Curriculum Overview for Year 3: Summer Term

English

Writing

Outlaw by Michael Morpurgo

Skills:
Discussing and recording ideas
Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Organising paragraphs around a theme.
In narratives, creating settings, characters and plot.
In non-narrative material, using simple organisational devices (headings & subheadings).
Assessing the effectiveness of their own and others' writing and suggesting improvements.
Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Proofread for spelling and punctuation errors.
Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
Using conjunctions, adverbs and prepositions to express time and cause (and place)
Using and punctuating direct speech (i.e. Inverted commas).
Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Knowledge:
Persuasive texts (how to protect the forest).
Poetry (Creating images about nature).
Stories that raise issues and dilemmas (Robin Hood and his issues in the forest).
Newspaper (Based on POR book).
Recounts (Visit to Sherwood Forest).
Plays (Can link with any PoR book).
Non chronological reports (About Sherwood Forest).

Reading

'Silver' by Walter de la Mare
'The Rain Player' by David Wisniewski
Jack and the Beanstalk Playscript

Skills:
Read aloud and understand words based on knowledge of root words, prefixes & suffixes
Read further exception words, including those with unusual spelling or sounds
Check that a text makes sense, including explaining the meaning of words in context
Draw inferences about feelings, thoughts & motives
Predict future events from details stated in the text
Use dictionaries to check the meaning of words
Identify and summarise the main ideas drawn from more than one paragraph
Identify how language structure & presentation contributes to meaning
Use evidence to justify inferences
Identify how language contributes to meaning
Recognise some different forms of poetry
Perform plays and poetry aloud using intonation, tone, volume and action

Knowledge
Develop an understanding of a wider range of fiction
Comprehend new vocabulary
Develop a wider vocabulary
Know a wide range of poetry
Develop a deeper understanding of the wider curriculum: Forests and stories from other cultures

Religious Education

Beliefs and Questions:
Islam and Christianity

Subject Endpoints
Skills
Reflect on why some people value celebrations
Describe links between religious stories
Reflect on personal views

Knowledge
Know the Christmas, Easter and Pentecost stories from the Bible
Understand scientific explanations for creation

Spiritual Expression: Christianity, Music and Worship
Islam and Christianity

Subject Endpoints
Skills
Respond thoughtfully to religious songs
Describe the impact of religious music on a believer

Knowledge
Explore Christian hymns
Explain the symbolism of music
Create own poem about things they enjoy

Art

Painting (focusing on Van Gogh and Alma Thomas)

Subject Endpoints
Skills
Mix primary colours to create secondary colours
Recognise the primary colours
Evaluate different artists' work using subject specific vocabulary
Learn about great artists, architects and designers in history
Create different shades of colour when using paint
Create sketch books to record their observations and use them to review and revisit ideas.
Knowledge
Replicate Van Gogh's painting style
Create a painting in the style of Van Gogh
Know how art and design both reflect and shape our history
Learn about great artists, architects and designers in history
Evaluate and analyse creative works using the language of art, craft and design
Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Maths

Fractions

Knowledge
Explore fractions in greater depth
Counting in tenths, making pairs and adding & subtracting fractions
Explore equivalent fractions and look at simplifying fractions
Comparing fractions with different denominators

Skills
Count in tenths
Add fractions with the dame denominator within 1 whole
Recognise and show equivalent fractions
Find equivalent fractions
Find equivalent fractions using multiplication and division
Find simplest form of a fraction
Compare unit fractions
Compare fractions with the same denominator
Add fractions with same denominator within 1 whole
Subtract fractions with the same denominator
Relate fractions to division
Solve word problems with the same denominator
Solve problems involving fractions and measurements

Angles

Knowledge:
Exploring angles using mathematical vocabulary
Making and finding angles in shapes
Learn how to name certain angles
Compare angles to one another
Describe turns using both angles and fractions

Skills:
Recognise angles using a description of turn
Recognise angles using a property of shape
identify right angles
identify acute angles as a smaller angle than a right angle
identify obtuse angles as a greater angle than a right angle
Identify right angles and recognise that

Lines and Shape

Knowledge:
Exploring different types of lines in addition of properties of shapes (both 2D and 3D)
Identify perpendicular and parallel lines followed by horizontal and vertical lines
Describe 2D shapes and draw them
Make 3D shapes using nets and clay

Skills:
Identify perpendicular lines
Identify parallel lines
Identify horizontal and vertical lines
Describe 2D shapes using angle and side properties
Draw 2D shapes
Make 3D shapes
Describe 3D shapes

Measurement: Perimeter of Figures

Knowledge
Explore perimeter combining lengths of sides
Measure the total length around a shape
Calculate perimeter by adding all the lengths together
Skills
Determine perimeter of basic shapes
Measure the perimeter of a shape using 1cm grids
Determine the perimeter of shapes using 2cm grids
Calculate the perimeter of a shape using a ruler
Calculate perimeter using multiplication and addition
Calculate perimeter of irregular shapes
Use practical word problems
Calculate perimeter when square paper is removed

End of Year Tests & Remediation

Science

Plants

Skills (Working Scientifically)
Make systematic and careful observations and, where appropriate, taking accurate measurements using accurate units, using a range of equipment
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Knowledge
Know the functions of all the parts of a flowering plant and to be able to investigate the requirements for plant growth
Describe food chains and to know that they all start with a green plant
Describe how plants are vital for human survival.
Investigate scientific questions and present results

