



Curriculum Overview – Year 3 Summer 2023

SJS Year 3 Curriculum Overview – Summer Term		
<p>Reading Dancing Bear The Magician’s Nephew</p>	<p>Writing Third person narrative (animal stories). Advanced instructional writing Dialogue through narrative (historical stories) – builds on CUSP Roman study Poetry on a theme Formal letters to complain</p>	<p>Spelling Rare GPCs Words ending in -tion Yr 3/4 statutory word list Adding suffixes The /i/ sound spelt y elsewhere than the end of words. Homophones Etymology – mill(e), fract, peri, graph, scrib, aqua</p>
<p>Maths Fractions (2 weeks) Measurement - Money (2 weeks) Measurement - Time (3 weeks) Geometry – shape (2 weeks) Statistics (2 weeks)</p>		<p>Maths – Key Knowledge In addition to other TT knowledge: 3,8 times tables, fractions=division, Time facts (refer to progression grid), 100p =£1, reading scales in 1,2,5,10, understanding pictograms, equivalent fractions to 1/2</p>
<p>History Rome and the impact on Britain Who were the Romans? What was it like to live in Rome? Remember the Celtic people: what was it like to live during the Iron Age? When did the Romans invade Britain? Who resisted the Roman invasion? Technology: how did Britain change under Roman rule? Belief: how did Britain change under Roman rule? What was the impact of the Roman Empire on Britain? Vocabulary – previously, conquered, rebellion, luxurious, culture, settlement, amphitheatre, emperor, aqueducts, invasion, barbarian, forum</p>	<p>Geography OS map skills and fieldwork What is an Ordnance Survey (OS) map? How does scale change the way we describe a place? What’s the area like just beyond the school? What’s the area like beyond our region? Vocabulary – area, cardinal, historical, landscape, measuring, solar, geographical, key, ordnance, scale, survey, sustainable</p>	<p>Science Plants What are the parts of a flowering plant? What do they do? Do all plants need the same things to thrive and grow? How do leaves make food for the plant? How does water move through a plant? What do flowers do? What is pollination? Vocabulary – adapt, essential, glucose, transport, variety, vital, transpiration, stoma, pollination, stamen, pistil, photosynthesis Revisit Animals, including humans Remember: what effect does the food we eat have? Remember: where is my skeleton and what does it do? Remember: where are my muscles and what do they do?</p>
<p>Design Technology Systems Know Different types of energy Know why designers need to carefully consider energy sources Identify how things are powered Suggest appropriate energy sources for design problems Vocabulary – turbine, source, intermittent, renewable, Structures</p>	<p>Art Painting Know backgrounds can be painted for effect Know negative space is the area behind and around the main focus of the painting Use a range of techniques to create backgrounds for effect Paint backgrounds that create a negative space Vocabulary – negative space, gradient, effect</p>	<p>Computing Desktop Publishing (PPA) To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing</p>



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<p>Know bridges are structures that allow people and vehicles to cross over an open space Know towers, piers and arches provide strength to a bridge Design and build a beam bridge that can hold the weight of 100 pennies Identify and name parts of a bridge Vocabulary – suspension, arch, bascule</p>	<p>Creative Response Know there are a series of steps in the creative process Use knowledge of techniques and skills to make creative choices using painting and printmaking Vocabulary – preparation, process, incubation</p>	<p>Vocabulary – text, images, font, template, layout Events and actions in programs (PPA) To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a maze-based challenge Vocabulary – motion, algorithm, logic, test, debug</p>
<p>PE Athletics Develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique Apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important. Apply their skills with developing confidence as they grow in their ability to show integrity and determination. Vocabulary - tactics, speed, acceleration, distance, accuracy, relay, change over</p> <p>Cricket Develop their throwing, catching and batting skills to outwit their opponents and win the game. Demonstrate a growing understanding of the difference between attack and defence (batting and fielding) Develop life skills such as respect and cooperation as they collaborate with others including their opponents. Apply their skills with developing confidence as they grow in their ability to show self motivation and determination. Vocabulary - throwing, catching, outwit, strike, batting, fielding, out</p> <p>OAA Work within a team to complete the different problem solving challenges successfully Apply an understanding of what makes an effective team and understand how important their role is within the team. Develop their ability to remain positive and try their best in every challenge. Begin to show leadership attributes. Vocabulary - communication, tactics, teamwork, strategy, problem solving, coordination</p> <p>Rounders Apply refined fielding skills, (accurate throwing, catching and retrieving skills) will be in order to prevent the batters from scoring. Apply effective decision making as they unpick the different positions within the fielding team making choices as to which positions pupils play. Work positively with their team members to find success demonstrating effective collaborative skills, leading their team. Through game situations, pupils will be challenged to always try their best, even when they find it difficult and when their team is losing. Vocabulary - tactics, fielder, bowling, batting and bowling square, no ball, out</p>	<p>PSHE Relationships I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can identify and put into practice some of the skills of friendship I know and can use some strategies for keeping myself safe online I can explain how some of the actions and work of people around the world help and influence my life I understand how my needs and rights are shared by children around the world and can identify how our lives may be different I know how to express my appreciation to my friends and family. Vocabulary - conflict, consequences</p> <p>Changing Me I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby I understand how babies grow and develop in the mother’s uterus I understand what a baby needs to live and grow I understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies I can identify how boys’ and girls’ bodies change on the outside during the growing up process I can identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I can starts 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 Vocabulary - Development, affection, requirements, stereotype</p>	



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<p>Performing Arts</p> <p>Robots – BBC Teach (dance) I can learn a sequence of movement I can use improvise movement I can develop flexibility, strength and technique I can confidently perform rehearsed movement to friends or parents I can begin to use my facial expressions in a performance. I begin to show evidence of musicality through performance.</p> <p>Robots – BBC Teach (music) I can listen to a musical phrase and repeat it back using my voice or an instrument. I can listen to and verbally respond to a composition of my peers. I can discuss the lives of a number of key people in the history of music, and how this influenced their music. I can sing in a group , demonstrating some accuracy, fluency, control and expression.</p>	<p>RE</p> <p>Christianity What do Christians mean when they talk about the Kingdom of God? I can understand the idea of a kingdom I can understand and give examples of how people treated Jesus like a king I understand what Christians mean when they refer to 'The Kingdom Of God' Vocabulary - Messiah, Parable, kingdom</p> <p>Judaism What symbols and stories help Jewish people remember their covenant with God? I can understand the term covenant and why a home-school agreement would be useful I can discuss what Abraham thought about God and their agreement I can recognise and explain symbols and stories that represent Jewish Peoples covenant with god Vocabulary - Covenant, Shabbat, Passover, Shavuot</p>	<p>French</p> <p>Introducing Myself I can ask and answer questions about age. I can ask and answer questions about where I live. I can talk about what landmarks there are in Belfast. I can talk about what landmarks there are in Cardiff. I can talk about what landmarks there are in Edinburgh. I can talk about what landmarks there are in London. I can talk about what landmarks there are in Paris. I can describe a place orally using language learning skills. I can describe a place in writing using language learning skills.</p>
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