

CURRICULUM OVERVIEW – SUMMER TERM

Welcome to Year 3

Your teachers are: Miss Trowman (3T) and Mr Ellis (3E)

In Writing....

- **Identify some instructions either how to make something or how something works. Look at the different features of these texts with your child. Does it have a title and a subheading? Are there any lists?**
- Look at how something works, the children can either create their own invention to explain how it works or choose something that has already been invented. The children must use titles, subheadings, paragraphs, second person and technical vocabulary.
- **The children will need to write a diary. You can use this link: <https://www.youtube.com/watch?v=4Dm7l7U0KBE>**
- The link will take you to the video explaining the story of the origin of species. The children can use this to write a diary about how Charles Darwin was feeling when he was on this great adventure. Ask your child how they would feel if they found a new animal then relate this to how Charles Darwin would have felt.
- The children will need to use paragraphs appropriately, use of subordination in sentences use of when and as. The children should be able to use a comma to separate a main and subordinate clause when the subordinate clause is at the start of a sentence.
- **With your child, read some of their favourite books or even share your favourite books as a child with them. Your child will need to look at the setting descriptions in the stories. You may want to ask your child to close their eyes whilst you describe a setting and get them to draw it. Discuss whether there was enough detail and what else might you need to add.**
- The children will write a setting description for the start of a story. The children will need to use appropriate adjectives, adverbs and verbs for their description.
- **Your child will need to write a letter**
- This letter could be to a family member or their class teacher to tell them about what they have done during their time away from school. The children will need to use effective language and use noun phrases.

In Learning for Life....

- **Local Geography**
- The children should be able to locate different countries, continents and places on the world map. They can use an atlas or world map online to locate these.
- To know the names and locations of all the world's continents. Research the similarities and differences between continents such as climate, rivers, capital cities and populations.
- To be able to use latitude and longitude to locate places in the world. Using an atlas with longitude and latitude to find different places.
- To know and use geographical language to identify geographical features of places. Children to study their local area and give directions to places using different key features of their local environment.
- To know and understand what a human and physical feature is. Something man made and something that has been made naturally.
- **Local History**
- Look at the historical value of Sutton Park and why it is special that we live so close to something with so much history.
- Observational drawings.
- Dates back to Anglo Saxons and then became a deer park but in 1528 was gifted to locals by Henry the VIII who was a good friend of Bishop John Vesey.
- Things that have been found in Sutton Park such as Roman coins, flint arrow heads and part of old Roman roads.

In Reading....

Continuing to work on literal retrieval skills. Looking at answering who, what, where, why, when and how by using a book that the children have read.

