine.'</p>	<p><b><u>Transport</u></b> The children will learn new transport-related vocabulary and construct sentences using parts of the verb 'aller' – to go, and prepositions to express going on holiday to a different country or going to school by a particular mode of transport. The children will also discover that French is spoken in many countries around the world other than France.</p>
<b>Geography/ History</b> Taught by Mrs Giggle	<p><b><u>History - Investigating the Local Area</u></b> In this unit, the children will investigate their local area, and consider which buildings are of significance and should be preserved. They will conduct their own research, using sources including recommended websites, history books, street directories and census returns. They will also have the opportunity to visit and study local listed buildings and make links to historical events from the time of the building's construction, as well as to their prior learning. For the final big project, the children will be planning and running a campaign to save a particular building.</p>	<p><b><u>Geography - Coasts</u></b> In this unit, children will learn about the coast of the British Isles. They will consider some of the advantages and disadvantages of living by the coast, and how much of the UK's coast has changed from a focus on fishing to one on tourism. Throughout the unit, they will also be introduced to a few contrasting coasts around the world, and associated environmental issues, extending their coastal and locational knowledge and encouraging critical thinking and presenting an argument.</p>
<b>Music</b>	<p><b><u>Recorders</u></b> Throughout Year 3, we will be learning to play the descant recorder and beginning to recognise simple staff notation. This is our Year 3 First Access offer and will be taught as a whole/half class group by Mrs Wright. This will culminate in, rehearsing pieces with accompaniment, playing in two parts and small ensemble playing for a performance.</p>	

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	<p><b><u>Singing French - Pitch</u></b>          Whilst singing simple French songs, the children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They will develop a song by choosing lyrics and structure; recognise pitch shapes; and read graphic notation to play a melody on tuned instruments.</p> <p><b><u>In the Past - Composition</u></b>          The children will develop an understanding of the history of music; they will listen to and learn about a medieval antiphon; listen to, learn about, play and dance to Tudor dance music. They will apply their understanding of musical notation using pitch notations and simple rhythm notation.</p>	
<p><b>Personal, Social, Health and Economic Education (PSHE)</b></p>	<p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• <b>Physical health and Mental wellbeing</b> - Health choices and habits; what affects feelings; and expressing feelings</li> <li>• <b>Growing and Changing</b> - Personal strengths and achievements; and managing and reframing setbacks</li> <li>• <b>Keeping safe</b> - Risks and hazards; and safety in the local environment and unfamiliar places</li> </ul>	
<p><b>PE</b>          Taught by Mr Wylie</p>	<p><b><u>Invasion – Netball:</u></b></p> <ul style="list-style-type: none"> <li>• Introduce passing, receiving and creating space</li> <li>• Develop/combine passing and moving</li> <li>• Combine/develop passing and shooting</li> </ul> <p><b><u>Striking &amp; Fielding – Cricket:</u></b></p> <ul style="list-style-type: none"> <li>• Understand the concept of batting and fielding</li> <li>• Introduce throwing overarm</li> <li>• Introduce throwing underarm</li> <li>• Introduce catching</li> <li>• Striking with intent</li> </ul>	<p><b><u>Athletics:</u></b></p> <ul style="list-style-type: none"> <li>• Explore running for speed</li> <li>• Explore acceleration</li> <li>• Introduce /develop relay: Running for speed in a team</li> <li>• Throwing: Accuracy vs distance</li> <li>• Standing long jump</li> </ul> <p><b><u>Striking &amp; Fielding - Rounders:</u></b>          Introduce to rounders          Introduce overarm throwing          Apply overarm and underarm throwing          Introduce stopping the ball          Application of stopping the ball in a game</p>
<p><b>At the end of every unit, children will compete in an inter-class competition where they can display all the skills and techniques they have learnt through matches and competition.</b></p>		
<p><b>Religious Education RE</b>          Taught by Mrs Downie</p>	<p><b><u>Rules</u></b>          The children will explore rules followed by religious communities and consider how these encourage people to care about the world and each other. We will learn about the importance of the Ten Commandments for Christians, before exploring how the parable of 'The Good Samaritan' further guides them. We will also learn about the Five Pillars of Islam and consider how these guide and support many Muslims in their everyday lives.</p>	<p><b><u>Places of Worship</u></b>          In the second half term, we will learn about the important features of a Church and a Mosque, comparing the architecture of both and considering what this shows us about the people who worship there.</p>