

Year 3 – Mrs Metcalf and Mr Horry
Curriculum Overview
Summer 2 2023 – 2024

<u>English</u>	<u>Mathematics</u>	<u>Science</u>	<u>Religious Education</u>
<p>This half term will focus on the book Oliver and the Seawigs by Philip Reeve and Sarah McIntyre</p> <ul style="list-style-type: none"> - Explore common themes and characters in adventure stories. - Empathise with characters including those with additional needs and / or disabilities. - Suggest ways of dealing with friendship issues. - Understand that we feel different emotions (both positive and negative). - Discuss strategies to deal with a range of emotions. - Discuss family issues such as abandonment and loss. - Using illustrations to gather inferences and make deductions about character thoughts, feelings and actions - Writing in role using inferences and events from a text. - Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel. 	<p>Statistics</p> <ul style="list-style-type: none"> -present data using bar charts, pictograms and tables – emphasis on using keys and variety of scale -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. -interpret Venn and Carroll diagrams -interpret data using bar charts, pictograms and tables - emphasis on using keys and variety of scale <p>Multiplication and division</p> <ul style="list-style-type: none"> -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 -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. <p>Addition and subtraction</p> <ul style="list-style-type: none"> -estimate the answer to a calculation and use inverse operations to check 	<p>Forces</p> <ul style="list-style-type: none"> - compare how things move on different surfaces - notice that some forces need contact between 2 objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - describe magnets as having 2 poles - predict whether 2 magnets will attract or repel each other, depending on which poles are facing <p style="text-align: center;">PE</p> <p>Rounders</p> <ul style="list-style-type: none"> - To play different roles in a game and begin - to think tactically about each role. - • To develop the bowling action and learn the rules of bowling. - To run around the outside of the bases and make decisions 	<p>Who is Jesus?</p> <ul style="list-style-type: none"> - To describe the bread of life. - To understand that Christians believe that Jesus is like a light in their lives. - To know the characteristics of a good shepherd and understand why Jesus refers to himself as a shepherd and what this means for Christians. - To understand the symbolism of a 'vine' and why Christians believe that Jesus is like a vine and to reflect on what is important in their life. - To make links between resurrection and life and the Christian beliefs about death, resurrection and eternal life <p style="text-align: center;"><u>Music</u></p> <p>Unit: Bringing Us Together Style: Disco</p> <ul style="list-style-type: none"> - Listen and Appraise Classical music - Continue to embed the foundations of the interrelated dimensions of music using voices and instruments - Singing - Play instruments within the song - Improvisation using voices and instruments

<p style="text-align: center;"><u>RSHE</u></p> <p>Growing and changing</p> <ul style="list-style-type: none"> - that everyone is an individual and has unique and valuable contributions to make - to recognise how strengths and interests form part of a person's identity - how to identify their own personal strengths and interests and what they're proud of (in school, out of school) - to recognise common challenges to self –worth e.g. finding school work difficult, friendship issues - basic strategies to manage and reframe setbacks e.g. asking for help, focusing on - what they can learn from a setback, remembering what they are good at, trying again 	<p>answers</p> <ul style="list-style-type: none"> -solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. -add and subtract amounts of money to give change, using both £ and p in practical contexts (from measurement section) <p>Fractions</p> <ul style="list-style-type: none"> -multiplying and dividing numbers by 10 -recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators -compare and order unit fractions, and fractions with the same denominators -solve problems that involve all of the above. <p>Measurement</p> <ul style="list-style-type: none"> -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]. 	<p>about when to stop and when to run.</p> <p style="text-align: center;"><u>Topic</u></p> <p>London through artists' eyes</p> <ul style="list-style-type: none"> - Learning about the works of Canaletto and Monet and how they represented London. - Painting techniques to compose a landscape painting, reflecting seasonal change. <p style="text-align: center;"><u>Computing</u></p> <p>Introduction to Scratch Junior</p> <ul style="list-style-type: none"> - Children will be introduced to 'drag and drop' coding with Scratch Jr. and that sets of instructions are known as algorithms. - Skills built over unit to conclude with children creating their own animated sequence. - Skills developed to include moving 'sprite' across screen, different types of movement, speed, repeat commands and commands that respond to input. - Children should also be given debug exercises, correcting code to achieve set goals. 	<ul style="list-style-type: none"> - Share and perform the learning that has taken place <p style="text-align: center;"><u>French</u></p> <p>Bon Anniversaire</p> <ul style="list-style-type: none"> - To recognise and ask for snacks - To give basic opinions about food - To use numbers 21–31 - To recognise and use the months to form dates
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