Class story

3T – Demon Dentist by David Walliams

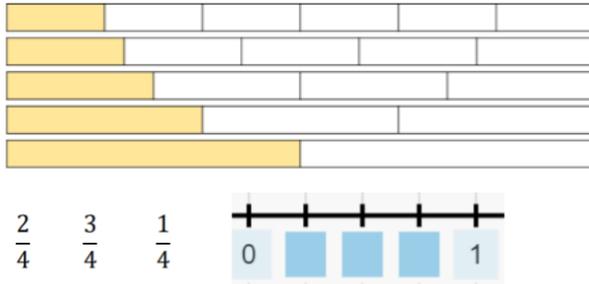
3E – Matilda

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In Maths....		
Number	Measurement	Geometry
<ul style="list-style-type: none"> • Fractions Equivalent fractions 1 How can you fold a strip of paper into equal parts? What do you notice about the numerators and denominators? Do you see any patterns? Can a fraction have more than one equivalent fraction? Equivalent fractions 2 Encourage children to focus on how the number line can be divided into different amounts of equal parts and how this helps to find equivalent fractions e.g. a number line divided into twelfths can also represent halves, thirds, quarters and sixths. Equivalent fractions 3 Children look for patterns between the numerators and denominators to support their understanding of why fractions are equivalent e.g. fractions equivalent to a half have a numerator that is half the denominator. Why do our times tables help us find equivalent fractions? Compare fractions Children compare unit fractions or fractions with the same denominator. For unit fractions, children’s natural tendency might be to say that 1/2 is smaller than 1/4, as 2 is smaller than 4. Discuss how dividing something into more equal parts makes each part smaller. Order fractions Children order unit fractions and fractions with the same denominator. They use bar models and 	<ul style="list-style-type: none"> • Time Months and years Children look at the concept of years and months. They are introduced to leap years and how they are different from a non-leap year. Children should explore years using calendars to investigate the number of days in each month. Rhymes and songs are helpful for children to remember the number of days in each month Hours in a day Children recap the number of hours in a day and are introduced to language such as ‘noon’, ‘midday’, ‘midnight’. They do not need to know the difference between a.m. or p.m. at this point. Other facts such as days in a week/month are also reviewed. Attention should be drawn to the difference between a school week and a calendar week and between day-time and a day. Telling the time to 5 minutes Children tell the time to the nearest 5 minutes on an analogue clock. They focus on the language of “past” and “to”, and will recognise and use Roman numerals on a clock face. Attention should be drawn to the differences between the minute hand and the hour hand. This is especially important for times that are close to the next hour, for example, 5 minutes to 12 Telling the time to the minute Children tell time to the nearest minute using an analogue clock. They use the terms ‘past’ and ‘to’. When telling time ‘to’ the next hour, children may need to count on to find how many minutes are left in the hour. 	<ul style="list-style-type: none"> • Properties of Shape Turns and angles Children recognise angles as a measure of a turn. They practice making 1/2, 1/4, 3/4 and whole turns from different starting points in both clockwise and anti-clockwise directions in practical contexts. They should listen to/follow instructions and also give instructions using the correct mathematical language in different contexts. Children understand that an angle is created when 2 straight lines meet at a point. Right angles in shapes Children recognise that a right angle is a quarter turn, 2 right angles make a half-turn, 3 right angles make three-quarters of a turn and 4 right angles make a complete turn. Children need to see examples in different orientations so that they understand that a right angle does not have to be made up of a horizontal and vertical line. Compare angles Children identify whether an angle is greater than or less than a right angle in shapes and turns, by measuring, comparing and reasoning in practical contexts. Children are introduced to the words ‘acute’ and ‘obtuse’ as a way of describing angles. Draw accurately Children measure and draw straight lines accurately in centimetres and millimetres. They also practice rounding measurements to the nearest centimetre. Make sure the children correctly position the ruler when measuring/drawing the line, by lining up the 0 with the start of the line. Horizontal and vertical

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number lines to order the fractions and write them in ascending and descending order.



Add fractions

Add two or more fractions with the same denominator where the total is less than 1. Understand that we only add the numerators and the denominators stay the same.

Subtract fractions

Subtract fractions with the same denominator within one whole. They understand that we only subtract the numerators and the denominators stay the same.

Using a.m. and p.m.

Children use 'morning', 'afternoon', 'a.m.' and 'p.m.' to describe the time of day. Children continue using analogue clocks and will be introduced to digital time for the first time

24-hour clock

Children are introduced to telling the time on a 24-hour digital clock for the first time. Children spend time looking at analogue and digital clocks at various times throughout the day, in order to compare what is the same and what is different.

Finding the duration

Children find the durations of events using both analogue and digital clocks. They should be given opportunities to practically work out durations of time using clocks with moveable hands. Number lines are also a useful model. Children explore the most efficient ways of breaking the time down in order to work out the duration. For example: half hours, quarter of an hour and five minutes.

