Curriculum Overview

Year 3

Summer Term

Music

Summer 1 - Learn to sing and play Three Little Birds Bob Marley

Summer 2 : Practise singing and playing instruments

Listening to:

L'Homme Arme by Robert Morton - Early Music

Les Tricoteuses (The Knitters) - Baroque

The Clock: II Andante by Franz Joseph Haydn - Classical

Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt - Romantic

Prelude A L'Apres-Midi d'un Faune by Claude Debussy - 20th century

Music for Large and Small Ensembles (opening) by Kenny Wheeler - Contemporary

RE

Pentecost

Children will know the Story of Pentecost and recognise the change the Holy Spirit brought to the lives of the Apostles. Understand that in the celebration of the Sacraments the Church celebrates the presence of the Holy Spirit.

The Eucharist

Children will be able to sequence the Liturgy of the Eucharist and discuss the different words and actions associated with this part of the Mass. They will understand that this is a celebration of thanksgiving for the death and resurrection of Christ who is present in the form of bread and wine.

We Listen to God's Word at Mass

Children will know and understand the importance of listening. They will know the structure of the Liturgy of the Word at Mass and will be able to discuss and write about why it is important that Christians listen to the Word of God.

Art

The theme for Art & Design this term will be printing. Children will learn the different ways in which to print and create images by repeating a pattern or patterns. This should lead to children creating their own borders, t-shirts and tiles by using the techniques they have learned.

Global Learning

Extreme Survival

Research key explorers from history – Scott of the Antarctic etc. Use maps and atlases to locate continents and countries around the world. Identify key geographical features e.g. deserts, rainforests, polar regions etc. Study of people and place – compare Bedouin and Aboriginal life with our own lives. How do they adapt their way of life in order to survive? Compare Inuit and Dolgan way of life to our own. Find out about environmental issues threatening plants and wildlife in different regions.

Transport

Research key historical figures involved in the development of transport. Research James Starley and the invention of bicycles. Sequence the development of a product's design over time e.g. cars or bicycles.

To use map skills to identify key locations and transport routes, focusing on the local area. Look at the location of international airports around the world and their key features. Investigate and compare the most popular types of transport in a certain locality.

Computing

Learning to be Creators

Pupils will use and combine a variety of software to design and create digital and printed media

Pupils will collect and present data accurately

Pupils will be able to use search technologies effectively to locate appropriate resources needed for their work

Pupils will understand the principles of animation

Science

Light:

Pupils learn to distinguish a light source from reflected light. They learn that light travels in straight lines, study how we see and are taught how to protect their eyes. They investigate the transparency of fabrics using data loggers and carry out some experiments to find out about shadow formation.

Rocks:

Pupils explore the characteristics of rocks and learn their names. They carry out simple tests on different rocks and use chocolate to model how rocks are made. They explore the composition of soil and think about how soil is made. They learn about the formation of fossils and make their own model fossils. They look at pictures of dinosaur fossils and try to come to some conclusions about the living dinosaurs the fossils came from.

English

Author Study

This author focus unit provides opportunities for pupils to explore in more depth the work of a chosen author. Involve pupils in selecting the author by recalling the author studied in Year 2, books read at home and at school, and by teacher sharing some appetising books with pupils. Another way into the study is to invite an author (if living) to work with the pupils and then invite pupils to select particular books to explore in depth. The author could visit at the end of pupils' immersion in the texts as a celebration event.

The Pied Piper of Hamelin

This unit has a strong focus on developing pupils' spoken language skills through using a wider range of drama conventions that take pupils to imaginary lands and situations where there are dilemmas to explore and problems to be solved. The classic story poem, 'The Pied Piper of Hamelin' by Robert Browning, presents pupils with a wide range of opportunities to speak, read and write for 'real' purposes providing a wide evidence base of where pupils are in their learning at the end of the year and what they are capable of as they start Year 4.

Maths

Number: Number and place value

- *count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number*
- *recognise the place value of each digit in a three-digit number (hundreds, tens, ones)*
- *compare and order numbers up to 1000*
- *identify, represent and estimate numbers using different representations*
- *read and write numbers up to 1000 in numerals and in words*
- *solve number problems and practical problems involving these ideas.*

Number: Multiplication and division

- *recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables*

Number: Fractions

- *recognise, find and write fractions of a discrete set of objects: unit fractions with small denominators*
- *recognise, find and write fractions of a discrete set of objects: non-unit fractions with small denominators*
- *recognise and use fractions as numbers: unit fractions with small denominators*
- *recognise and use fractions as numbers: non-unit fractions with small denominators*
- *recognise and show, using diagrams, equivalent fractions with small denominators*
- *add and subtract fractions with the same denominator within one whole*
- *compare and order unit fractions, and fractions with the same denominators*
- *solve problems that involve all of the above.*

Geometry: Properties of shape

- *make 3-D shapes using modelling materials;*
- *recognise 3-D shapes in different orientations and describe them*

Statistics

- *interpret and present data using bar charts, pictograms and tables*
- *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.*

Number: Number and place value

- *count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number*

Number: Addition and subtraction

- *add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds*
- *add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.*

Maths *(continued)*

Number: Multiplication and division

- *recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables*
- *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*

Measurement

- *add and subtract amounts of money to give change, using both £ and p in practical contexts*

Number: Multiplication and Division

- *recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables*
- *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.*

Number: Fractions

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

Measurement

- *measure, compare, add and subtract: lengths (m/cm/mm);*
- *measure the perimeter of simple 2-D shapes*

Statistics

- *interpret and present data using bar charts, pictograms and tables*
- *Children should continue to develop using their table facts to support mental and written methods for multiplication and division (refer to Calculation Guidance for more information).*
- *Children should experience multiplication as 'scaling up' - how large is something twice the size? 3 times the size? 10 times the size etc.*
- *Measurements should become increasingly more accurate with children taking care to use the equipment they have in an appropriate manner.*

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Statistics

- *interpret and present data using bar charts, pictograms and tables*
- *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.*

Maths *(continued)*

Number: Addition and subtraction

- *add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds*
- *add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction*
- *estimate the answer to a calculation and use inverse operations to check answers*
- *solve problems, including missing number problems.*

Number: Multiplication and division

- *recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables*
- *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*

Number: Fractions

- *recognise, find and write fractions of a discrete set of objects: unit fractions with small denominators*
- *recognise, find and write fractions of a discrete set of objects: non-unit fractions with small denominators*
- *recognise and show, using diagrams, equivalent fractions with small denominators*

Geometry: Properties of shape

- *draw 2-D shapes*
- *recognise angles as a property of shape or a description of a turn*
- *identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle*
- *identify horizontal and vertical lines and pairs of perpendicular and parallel lines.*

Measurement

- *measure, compare, add and subtract: lengths (m/cm/mm)*
- *add and subtract amounts of money to give change, using both £ and p in practical contexts*
- *tell and write the time from an analogue clock*
- *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*
- *compare durations of events*


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