

Year 3 Summer Term Curriculum Overview 2022

	Week 1	Week 2	Week 3	Week 4	Week 5
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills. Ready to Progress Guidance 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 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 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 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 3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice. 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 3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10) 3AS-1 Calculate complements to 100 3AS-2 Add and subtract up to three-digit numbers using columnar methods 3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure 3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division 3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts 3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency) 3F-3 Reason about the location of any fraction within 1 in the linear number system 3F-4 Add and subtract fractions with the same denominator, within 1 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				Assessment Week
	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, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] 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 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

Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
On-going application of mental, communication, problem solving and reasoning skills. Ready to Progress Guidance 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 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 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 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 3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice. 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 3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10) 3AS-1 Calculate complements to 100 3AS-2 Add and subtract up to three-digit numbers using columnar methods 3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure 3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division 3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts 3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency). 3F-3 Reason about the location of any fraction within 1 in the linear number system 3F-4 Add and subtract fractions with the same denominator, within 1 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.						Assessment Week
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"> Extend 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"> To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers To 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 To know the way in which water is transported within plants To 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 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, kneading, 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: 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. 					<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 / Consolidate.

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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.
MUSIC	<p>Unit: Jazz</p> <p>Ongoing Focus: Children are introduced to jazz, including how the genre of music evolved over time, and learn how to compose and perform a piece with swung quavers.</p> <p>Playing their composition accurately in time with their group. Identifying the difference between regular rhythms and swung rhythms. Composing a swing version of a nursery rhyme. Learning different types of jazz, understanding how the genre evolved over time.</p> <p>MUSIC STRANDS:</p> <ul style="list-style-type: none">• Performing• Listening• Composing

<p>Athletics</p> <ul style="list-style-type: none">• To challenge yourself to jump in a variety of ways• To beat previous distances when jumping• To copy and describe what others have done• To run at different speeds• To start, stop and change pace with control• To demonstrate agility in running• To combine running and jumping• To jump over apparatus with control and balance• To judge speed to jump safely• To throw for accuracy• To throw for distance• To experiment with a variety of throws• To practice a variety of skipping techniques• To participate in skipping challenges against self and others• To discover ways to skip with a partner• To participate in running, throwing and jumping activities• To work as a team to try and score points in running, throwing and jumping activities• To identify ways to improve own and others work.
<p>Unit: Traditional instruments and improvisation: India</p> <p>Ongoing Focus: Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style.</p> <p>Performing a traditional Indian song with voices and instruments from staff notation. Recognising the stylistic features of Indian classical music. Creating an Indian-inspired composition using drone, rag and tal. Consider how music developed differently in other parts of the world.</p> <p>MUSIC STRANDS:</p> <ul style="list-style-type: none">• Performing• Listening• Composing

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SRE/ 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.
FRENCH	<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.

<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.
<p><u>Je me présente (Presenting Myself)</u></p> <ul style="list-style-type: none"> • To count to 20 in French • To say their name and age in French • To say hello and goodbye and then ask how somebody is feeling and answer how they are feeling • To tell you where they live in French • To tell you if they are French or English, introducing concept of gender and agreement.

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JS

Chagim: Yom Ha'atzmaut

- To know the Hebrew date of Yom Haatzmaut
- 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”.
- To know the main tourist attractions in Israel and understand why many people holiday there.

Chagim: Shavuot

- Knows that the story of Matan Torah is written in Sefer Shemot- Parashat Yitro.
- Appreciated that Shavuot is a Chag without unique Mitzvot but filled with customs
- Knows each of the Asseret Hadibrot in English and in order.

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.

Parshah

- To know the name of the weekly Parashah in English and Hebrew
- To know the key personalities within each Parashah
- To know the episodes of the weekly Torah portions
- To understand how we can apply the character traits of different Torah personalities, to our own lives
- To be able to recite the Parashot in the books of the Torah
- Acharei Mot – To know the importance of Yom Kippur
- Kedoshim – To understand the command to respect the elderly
- Emor - To be able to list the various Chaggim mentioned in the Parashah

Skills

- Prayer for the State of Israel with focus on Shin/Sin with two dots
- Tefillot from Hallel with focus on Shin/Sin ‘One dot two jobs’
- Megillat Ruth with focus on Shin/Sin with two dots
- Asseret Hadibrot with focus on silent ‘Yud’ in a word
- To focus on reading the words of Tefillah and Birkat Hamazon, as well as singing them
- To increasingly use script Hebrew writing when writing words or sentences in Hebrew

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: Three Weeks

- Knows that the 17th Tammuz is a fast day because the wall surrounding the Bet HaMikdash was broken into by the Romans (Y3)
- Understands that there are periods and customs of mourning in the Three Weeks: 1) from the 17th Tammuz until Rosh Chodesh Av, 2) the Nine Days (by Sephardim this is the week in which 9 Av falls), 3) Tisha B'Av itself
- Knows the specific customs pertinent to period: 1) see previous year groups, 2) no meat or wine except on Shabbat (link to non-meaty meals in school during the 9 days), and no swimming for pleasure 3) see previous years and in addition we don't sit on comfortable chairs during Tefillah
- The fast starts at night and lasts for 25 hours (like Yom Kippur)

Parashah

- To know the name of the weekly Parashah in English and Hebrew
- To know the key personalities within each Parashah
- To know the episodes of the weekly Torah portions
- To understand how we can apply the character traits of different Torah personalities, to our own lives
- To be able to recite the Parashot in the books of the Torah
- Nasso – To understand the meaning of the blessings given by the Kohanim
- Behaalotecha – To know the importance of praying for the welfare of others
- Shlach – To know the importance of Achdut (Togetherness)
- Korach – To understand why it is important to listen to advise
- Chukat – To understand the meaning of a Chok and how it is different from a regular Mitzvah or Mishpat
- Balak – To know the meaning of Mah Tov and its history
- Pinchas – To understand how the land of Israel was divided for the different tribes

Skills

- Birchot Hatorah with review of Chataf vowels
- Birkat Hamazon with review of double Sheva
- Parts from Chukat with review of Shin/Sin – One dot, two jobs
- Story of Kamtzah and Bar Kamtzah with review of all reading rules
- Parts from Parashat Pinchas with focus on 3 and 4 syllable words