

# Year 3 Curriculum Overview – Summer Term



Literacy	<p><b><u>Text Level</u></b></p> <p><b>Fiction – A Time Slip Scarab Beetle</b> by Pie Corbett &amp; <b>Escape from Pompeii</b> by Christina Balit.</p> <p><b>Non – Fiction – Newspaper reports</b> including Howard Carter discovering Tutankahmun’s Tomb.</p> <p><b>Explanation Texts</b> - Volcanoes &amp; Earthquakes/ Lifecycle of a Plant/ Staying Healthy</p> <p><b>Poetry</b> – A collection of <b>free verse poems</b> about Ancient Egypt including topics such as the Nile and Mummification; <b>Christina Rosetti Wind Poems</b></p> <p><b>Story Books – Marcy &amp; the Riddle of the Sphinx</b> by Joe Todd-Stanton, <b>Ma’at’s Feather</b> by Juliet Desailly, <b>Lily, Windy and the Witch</b> by Yvonne Carlin Page</p> <p><b><u>Writing Targets</u></b></p> <p><b><u>Spelling and Handwriting</u></b></p> <ul style="list-style-type: none"> <li>-Improve the quality of handwriting (parallel downstrokes), using joined handwriting.</li> <li>-Spell words that are often misspelt ( e.g careful, parents, neighbour, disappoint )</li> <li>-Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words (Y3/4 list).</li> </ul> <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>-Write for a range of purposes, audiences and form.</li> <li>-Independently organise paragraphs around a theme.</li> <li>- Evaluate, edit and improve writing by making changes to grammar and vocabulary.</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>-Use the full range of punctuation and sentence types taught.</li> <li>-Use apostrophe for omission and possession (singular and regular plural nouns).</li> <li>- Use inverted commas to punctuate direct speech (e.g. “Don’t be home late” called Mum.)</li> </ul>	<p><b>Number and Place Value</b> - Read and write numbers up to 1000 in numerals and in words, solve number problems and practical problems involving these ideas.</p> <p><b>Addition and Subtraction</b> - Add and subtract numbers mentally, including: a three-digit number and hundreds, add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction, estimate the answer to a calculation and use inverse operations to check answers, solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p><b>Multiplication &amp; Division</b> - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables, write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods, solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p><b>Fractions</b> - Count up and down in tenths, recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10, add and subtract fractions with the same denominator within one whole, recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators, solve problems that involve all of objectives.</p> <p><b>Measurement</b> - Measure, compare, add and subtract: mass (kg/g), volume/capacity (l/ml), estimate and read time with increasing accuracy to the nearest minute, record and compare time in terms of seconds, minutes and hours, use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight: know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events.</p> <p><b>Geometry – Properties of Shape</b> - Revision of the properties of 2D shapes, identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>
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Mathematics