Comparing durations

Children compare durations of time using analogue and digital clocks. They could use empty number lines to model the situations as these will assist with bridging over hours. They use their knowledge of addition and subtraction, and that there are 60 minutes in an hour, to compare the length of time taken by particular events or tasks

Start and end times

Children find start and end times to the nearest minute using both analogue and digital times. They could use real clocks with moveable hands whilst learning how to add and subtract times, and then move to number lines to help calculate start and end times.

Children identify and find horizontal and vertical lines in a range of contexts. They identify horizontal and vertical lines of symmetry in shapes and symbols.

Parallel and perpendicular

Children identify and find parallel and perpendicular lines in a range of practical contexts. They use the arrow notation to represent parallel lines and the right angle notation for perpendicular lines. Ensure that children are presented with lines that are not horizontal and vertical. Children may need to use their right-angle tester to help them check that lines are perpendicular.

Recognise and describe 2-D shapes

Children recognise, describe and draw 2-D shapes accurately. They use properties including types of angles, lines, symmetry and lengths of sides to describe the shape. They could be given opportunities to identify/draw a hidden shape from a description given and also describe a shape for a friend to identify/draw.

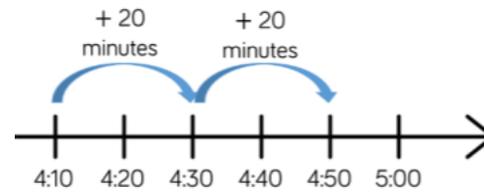
Recognise and describe 3-D shapes

Children recognise and describe 3-D shapes in different orientations. They use properties including the number of faces, edges and vertices to describe the shape. Where a shape has a curved surface, children should know that this is not called a face. e.g. a cylinder has 2 circular faces and a curved surface. Teachers should explore the difference between a prism, which has the same shape all the way through, and a pyramid, which tapers to a point.

Make 3-D shapes

Children make 3-D shapes (cubes, cuboids, prisms, cylinders, pyramids, cones, spheres) using

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Measuring time in seconds

Children measure and compare durations of time in seconds. It is important for children to have a realistic sense of what time in seconds feels like, as they often count in seconds too quickly. They could use a stopwatch to compare, for example, counting to 10 seconds in their heads with the actual timed duration. They recognise that there are 60 seconds in one minute and use this to write durations of time in different ways e.g. 80 seconds is the same as 1 minute and 20 seconds

construction materials. They use correct mathematical language to describe the shapes they have made (edges, faces, vertices, curved surfaces).

- **Mass and Capacity**

Measure mass (1)

Children learn how to read a range of scales to measure mass, including scales with missing intervals. In this step, children read scales in either kilograms or grams. Use kilogram and gram weights to reinforce the difference in the units. Represent the intervals on the scale on a straight number line to highlight the link back to place value.

Measure mass (2)

Children measure the mass of objects and record them as a mixed measurement in kilograms and grams. When given a mixed measurement, children can record the mass on scales by calculating the intervals and identifying where the arrow will go. Recap counting in different multiples to support children's reading of scales

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with different intervals.

Compare mass

Children build on Year 2 knowledge and use 'lighter' and 'heavier' to compare mass. They use their understanding that kilograms are used for heavier objects and will use this to help them compare mass. For example, 500 g is less than 500 kg. Children compare mixed measurements using the inequality symbols. For example, 1 kg and 500 g < 2 kg.

Add and subtract mass

Children may use concrete resources to represent kilograms and grams.

How many grams are in a kilogram? How could I represent this using concrete resources? What do you know about kilograms or grams that can help you solve this question?

Measure capacity (1)

Children use litres, millilitres and standard scales to explore capacity. In this step, children focus on the capacity in either litres or millilitres and not as a mixed measurement, for example 5 l and 500 ml. Children continue to use place value skills to explore scales. Children build on their knowledge from KS1, recognising the capacity is the amount of liquid a container can hold, and the volume is how much liquid is in the container.

Measure capacity (2)

Children use litres and millilitres and standard scales to explore capacity. Children measure capacity with litres and millilitres together and record measurements as __ l and __ ml, for example 5 l and 500 ml. Children continue to use place value skills to read and interpret scales.