Forces and Magnets

Skills (Working Scientifically)
Make systematic and careful observations and, where appropriate, using a range of equipment
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Knowledge
Compare how things move on different surfaces
Describe magnets as two poles
Observe how magnets attract and repel

Science

Forces and Magnets

Skills (Working Scientifically)
Report on findings from enquiries, including oral and written explanations displays or presentations of results and conclusions
Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
Identify differences, similarities or changes related to simple scientific ideas and processes
Use straightforward scientific evidence to answer questions or to support findings
Knowledge
Compare how things move on different surfaces
Notice that some forces need contact between two objects, but magnetic forces can act at a distance
Observe how magnets attract or repel each other and attract some materials and not others
Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
Describe magnets as having two poles
Predict whether two magnets will attract or repel each other, depending on which poles are facing. Know that magnetic poles attract and repel. To recognise magnetic material

Geography & links to History

Geography

County Study
Locate county in the United Kingdom and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

Subject Endpoints
Skills
Place key events, people and changes into correct periods of time
Develop the appropriate use of historical terms
Interpret the features of periods and societies in the past
Answer questions about the past using information I have gathered
Ask questions about change, cause, similarity, difference, and significance
Begin to identify a primary and secondary source of information and give reasons

Knowledge

Locate counties in the United Kingdom and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
Explain how human geography has changed over time in different locations.

links to History

Sherwood Forest - A local history study
A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Music

The Beatles and the development of Pop music (Links to the Civil rights movement)
Blackbird – The Beatles
Skills
Listen and Appraise Understanding of pulse, rhythm, pitch and structure
Improvise using the voice and instruments

Knowledge
Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music
Start to explore the link between sound and symbol
Continue to sing, learn about singing and vocal health
Continue to play an instrument in a group/band/ensemble
Continue to explore and create your own responses melodies and rhythms
Continue to work together to perform to each other and an audience
Discuss/respect/improve your work

PE

Net and Wall Games (Tennis)

Subject Endpoints
Skills
Demonstrate successful hitting and striking skills
Develop a range of skills in striking
Develop forehand and backhand techniques
Practise the correct racket technique and use it in a game
Know where to hit the ball to score points
Knowledge
Use skills to keep up a rally with a partner
Compete in games of tennis

OAA: Day Visit to Notts OA site: Den Building
Subject Endpoints
Skills
Look up whilst dribbling the ball.
Push pass accurately.
Tackle somebody and win the ball.
Develop running, jumping and stick handling skills
Knowledge
Build on and consolidate the application of principles suitable for attacking and defending.
Use running, jumping and stick handling skills in isolation and in combination

Striking and Fielding (Rounders)

Subject Endpoints
Skills
Use a bat to hit a ball with accuracy and control.
Accurately serve underarm.
Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.
Develop different ways of throwing and catching.
Move with the ball using a range of techniques showing control and fluency.
Pass the ball with increasing speed, accuracy and success in a game situation
Contribute towards helping their team to keep and win back possession of the ball in a team game.
Make the best use of space to pass and receive the ball

Knowledge
Use a range of attacking and defending skills and techniques in a game
Use fielding skills as an individual to prevent a player from scoring
Perform and apply skills and techniques with control and accuracy
Take part in a range of competitive games and activities.
Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
Modify their use of skills or techniques to achieve a better result.

Computing

Self-image and Identity
Knowledge
To explain what is meant by the term 'identity and explain how a person can represent themselves in different ways online.
To explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.

Digital Literacy
Online Relationships
Knowledge
To explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.
To explain how someone's feelings can be hurt by what is said or written online.

Computer Science - Programming - Events and Actions
Subject Endpoints
Skills
Knowledge
Children design and code their own animation.
Information Technology - Understanding and using Data - Branching Databases
Subject Endpoints
Knowledge
The children can create a branching database of their choice.

Foreign Languages

French

Les glaces & Les fruits

Subject Endpoints
Skills
Communicate with others using simple words, recognise familiar words and short phrases, read familiar words, write familiar words, understand noun gender and articles, use first person and high frequency verbs.

Knowledge

Say what ice-cream flavour you would like

Say what fruit we like and do not like.

PSHRE

Relationships

Subject Endpoints
Knowledge
Identify the roles and responsibilities of each member of my family
Identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.
Know and can use some strategies for keeping myself safe online.
Explain how some of the actions and work of people around the world help and influence my life.

Skills
Describe how taking some responsibility in my family makes me feel.
Know how to negotiate in conflict situations to try to find a win-win solution.
Know who to ask for help if I am worried or concerned about anything online.
Show an awareness of how this could affect my choices.
Empathise with children whose lives are different to mine and appreciate what I may learn from them
Enjoy being part of a family and friendship groups.

Changing Me

Subject Endpoints
Knowledge
Understand that in animals and humans lots of changes happen between conception and growing up
Understand how babies grow and develop in the mother's uterus
Understand that boys' and girls' bodies need to change so that when they grow up their bodies
Identify how boys' and girls' bodies change on the inside during the growing up process
Start to recognise stereotypical ideas I might have about parenting and family roles.
Identify what I am looking forward to when I move to my next class.
Skills
Can express how I feel when I see babies or baby animals.
Can express how I might feel if I had a new baby in my family.
Recognise how I feel about these changes happening to me and know how to cope with those
Recognise how I feel about these changes happening to me and know how to cope with these