

Year 3 Summer Term Curriculum Overview 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14				
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills. Spring 2 Lockdown catch up Ready to Progress Guidance						Assessment Week	On-going application of mental, communication, problem solving and reasoning skills. Ready to Progress Guidance						Assessment Week				
	<p>3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three digit multiples of 10</p> <p>3NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning</p> <p>3NPV-3 Reason about the location of any three digit number in the linear number system, including identifying the previous and next multiple of 100 and 10</p> <p>3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts</p> <p>3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</p> <p>3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number</p> <p>3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10)</p> <p>3AS-1 Calculate complements to 100</p> <p>3AS-2 Add and subtract up to three-digit numbers using columnar methods</p> <p>3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure</p> <p>3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division</p> <p>3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts</p> <p>3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency)</p> <p>3F-3 Reason about the location of any fraction within 1 in the linear number system</p> <p>3F-4 Add and subtract fractions with the same denominator, within 1</p> <p>3G-1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations</p> <p>3G-2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.</p>							<p>3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three digit multiples of 10</p> <p>3NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning</p> <p>3NPV-3 Reason about the location of any three digit number in the linear number system, including identifying the previous and next multiple of 100 and 10</p> <p>3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts</p> <p>3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</p> <p>3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number</p> <p>3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10)</p> <p>3AS-1 Calculate complements to 100</p> <p>3AS-2 Add and subtract up to three-digit numbers using columnar methods</p> <p>3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure</p> <p>3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division</p> <p>3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts</p> <p>3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency).</p> <p>3F-3 Reason about the location of any fraction within 1 in the linear number system</p> <p>3F-4 Add and subtract fractions with the same denominator, within 1</p> <p>3G-1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.</p>										
	Rest of Year 3 curriculum <ul style="list-style-type: none"> To add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s To compare and order unit fractions, and fractions with the same denominators To add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know using mental and progressing to formal written methods To 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 To solve problems involving multiplying and adding using the distributive law to multiply 2-digit numbers by 1-digit numbers (Y4) To interpret and present data using bar charts, pictograms and tables To solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction To add and subtract numbers with up to 3 digits, using formal written methods of column addition and subtraction. 						HALF TERM						Rest of Year 3 curriculum <ul style="list-style-type: none"> To add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction To add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s To identify horizontal and vertical lines and pairs of perpendicular and parallel lines To identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours To 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 To 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 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 To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. 					

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ENGLISH	<p><u>The Magic Box by Kit Wright</u></p> <ul style="list-style-type: none"> To develop creative responses to the text through drama, storytelling and artwork To compose poetry To write in role in order to explore and develop empathy for characters. <p>Possible writing outcomes</p> <ul style="list-style-type: none"> Poetry writing Performance poetry. 		<p><u>The Green Ship by Quentin Blake</u></p> <ul style="list-style-type: none"> To explore how changes to settings effect characters’ feelings To infer details about a character from illustrations, character descriptions and dialogue To investigate how illustrations influence a reader’s experience of a text To use a thesaurus to expand use of ambitious vocabulary To develop creative responses to a text through drama, play, storytelling and photography To innovate from a familiar text to plan and write own narratives To self and peer assess writing against success criteria and respond to suggested improvements. <p>Possible writing outcomes</p> <ul style="list-style-type: none"> Extended vocabulary and language Annotations on artwork Story maps Character description Setting description Writing in role - diary extract List poem – The Storm Persuasion piece Narrative – innovated version of the story. 		<p><u>The Tin Forest by Helen Ward and Wayne Anderson</u></p> <ul style="list-style-type: none"> To engage children with a story with which they will empathise. To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives. To develop creative responses to the text through drama, storytelling and artwork. To compose poetry. To write in role in order to explore and develop empathy for characters. <p>Possible writing outcomes</p> <ul style="list-style-type: none"> Writing in role Diary entry Poetry Descriptive Writing Letter Writing Book Reviews Creative Writing. 	
	<p><u>Plants</u></p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients, from soil, and room to grow) and how they vary from plant to plant Know the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p>Star scientist – Joseph D Hooker.</p>				<ul style="list-style-type: none"> Revision of previous topics Consolidation of working scientifically skills 	
HISTORY					<p><u>Which was more impressive – The Bronze Age or the Iron Age?</u></p> <ul style="list-style-type: none"> To understand the importance of the improvements made by using bronze To use sources in order to find out more about Bronze Age life To reach a conclusion about the scale of the achievements made in the Iron Age To make a comparison between home life in the Bronze Age and the Iron Age To understand the dangers faced in Bronze and Iron Age Britain To reach an overall judgement comparing the Bronze Age to the Iron Age. 	

