

CURRICULUM OVERVIEW

YEAR 3 Summer

WELCOME TO YEAR 3

The children will organise themselves independently. They will need to make sure that any letters for the office go in the 'office box'.

Children should be reading their 'home' reading books every evening for about 10-15 minutes every day.

If your child has read at home and needs to change their book please remind them to put it in the book changing box when they arrive in class. The reading record books will be checked in each day and signed.

The children will take part in a guided reading session. This session is for the teaching of specific reading skills, by the Class teacher.

Home learning will support learning and will be sent home every Friday to be returned every Tuesday. Please support your child but encourage them to be as independent as possible.

Topic based home learning will be sent home when necessary and a deadline will be set for return.

We will be making cross-curricular links between the subject areas to enhance learning and skills. Please feel free to extend their learning through research at home, through books, discussion and observation. We are always interested in hearing about what they have found out.

SCIENCE

Setting up simple practical enquiries, making observations, recording results and drawing simple conclusions

Identify change associated with Autumn
Classifying plants
Seed dispersal
Links with harvest

Compare and group different types of rocks
Describe in simple terms the way in which fossils are formed
Recognise that soils are made from rocks and organic matter

Investigating how things move on different surfaces
Exploring magnets

ENGLISH

Imaginary World Story Writing

Describing settings
Identifying characters
Sentence structure
Tenses
Creating events
Using verbs, adverbs and connectives
Organising paragraphs around a theme
Planning a story

Poems

Reading and appreciating poems
Changing familiar rhymes
Using imagery eg alliteration
Using different styles eg Kennings and Limericks
Writing poems of our own

Explanation Text

Sequence
Technical language
Using time connectives

Through out the term we will be extending our knowledge and use of punctuation. We will be enhancing our handwriting. We will be increasing our knowledge of spellings.

VALUES – Peace and Responsibility

THEME – Wish you were here!

MATHS

Place Value of numbers
+ and – mentally 3 digit numbers, tens and ones
Compare and order numbers up to 1000
Read and write whole numbers to 1000 and add 10 more
Addition and Subtraction strategies
Money
Multiplication and Division facts for 3 4 and 8
Counting in different multiples
Time vocabulary
Time measurements eg number of seconds in a minute
Measurement - length including equivalent values

Bar charts

Throughout the term we will be working on our table knowledge.

Music

Improvise music for a range of purposes
Play and perform in solo and ensemble contexts

Linking music to paintings
Identifying moods
Singing rhymes and songs
Composing raps with actions and percussion
Playing the ukelele

PSHE

New beginnings
Getting on and falling out
Understanding the need for rules
Resolving conflict
Working together

Art

Begin to learn about great artists in history
Begin to develop techniques; drawing and painting
Begin to produce creative work

Analyse perspective
Still life using seaside objects
Observing, sketching and painting seascapes
Colour mixing
Pastel drawings
Creating movement in drawings

Year
3

RE

Who is Jesus? Who are the Jews? Why are presents given at Christmas?
Representations of Jesus through paintings and pictures
What do we learn about Jesus from the gospels?
What do Jews believe about God?
The importance of Abraham
Exploring Jewish Symbols
The value and significance of gifts given to Jesus
What do Christians believe?

DT

Design products that are fit for purpose..
Use textiles
Design and make a Christmas decoration using sewing techniques

History

Begin to develop a chronological understanding of British events, develop the use of historical vocabulary

Britain in the Stone Age and the Bronze Age
How do we know about the past?
Use of evidence
What does it mean to be a hunter gatherer?
What can we learn from Skara Brae?
What can we learn from Stonehenge?

PE

To link movement skills to create sequences.
To develop confident and competent moves using agility, co-ordination and balance. Perform sequence using a range of movement
Different ways of travelling using a range of heights
Creating a floor sequence which includes rolling and paired balances
Incorporating small apparatus into a sequence
Swimming skills

Extend attacking and defending ball skills

Computing

Understand the opportunities that computing offers for communication, Evaluating and presenting information, select, use and combine a variety of software

Choose appropriate images, fonts, colours, sizes and position on page
Choosing a range of different effects for an image
Creating a digital pattern
Presenting text and images to an audience
Combining different media

Throughout the term we shall be promoting safe and responsible use of E-safety procedures including image copyright

Language : French

Listen to spoken language, Take part in simple conversation, Develop accurate pronunciation

Greetings
Colours
All about me

Geography

To extend knowledge about the UK – counties, cities, human and physical features
To use maps and atlases
Identifying where we might go on holiday
Describing the place we live and places we have visited in our own country
Comparing different places
Identifying physical features- what does this mean?