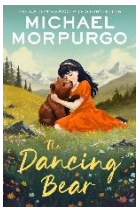
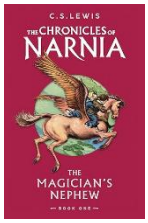
Year 3 Summer Term Overview

English:

Reading: The Dancing Bear and The Magician's Nephew:



- Retrieval, summarising, inference and prediction
- Enhancing meaning through choice of words
- Comparing texts and characters
- Compare experiences in contrasting narratives
- Comparing responses of characters
- Identifying and responding to themes
- Empathising with the audience and characters
- Learning from what is not said in a text
-How similar techniques are used in different texts
-What and How questions
-Identifying audience and purpose
-Sequencing events
-Explaining how a character is feeling from their actions and what they say



Writing:

First person narrative description:

- Nouns, adjectives, adverbs and verbs.
- Coordinating and subordinating conjunctions
- Statements, exclamations and questions.
- Pronouns
- Identify errors in writing

Third person narrative animal stories:

- Third person perspective
- Simple past tense
- Adjectives, adverbs and verbs
- Expanded noun phrases
- Similes and metaphors
- Planning, writing and editing a story

Dialogue through narrative:

- Inverted commas to punctuate speech
- Using dialogue to move a story forward and show character
- Historical references
- Sustaining the correct tense
- Editing

Poetry on a theme:

- Recognising and using themes and poetic devices
- Precis vocabulary
- Editing

Advanced instructional writing:

- Presentational, organisational devices and formal tone
- Adverbs, prepositions and conjunctions

Maths:



Geometry:

-Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them
-Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
-Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
-Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them

Number – Fractions:

-Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
-Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
-Recognise and show, using diagrams, equivalent fractions with small denominators
-Add and subtract fractions with the same denominator within one whole
-Compare and order unit and non-unit fractions
-Solve problems that involve all of the above

Measurement - Time and money:

-Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
-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
-Add and subtract amounts of money to give change, using both £ and p in practical contexts

Statistics:

- To interpret and draw pictograms
- To interpret and draw bar charts
- Collect and represent data

Science:

Light:

- To understand we need light to see
-To understand how a shadow is formed
-To investigate what happens to a shadow when you move an object closer to the light



Useful Information for Parents:

Year 3 pupils are expected to read daily/frequently (ideally, at least 5 times per week). Also, Year 3 pupils are expected to practise spellings and times tables ('Frog Club'), weekly.

Spellings: Homework is set weekly on curriculum words, common errors or taught strategies. A paper copy will be sent home, along with an electronic copy on Seesaw.

Reading: Record the page number and a brief comment (from parent/carer) in the reading diary, at least 5 times per week.

Useful websites: Sumdog, TT Rockstars, Hit the Button and Curriculum Visions.

TRIP: The Quarry, Shrewsbury to look at the different bridges over the River Severn, focussing on their design - linked to our design and technology work.

Art and Design:

Block E – Painting:

Pupils will learn techniques to create positive and negative space with paint. They will also explore the contrast between foreground and background.

Languages (French):

Block E - Playing together:

Learn the French words for different sports. Learn when to use faire and when to use joeur. Learn how and when to use the prepositions au, à, la and à l'. Learn how to plan, rehearse and perform a short play.

Block F - Eating together:

Learn the verbs manger (to eat) and boire (to drink). Learn how to read a simple menu card.

Computing (including e-safety):

Data and Information – Branching Databases:

-Yes or no questions
-Making groups
-Creating a branching database
-Structuring a branching database
-Planning a branching database
-Making a dinosaur identifier

Digital Literacy – Creativity: Word Art:

-Sketch and express with an emoji
-Sketch lines and patterns
-Create block lettering

Music:

Learn to play Ocarina:

-Control of breath to make a smooth sound
-Use of tongue to break up the notes
-Use of fingers to cover the holes to change the pitch
-Listen to and recognise pitch changes
-Play melodies with an increasing range of notes and rhythm patterns
-Compose short musical phrases
-Perform a concert for families

Melody and Pitch:

-Play and compose short melodies using glockenspiels, xylophones and keyboards



Design Technology:

Block D – Food and Nutrition:

Explore the nutritional value of food and its effect on our physical and mental health. Practise methods for preparing a range of vegetables and apply these skills to create different dishes. Learn how to change the texture and flavour of food by roasting and adding herbs and spices.

Block F – Structures:

Pupils will investigate how the shape and features of a bridge can affect how strong it is. They will identify types of bridges and structural changes that engineers and architects make to increase the stability of structures.

Physical Education:

Athletics: Jumping and hopping sequences. Run at different speeds. Approach and jump hurdles. Throw a javelin using the pull/throw technique. Skipping techniques. Keep score accurately over a range of events

Outdoor Adventurous Activities (OAA): Use clear communication, strength and flexibility to complete a task. Work with others to recognise and match colours and symbols. Follow and create action pathways using an action map key. Work with others and identify what went well and what we could do to improve. Work together in different roles to build, defend, and knock down castles in a team game. Safely take part in trust-based activities.

Striking/fielding - Rounders: Get into the best body position to field the ball. Bowl with some consistency in a game. Hit a moving ball with one hand. Stop a moving ball with the long barrier technique. Throw longer distances using the over arm technique. Select and apply new skills in a competition.

Invasion Games – Tag Rugby: Use speed to run past defenders. How to use a short pass in a game. Use agility to evade being tagged. Understand and apply the tag protocol in game situations. Close down an attacker's space as a defender. Perform a backward pass to continue an attack.

Physical/mental health and wellbeing

-Daily mile

Humanities: **Geography - United Kingdom Study (OS maps):** -To know what an Ordnance Survey (OS) map is **-** To understand how scale can change the way we describe a place - To know what an area is like beyond the school	**Personal, Social, Health and Economic Education:** **Health and wellbeing:** -how to eat a healthy diet and the benefits of nutritionally rich foods -how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist -how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health how people make choices about what to eat and drink, including who or what influences these -how, when and where to ask for advice and help about healthy eating and dental care -how regular physical activity benefits bodies and feelings how to be active on a daily and weekly basis -how to balance time online with other activities -how to make choices about physical activity, including what and who influences decisions -how the lack of physical activity can affect health and wellbeing how lack of sleep can affect the body and mood and simple routines that support good quality sleep -how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried
	Religious Education: **Hinduism - Hindu Gods and beliefs:** - How can Brahman be everywhere and in everything? - How does it affect the way Hindus lead their lives? - What does the Trimurti represent? **Pilgrimages to the River Ganges:** - Where is the River Ganges? - What is the significance of the River Ganges to Hindus and non-Hindus? - Why do Hindus visit the River Ganges? - Would visiting the River Ganges feel special to a non-Hindu?