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GEOGRAPHY	<p><u>Do we like to be beside the seaside?</u></p> <ul style="list-style-type: none"> To discover how much the children know about, and have experienced, the seaside, and to locate UK coastal places on a map To introduce a region of the UK, and discover how varied its coastline is To describe, compare and contrast natural features found at the coast, using appropriate geographical vocabulary To introduce family and economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features To carry out research and prepare a presentation To extend the children’s knowledge and understanding beyond their local area to include a range of places in the UK. 						
ART	<p><u>Pop Art</u></p> <ul style="list-style-type: none"> To find out who Andy Warhol was and explore the Pop art movement, Gather and review information, making comparisons between artists and paintings To be able to use Warhol’s blotted line technique to create artwork To explore and recreate Warhol’s ‘Campbell’s Soup’ artwork and how this was used during the Pop Art movement Use different media to achieve variations in line, texture, tone, colour, shape and pattern Introduce sketchbook to collect and record visual information from different sources Mix a variety of colours and know which primary colours make secondary colours Use a developed colour vocabulary Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc Use sketchbooks to record ideas Explain how children can improve their work and what they might do differently next time. <p><u>Artists:</u> Warhol, Lichtenstein</p>						
DT	<p><u>Baking Bread</u></p> <ul style="list-style-type: none"> Understand how products have been designed, made, what a ingredients would be needed to fit purpose and design criteria ‘why are you making this bread’ Start to order the main stages of making a product Learn about chefs and manufacturers who have developed ground-breaking products, current and historical Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work Use simple tools safely Use a range of techniques in addition to KS1 including, kneeding, mixing, etc Start to evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i> Begin to disassemble and evaluate familiar products and consider the views of others to improve them. <i>What would you do differently next time?</i> How has bread changed and been baked over the centuries. <p><u>Bakers:</u> Mrs Beeton, Paul Hollywood</p>						
COMPUTING	<p>COMPUTING STRAND: Computer Science, Information Technology & Digital Literacy Unit 3.5 Email (including email safety) – Programs; Email</p> <ul style="list-style-type: none"> To think about the different methods of communication To open and respond to an email. To write an email to someone, using an address book To learn how to use email safely To add an attachment to an email To explore a simulated email scenario. 					Catch up / consolidation	
	<p>COMPUTING STRAND: Information Technology Unit 3.6 Branching Databases – Programs; 2Question</p> <ul style="list-style-type: none"> To sort objects using just YES/NO questions To complete a branching database using 2Question To create a branching database of the children’s choice. 					Catch up / consolidation	