Compare capacity

Children continue to build on Year 2 and use 'full'

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and 'empty' to compare capacity. They use their understanding that litres are used for larger containers and will use this to help them compare capacity. For example, 500 ml is less than 5 l. Children also compare actual numerical measures, including mixed measurements using the inequality symbols. For example, 1 l and 500 ml < 2 l.

- **Add and subtract capacity**

Children add and subtract volumes and capacities. They can apply their understanding of different methods such as column addition/subtraction, finding the difference etc. Children should choose the correct method depending on the context of the problem. They continue to use mixed measures.

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<p><u>In PE....</u> <u>Athletics</u> Physical: Sprinting Physical: Running over obstacles Physical: Jumping for distance and height Physical: Push and pull throwing for distance</p>	<p>To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop fluency and rhythm when running over obstacles. To develop jumping technique in a range of approaches and take off positions. To develop jumping for height and safety on landing. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills.</p>
<p><u>Dodgeball</u> Physical: Throwing Physical: Catching Physical: Dodging Physical: Blocking</p>	<p>To learn the rules of dodgeball. To be able to play in a mini dodgeball game. To develop throwing towards a target. To develop throwing at a moving target. To use jumps, dodges and ducks to avoid being hit. To develop catching a dodgeball at different heights. To use your whole body to catch a dodgeball. To learn how to block using the ball.</p>

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In Science....

Light

- **To recognise that we need light in order to see and that darkness is the absence of light.**
I know that light is reflected from surfaces (e.g. mirrors, polished metals).
- **To notice that light is reflected from surfaces.**
I can identify sources of light (including the sun).
I can say what we use for a light source, in the absence of the sun.
I can say how these lights sources work.
- **To recognise that light from the sun can be dangerous and that there are ways to protect their eyes.**
I know that the sun is a natural and powerful light source.
I understand that humans must not look directly at the sun.
- **To recognise that shadows are formed when a light source is blocked by a solid object.**
I know an opaque object creates a shadow.
I know that light cannot pass through some materials and can explain how this leads to the formation of shadows.
- **To find patterns in the way that the size of shadows change.**
I can find a way to change the size of a shadow and record this.
I can identify changes that happen when the sun goes behind a cloud.

Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves.

They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.

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<p><u>In RE....</u></p> <ul style="list-style-type: none"> • <u>Being Loyal and Steadfast</u> What sort of a friend was Judas? The betrayal of Jesus by Judas. 	<ul style="list-style-type: none"> • <u>Being Open, Honest and Truthful</u> Why does the truth matter? Explore the injustices that can arise because lies are told. The story of Naboth's Vineyard. What does Christianity (or other RT) teach about honesty? Begin to understand that God knows everything about us. What does Islam (or other RT) teach about honesty? To begin to understand that Muslims believe that Allah knows everything, irrespective of whether a person is honest and truthful about their actions or not. Read the Story of The King and his Three Children.
<ul style="list-style-type: none"> • <u>Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence.</u> What is it like when you are quiet? Exploring the idea, reason and purpose for being quiet and reflective through the story of Elijah. Why do Christians (or believers of other RTs) value silence? Understand why Christians value silence and times of reflection. 	<ul style="list-style-type: none"> • <u>Being Courageous and Confident</u> What is courage? Introduce the concept of courage. What do we learn about courage from religious stories? Explore courage through the Sikh story of Baisakhi. What do we learn about courage from religious stories? Explore courage through the Christian story of Gideon.
<ul style="list-style-type: none"> • <u>Being Hopeful and Visionary</u> What was Martin Luther King 's dream about the future? Develop an understanding of the aspirations for society of a committed Christian. 	<ul style="list-style-type: none"> • <u>What do you hope for the future?</u> Encourage the children to explore their own aspirations for the future of society.