	<p>- Recognise and use adverbs and prepositions (e.g. nervously/carefully, on/under/before).</p> <p>- Adding suffixes (e.g. -ment, -ness, -full, -less, -ly) to form nouns, adjectives and adverbs.)</p> <p><b>Greater Depth Writing Targets</b></p> <p>-Explore a range of organisation devices depending on the form and purpose of writing.</p> <p>-Select precise vocabulary based on the audience and style of writing.</p> <p>-Use dialogue to provide additional characterisation, limiting the use so that it effectively adds detail to the writing.</p> <p>-Use a wide range of co-ordinating and subordinating conjunctions within and across sentences.</p> <p><u>Spelling</u> – see termly Spelling book</p>		<p><b>Statistics</b> - Interpret and present data using bar tables, solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in tables.</p> <p><b>Mental Arithmetic</b> – Based on targets set for Summer Term on Numeracy target cards</p>
Science	<p><b>Light</b> – Pupils recognise that they need light in order to see things and that dark is the absence of light. Pupils will understand 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. Pupils will recognise that shadows are formed when the light from a light source is blocked by an opaque object. Pupils will find patterns in the way that the size of shadows change.</p> <p><b>Forces and Magnets</b> - Pupils will compare how different objects move on different surfaces. They will understand that some forces require contact but magnetic forces do not. Pupils will know that magnets have 2 poles – North and south, and the poles direction will attract or repel something. They will use this knowledge to predict if magnets will attract or repel each other. Pupils will compare and group everyday materials based on whether they are magnetic.</p>	Religious Education	<ul style="list-style-type: none"> <li>• <b>Pentecost – Energy</b> - Gifts of the Holy Spirit</li> <li>• <b>Reconciliation/Anointing the Sick – Choices</b> – Importance of Anointing the Sick</li> <li>• <b>Universal Church- Special Places</b>- Holy Places for Jesus and the Christian Community</li> </ul> <p><i>For further details please refer to accompanying document ‘Religious Education Spring Term 2023 Come and See at Home’.</i></p>
Geography	<p><b>Volcanoes and Earthquakes</b> – We will study the structure of the earth and features of volcanoes and earthquakes. Children will investigate the eruption of Montserrat (1997) and the Haiti earthquake (2010) and consider the physical and human effects of each event. Places living with tectonic hazards will be considered to discover how they plan, prepare and predict seismic activity. The positives and negatives of living near a volcano or earthquake will also be evaluated.</p>	History	<p><b>Ancient Egypt</b> - Children will learn about Ancient Egyptian society and culture and why the River Nile was so crucial to their existence. They will discover who Pharaoh’s were and what happened to them when they died. Also we will consider Egyptian Gods and Goddesses before evaluating the many great achievements of the Ancient Egyptians.</p> <p>Throughout the unit we will also identify similarities and differences between the society and achievements of Ancient Egypt compared to the Bronze and Iron Age in Britain which occurred concurrently.</p>

Music	<p><b>Ostinatos and Rounds</b> - Pupils will be introduced to the concepts of ostinatos and rounds during this unit exploring this through the following key themes: pulse, rhythm, melody, active listening and appraising, performance, singing and composition.</p> <p><b>Pulse</b> - Pupils will be taught how to keep a steady pulse in a group and solo without musical accompaniment; demonstrate 4/4 and ¾ using three different tempos.</p> <p><b>Rhythm</b> - Pupils will recap crotchets, quavers, minims and will be introduced to the equivalent rests focusing on crotchet and minim rests. Pupils will use and improvise with body percussion.</p> <p><b>Melody</b> - Pupils will perform and improvise three notes from notation including simple rhythms and rests.</p> <p><b>Listening</b> - Pupils will identify and describe musical features from different traditions (focusing on folk) and sing heard melodies.</p> <p><b>Performance</b> - Pupils will use tuned percussion and the voice to perform and improvise three note melodies and simple rhythms.</p> <p><b>Singing</b> - Pupils will sing folk songs and will focus on rounds accompanied by ostinatos</p> <p><b>Composition</b> - Pupils create a basic 3 note tune using simple rhythms and crotchet, quavers, minims and crotchet rests.</p>	Physical Education	<p><b>Net/Wall Games</b> -Tennis – Skills Challenges include Egg &amp; Spoon race, Pass the Parcel, Agility Bucket Throw, Bucket Hit, Can Knock Over. Children will develop their ability to hit forehand, backhand, serve and volley shots to enable them to rally with a partner. Gradually simple match play tactics will be incorporated into sessions.</p> <p><b>Swimming</b> – To begin to learn how to swim using a variety of strokes and perform a safe-self rescue.</p> <p><b>Athletics</b> – Running, Jumping and Throwing – (Long Jump, 60m sprint, 400m and howler throw)</p> <p><b>Striking and Fielding Games</b> – Cricket – Children will develop their ability to bowl under and overarm. They will learn how to use a long barrier when fielding and to throw accurately. While batting, pupils will learn a variety of shots including the drive and pull shot. Tactics will be developed during small sides games.</p>
Art	<p><b>Painting - Patterns in Nature</b> - Children will design and create patterns in nature. They will use the medium of paint to develop and share their ideas, experiences and imagination. Throughout the unit, they will develop a wide range of art and design techniques in using colour, pattern, tone, line and shape. Children will be encouraged to explore and experiment with paint to gain a deeper understanding of the colour theory. They will also learn about the work of a range of artists, specifically Charles Rennie Mackintosh.</p>	Design Technology	<p><b>Branding and Packaging</b> - Pupils will evaluate and explore a range of packaging and branding examples. Whilst looking at paper construction techniques they will build on their knowledge of use of relevant tools. Pupils will design sustainable, appealing and functional products. They will develop their ability to evaluate their own work and that of others.</p>
Computing	<p><b>Creating media – Desktop publishing</b> - learners will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the</p>	French	<p><b>Unit 3 Four Friends: Introduction to the story &amp; Recap animals and colours</b> - Children will apply their knowledge from the year (animals, colours, adjective agreement) to understand and enjoy a story in the French language, ‘The Four Friends’. They will also look at key verbs and manipulate language to create their own stories.</p>