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PE	<p>Cricket</p> <ul style="list-style-type: none"> • To hit a stationary ball into a space • To retrieve and throw the ball as a fielder • To explain how fielders work together to restrict batters runs • To bowl an underarm ball at a target • To bowl with some consistency in a game situation • To work collaboratively to send a ball back to bowler • To strike a bowled ball • To apply simple tactics to choose where to hit the ball • To score runs • To stop a moving ball with consistency • To collect and return a moving ball • To work as a team to stop and pass the ball to the field • To throw over longer distances using overarm throw • To recognise when to throw over longer distances • To recognise rules of the modified game and use fairly • To use accurate throws to return a ball from the field • To strike a bowled ball to score runs for your team • To suggest ways to improve own and others game. 	Athletics
MUSIC	<p>Unit: Bringing Us Together Styles covered (Historical context): Disco/Anthem</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listen & Appraise</p> <ul style="list-style-type: none"> • Begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music. <p>MUSIC STRAND: Musical Activities</p> <p>Games</p> <ul style="list-style-type: none"> • Continue to internalise, understand, feel, know how the dimensions of music work together • Focus on warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. • Eventually explore the link between sound and symbol. <p>Singing</p> <ul style="list-style-type: none"> • Continue to sing, learn about singing and vocal health • Continue to learn about working in a group/band/ensemble. <p>Playing</p> <ul style="list-style-type: none"> • Continue to play a classroom/band instrument in a group/band/ensemble • Eventually explore the link between sound and symbol. <p>Improvisation</p> <ul style="list-style-type: none"> • Continue to explore and create your own responses, melodies and rhythms. <p>Composition</p> <ul style="list-style-type: none"> • Continue to create your own responses, melodies and rhythms and record them in some way • Eventually explore the link between sound and symbol. <p>MUSIC STRAND: Perform/Share</p> <ul style="list-style-type: none"> • Continue to work together in a group/band/ensemble and perform to each other and an audience <p>Discuss/respect/improve your work together.</p>	<p>Unit: Reflect, Rewind and Replay Styles covered (Historical context): Western Classical Music and your choice from Year 3</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listen & Appraise</p> <ul style="list-style-type: none"> • Begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music. <p>MUSIC STRAND: Musical Activities</p> <p>Games</p> <ul style="list-style-type: none"> • Continue to internalise, understand, feel, know how the dimensions of music work together • Focus on warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. • Eventually explore the link between sound and symbol. <p>Singing</p> <ul style="list-style-type: none"> • Continue to sing, learn about singing and vocal health • Continue to learn about working in a group/band/ensemble. <p>Playing</p> <ul style="list-style-type: none"> • Continue to play a classroom/band instrument in a group/band/ensemble • Eventually explore the link between sound and symbol. <p>Improvisation</p> <ul style="list-style-type: none"> • Continue to explore and create your own responses, melodies and rhythms. <p>Composition</p> <ul style="list-style-type: none"> • Continue to create your own responses, melodies and rhythms and record them in some way • Eventually explore the link between sound and symbol. <p>MUSIC STRAND: Perform/Share</p> <ul style="list-style-type: none"> • Continue to work together in a group/band/ensemble and perform to each other and an audience <p>Discuss/respect/improve your work together.</p>

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RSHE/ PSHE	<p><u>RSHE</u></p> <ul style="list-style-type: none"> • To tell the difference between male and female babies and children • To name male and female body parts using agreed scientific words. They understand why males and females have different private parts • To identify different types of touch that people like and dislike. They can talk about ways of dealing with unwanted touch • To identify the similarities and differences between different types of families. They understand that it's important to respect the difference between families • To identify special people (family, friends, and carers) and what makes them special. They know how their family should care for one another and who they can go to for help and support. <p><u>Autism Awareness Week</u></p> <ul style="list-style-type: none"> • To recognise and care for other's feelings • To understand the range of emotions that some children may feel and how they can help to support them. 	<p><u>My Money Week - (Financial Education)</u></p> <ul style="list-style-type: none"> • To know that they can pay for things in a range of ways. They can describe other ways of making payments and understand the reasons for them • To know that the choices they make about spending and saving money can be influenced by and have an impact on other people • To know that some things are better 'value for money' than others. They understand that it may not be possible to have everything you want, straight away, if at all. <p><u>British Values</u></p> <p><u>The Rule of Law</u></p> <ul style="list-style-type: none"> • To follow and value rules • To think about why rules are needed, explaining this to someone else • To identify the different rules we have in our lives and how they make a difference • To identify the negative consequences of not following rules both in our personal lives and in society in general. <p><u>Individual Liberty</u></p> <ul style="list-style-type: none"> • To celebrate the uniqueness of each individual and the power of being different • To explore ways people are free to be themselves and should be proud of who they are • To know that having liberty is the freedom to make choices about how they live their lives.
FRENCH	<p><u>Petit Chaperon Rouge (Little Red Riding Hood)</u></p> <ul style="list-style-type: none"> • To sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French • To use picture and word cards to recognise and retain key vocabulary from the story • To name and spell at least three parts of the body in French as seen in the story. 	<p><u>L'ancienne histoire de la Grande Bretagne (Ancient Britain)</u></p> <ul style="list-style-type: none"> • To learn and use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite) • To name in French the six key periods of ancient Britain, introduced in chronological order • To be able to say in French three of the types of people who lived in ancient Britain • To tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain • To name the three types of dwellings people lived in during the stone age, bronze age and iron age.

