

# 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 weekly by the class teacher.

The children will take part in a weekly 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, comparative and fair tests**  
**Recording findings using simple scientific language, labelled drawings, bar charts and tables**

Sources of light  
Know that light is reflected from surfaces  
Identifying how shadows are formed  
Investigating why the length of shadows change

Identify change associated with the season of Spring  
Plants and their requirements for growth  
Investigate different factors – soil, light and water  
Identify and describe the different parts of flowering plants

### ENGLISH

#### Plays

Writing an extract of a play using dialogue, adverbs, and stage directions  
Identifying characters, props and set design

#### Myths and Legends

Features of a myth  
Descriptive vocabulary for settings and characters  
Identifying and writing examples of heroic deeds  
Sequencing events  
Speech

#### Free verse Poetry based on Michael Rosen

Creative sentence structure  
Onomatopoeia and repetition  
Performing poems

#### Stories from different countries

Appropriate vocabulary for characterisation and events  
Paragraphing  
Complex sentences  
Openings and closing of stories

Through out this term we will be focussing on grammar, punctuation, spelling and handwriting.

## VALUES – Patience and Honesty

## THEME – Light and Shade

### MATHS

Fractions of quantities using diagrams  
Unit and non –unit fractions – ordering  
Adding simple fractions to make 1  
Tenths and equivalent fractions  
Divide number by 10  
Calculate perimeter of simple shapes  
Polygon properties including angles  
Perpendicular and parallel lines  
Measures: weight length and volume  
Bar charts, line graphs, tables and pictograms with scales  
Place value of each digit  
Reinforce vertical calculations  
Multiplication using grid method  
Division using a number line  
Introduction to chunking as a division strategy

Throughout the term we will be working on our table knowledge

## Music

Sing with increasing confidence  
Play and perform in an ensemble  
Improvise music for a range of purposes  
Learning Ukelele  
Create city- scapes using percussion and tuned instruments  
Singing songs with signals and responses  
Clapping games

## Art

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

Creating a painting in the style of Lowry  
Using Van Gogh's Starry Night for collage  
Using Van Gogh's Sunflowers for painting  
Water colours in the style of Monet

## DT

Design innovative functional products  
Use a variety of materials and components

Designing and completing my chosen puppet

## History

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

The Roman invasion of Britain  
What was it like to be a Celt?  
Lifestyles of Celts and Romans  
Boudicca and the Iceni revolt  
What did the Romans do for Britain?

Roman Mosaics

## PE

To link movement skills to create sequences.  
To develop strength, technique, control and balance.  
Learn how to evaluate and recognise their own success

Transferring sequence to small and large apparatus  
Work in small groups  
Develop control with hoops, scarves and ribbons

Increase agility and speed in athletics

Increasing swimming skills and techniques

## PSHE

### Relationships

Special people  
Taking responsibility  
Making wise choices

## RE

### What does it mean to be a Sikh?

Sikh beliefs and special ceremonies  
3 main duties of being a Sikh

### Who brought Christianity to Britain?

Beliefs and practices held before Christianity  
The work of St. Augustine  
Who were St. Patrick and St David?

### What do we learn from Hindu images?

Hindu beliefs and symbolism  
Use of Avatars  
Retelling stories

Year

3

## Computing

Write and debug (correct) programmes in order for an outcome to work

Use logical reasoning to explain how a simple algorithm (set of instructions) works

Select, use and combine a variety of software for an audience

Importing pictures and sound files  
Adding effects to slides  
Combining different media

### Coding

Giving instructions to write simple programming

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, Develop vocabulary using stories, rhymers and songs

Animals and actions  
Names of vegetables

## Geography

To extend knowledge about the UK –cities, human and physical features

To use maps and atlases and use symbols in a key

Features of rivers  
What do we know about London?  
Famous landmarks  
Transport  
Using a map