	<p>purpose of these and evaluate how and why desktop publishing is used in the real world.</p> <p><b>Programming B - Events and actions in programs-</b></p> <p>This 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. The unit concludes with learners designing and coding their own maze tracing program.</p>		
Events	<p>1<sup>st</sup> &amp; 8<sup>th</sup> May Bank Holiday Mondays.</p> <p>5<sup>th</sup> May - Coronation Celebrations TBC</p> <p>12<sup>th</sup> May – Y3/4 Athletics at Monkton Stadium ( 9:00-3:00 - 3 teams = 30 children)</p> <p>16<sup>th</sup> May – Whole School May Procession</p> <p>17<sup>th</sup> May – Class Photographs</p> <p>25<sup>th</sup> May – Feast of St. Bede &amp; Celebratory Mass</p> <p>Fri 26<sup>th</sup> May – Break up for Half Term</p> <p>5<sup>th</sup> June – Summer Term 2 begins</p> <p>12<sup>th</sup> – 16<sup>th</sup> June – Test Week</p> <p>Thu 15<sup>th</sup> June – Y3 Tennis at Boldon Lawn Tennis Club (9:00-12:00 -2 teams = 16 children)</p> <p>7<sup>th</sup> July – INSET Day</p> <p>14<sup>th</sup> July – School Transition day – Meet your new teachers (AM)</p> <p>20<sup>th</sup> July – End of Year Mass</p> <p>21<sup>st</sup> July Picnic (1:30pm) &amp; Break up for Summer (3:15 finish)</p> <p>There will be more dates to follow once confirmed.</p>	Key Information	<ul style="list-style-type: none"> <li>• Listen to your child read their book each week and discuss the books they have read with them (talk about the plot, characters and what they like / dislike about the books etc ...). Please ensure that reading books are brought back to school each day. Once your child has finished their book they need to do a quiz at school to check their understanding.</li> <li>• Practise spellings and mental arithmetic work sent home. Spelling and Mental tests will be on a Friday.</li> <li>• Complete weekly Maths (My Maths or Times Tables Rockstars) and Literacy online homework (Spag.com, Spelling Shed) allocated each Friday.</li> <li>• Bring everything they need for school e.g. reading books, spelling books (Friday).</li> <li>• Early support in Literacy and Numeracy will increase progress and eventually give your child the confidence, skills and enthusiasm to become an independent learner.</li> <li>• Y3 PE days are a Tuesday and Thursday.</li> <li>• Swimming will continue this term until Friday 26<sup>th</sup> May. The Year 3's who are not part of the Athletics team on the 12<sup>th</sup> May are scheduled to still go swimming that day.</li> </ul> <p>Remember to check the school website to see what the children have been doing in school. Let's make it an enjoyable term.</p> <p>Thank you,</p> <p>Mr B. McVittie (Class Teacher)</p>

