

Year 3 Curriculum Overview

Summer Term

Where in the world am I?



This leaflet aims to give you information on the curriculum we will be covering during the Summer term.

English

As readers, they will continue to use and apply phonics to help read fluently, but with more of an emphasis on reading for meaning. In guided reading lessons, they will be exposed to a wide range of fiction, poetry, plays, non-fiction and reference books, where we capitalise on topics and make links where possible. We will read for pleasure and enjoy a vast range of book. Our books of the term are Marcy and the riddle of the sphinx- adventure tale, Jack and the baked beanstalk-twist on a traditional tale, The happy prince by Oscar Wilde- classic fiction and performance poetry the crocodile by Lewis Carroll. In addition to these books, we will enjoy reading our topic books to gain information. We will enjoy listening to a variety of poems.

As writers, they will understand audience and purpose and will build on their existing grammar and punctuation knowledge. In poetry, we will be writing limericks with a focus on rhyme and rhythm. They will have many opportunities across the curriculum to write. In English, we will link our learning of light in science to our journey tale writing of the Shadow Dancers where we will learn to correctly punctuate speech. Making links with our RE topic of Judaism, we will be writing non-chronological reports about Jewish traditions and a recount text.

Maths

As mathematicians, they will be developing fluency during morning sessions, focusing on counting forwards and backwards in different sized steps (4, 8, and 3) and from different starting points within numbers 0-1000. We will continue to revise mental and formal addition and subtraction methods with 1-, 2- and 3-digit numbers. Children will apply the mental strategies of reordering to find complements, using their knowledge of number bonds to 10, 20 and 100. We will consolidate our learning of the formal methods for multiplication and division, as well as counting in multiples of 3 and 6. We will continue to use the operations in variety contexts using bar modelling.

It is an expectation that by the end of Year 3 all pupils can recall and use multiplication and division facts for multiplication tables 2, 5, 10, 4, 8, 3, 6 and 9.

During maths lessons, they will learn through a concrete, pictorial and abstract approach, with a heavy focus on how to use and apply their knowledge and skills to problem solve and reason.

During our fraction unit, children will be taught how to 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; recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. They will also recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Using diagrams, children will recognise and show, equivalent fractions with small denominators; compare and order unit fractions and fractions with the same denominators; add and subtract fractions with the same denominator within one whole.

It is the expectation that Year 3 children will be fluent in telling the time. Children should be able to 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 [for example to calculate the time taken by particular events or tasks.

Knowledge and Understanding of the World - Geography

As geographers, they will understand geographical similarities and differences through the study of the UK, in particular Taunton and its land use. Children will be able to name and locate different counties and cities of the UK and understand the boundaries of counties. Children will be taught the skills of using maps and atlases, and will be able to map the route and give directions to a local landmark by using the 8 points of a compass.

We will identify the human and physical features of our Taunton and compare this to 100 years ago. We will also look at how the land use affect the jobs in this area. Children will begin to initiate geographical questions and draw conclusions between comparisons.

Knowledge and Understanding of the World – Science

As scientists, they will be learning about light. Children will be able to recognise that they need light in order to see, and that dark is the absence of light. They will learn that light is reflected from surfaces and mirrors also reflect an image. Children will discuss how they can protect their eyes from the Sun. We will learn that shadows are formed when the light from a light source is blocked by an opaque object and will investigate how the size of shadows can be changed.

They will also learn how food helps the body stay healthy and provides energy. They explore different nutrients, the importance of a balanced diet, and how vitamins and minerals support growth. Children also learn about the human skeleton, its role in movement and protection, and how bones are kept strong.

Creative Development

As artists, we will be learning how to work with layers of watercolour, by first painting the background then adding detail and objects in the foreground. We will talk about which are the right brushes and paper for watercolour. Using our knowledge of mixing primary and secondary colours to make tertiary colours, we will understand that we can create tints and shades by adding white or black. We will also be looking at the art of Claude Monet and recreating his techniques to make different pattern, textures and qualities of paint for our own Aurora borealis landscapes.

As designers, we will be designing and constructing sun dials. We will research existing sun dials in order to develop our own version that is functional. The children will develop their skills in building structures and exploring how they can be strengthened and reinforced.

We will also be planning and assembling moving shadow puppets to use within STEM week.

As musicians, they will develop an understanding of different musical styles by listening to and learning about ostinato, as well as learning about musical scales with step and leap. The children will also be preparing a range of songs to perform in their Summer Show. They will also be learning how to play the ocarina, focussing on rhythm, pitch and notation.

Physical Development

We will be introducing sports such as “catchball”, football and hockey in order to continue our aim of promoting collaboration and communication. There will be a focus on improving our hand-eye coordination and review techniques of passing and catching and developing our team skills in games.

RE / PSHE

We will look at: "What do Jewish people believe about God and the covenant?" The children will look at the Jewish festival of Passover as well as the Ten Plagues. We will also find out about the Torah and the synagogue in Exeter, and compare this Jewish place of worship to Exeter Cathedral, the Christians' place of worship. The children will be encouraged to participate in discussions and they will be encouraged to ask questions. In PSHE, we will be making links to our school values of respect and forgiveness. We will also look at friendships and what to do if someone is being bullied. In the second half of Spring term, the children will look at our climate and how we can save energy.

Computing

As computer experts this term, Year 3 will explore exciting digital skills and creative projects:

- ✓ Creating Media: Desktop Publishing – They will learn how to design documents by modifying text, images, and page layouts for a specific purpose, such as posters or leaflets.
- ✓ STEM Project: Stop Frame Animation – Using technology to create short animations by sequencing images, developing creativity and problem-solving skills.
- ✓ Data and Information: Branching Databases – Building and using branching databases to group objects using yes/no questions, helping children understand how information can be organised and searched.
- ✓ Office Skills Progression – Developing presentation skills using PowerPoint and Google Slides, learning key vocabulary such as: .ppt, file extension, view, insert, internal, blank, transition, slides, aspect ratio
- ✓ Key concept: Sequencing – understanding the order of steps when creating digital content.

These activities help children become confident, creative and safe users of technology.

French

In French, the emphasis is on speaking and listening but we are starting to read and write more as we explore language structures and sounds via songs and games.

We will explore different topics such as Food and School focusing on La Fête des Rois and Mardi Gras from a French perspective with les crêpes Pâques.

Homework

Weekly spellings, SPaG and maths homework will be set alongside a half termly topic homework menu which will consist of a bank of six activities. These activities will vary from design and technology, art, maths, science, English or computing. An online safety and school values task will also be included. Children should complete at least two tasks. The purpose of this is to immerse the children within the topic and to give them a varied homework diet to showcase different talents. If your child is very proud of their work, they are welcome to bring it in for a show and tell, or to contribute to the class topic display. We will then invite parents in for a share afternoon to showcase the topic and celebrate homework efforts.

It is essential that your child reads as much as possible. This doesn't always have to be your child's reading book; it is just as beneficial for your child to read a wider variety of fiction and non-fiction. Please ensure your child's reading record is completed.