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JS

Parasha:

- Tazria-Metzora – knowing when you have done something wrong
- Achrei Mot- Kedoshim – don't do to others what you wouldn't want done to you
- Emor – giving of our best at all times
- Bamidbar – Every individual counts
- Beha'alotcha – saying tefillot with kavana.

Skills: Ivrit - Food and Drink

- To be able to recall key vocabulary words
- To be able to use the vocabulary words to build sentences
- To identify the grammatical differences between male and female.

Writing

- To be able to transfer all block letters (including final letters) to script
- To be able to use the script letters to write Hebrish sentences.

Reading

- To know the double sheva rule
- To know the double letter sheva rule
- To be confident in reading a short passage in Hebrew.

Topic: Rosh Chodesh

- To know that the Jewish calendar focuses primarily on the moon's orbit of earth (lunar)
- To know what the moon looks like halfway in the month (the moon is full) and on Rosh Chodesh (it is tiny)
- To know the significance of Rosh Chodesh – "Head of a month" – linking to the birth of a new moon
- To know what Shabbat Mevarachim is.

Chagim: Yom Hazikaron, Yom Haatzmaut, Yom Yerushalayim, Lag B'omer and Shavuot

- To know that we say a special prayer for peace in Israel + to protect those who protect Israel each Shabbat morning in shul. – "Mi Sheberach"
- Appreciated that Shavuot is a Chag without unique Mitzvot but filled with customs
- To know each of the Aseret Hadibrot in English and in order.

Parasha:

- Korach – making peace
- Chukat – looking out for ways of making peace
- Balak – respect for another person's right to privacy
- Pinchas – being fair
- Matot-Ma'asei – making promises
- Dvarim – learning from our mistakes
- Vaetchanan – saying the Shema with kavana.

Skills: Ivrit - My School

- To be able to recall key vocabulary words
- To be able to use the vocabulary words to build sentences
- To identify the grammatical differences between male and female
- My Hebrew name – to know and understand the importance of having a Hebrew name. To be able to write their own name in Hebrew (script).

Writing

- To be able to write their Hebrew name in script
- To be able to transfer most of the block letters to script
- To be able to write short sentences in Hebrew.

Reading

- To be able to ready a three syllable word confidently
- To be able to read a sentence in script letters.

Topic: Jewish Heroes

- To know why telling the truth is important from the story of Yehoshua and Calev
- To know the Jewish understanding of modesty from Sarah Imeinu
- To know what the Jewish understanding of strength is from Shimshon
- To know that there are multiple ways of doing things from Yitro
- To know what the Jewish understanding of justice and bravery is from Yehuda.

Chagim: 3 weeks

- To know that the 17th Tammuz is a fast day because the wall surrounding the Bet HaMikdash was broken into by the Romans
- To know the specific customs pertinent to the three weeks and the 9 days.