**Curriculum Overview for Year 3 Summer Term**

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| colouredNCbackground.png **Reading*** Use knowledge to read
* ‘exception’ words.
* Read a range of fiction and
* Non-fiction.
* Use dictionaries to check meaning.
* Prepare poems to perform.
* Check own understanding of
* Reading.
* Draw inferences and make
* Predictions.
 | **English****Writing*** Use dictionary to confirm spellings
* Write simple dictated sentences
* Use handwriting joins appropriately
* Plan to write based on familiar forms
* Rehearse sentences orally for writing
* Use varied and rich vocabulary
* Create simple settings & plot
* Assess effectiveness of own and others’ writing
 | **Grammar*** Use a range of conjunctions
* Use perfect tense
* Use a range of nouns & pronouns
* Use time connectives
* Introduce speech punctuation
* Know language of clauses

**Speaking & listening** * Give structured descriptions
* Participate in conversation
* Consider and evaluate different
* viewpoints
 | **Art & Design*** Use sketch books to collect, record and evaluate ideas.
* Improve their mastery of techniques such as drawing, painting and sculpture with varied materials
 | **Computing** design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output  |
| **Design & Technology*** Use research and criteria to develop products which are fit for purpose
* Select from a range of tools and equipment to perform practical tasks

(eg/ cutting, Joining, and shaping). Evaluate existing products and improve their own work.  | **Geography*** Comparing Britain and Italy
* Using maps Locating Roman cities
* Describe and understand physical aspects of geography (volcanoes).
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| **Number/calculation*** recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7) compare and order unit fractions, and fractions with the same denominator

**Measures*** draw 2-D shapes and make 3-D shapes using modelling materials;

recognise 3-D shapes in different orientations; and describe them* recognise that angles are a property of shape or a description of a turn
* identify right angles, recognise that 2 right angles make a half turn, 3 make a quarter and 4 a full
 | * identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines
* measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
* tell and write the time from an analogue clock using Roman numerals from I to X11, 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, hours and o’clock; use vocabulary such as 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.

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|  **Modern Languages*** Listen and engage
* Ask and answer questions
* Speak in sentences using familiar vocabulary
* Develop appropriate pronunciation
* Show understanding of words and phrases
* Broaden vocabulary
 | **Music*** Begin to use voice and simple instruments with increasing accuracy, control and expression.
* Follow, copy and improvise.
* Listen with growing attention to detail.
* Begin to appreciate a wide range of live and recorded music.
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|  **Science*** identify how sounds are made, associating some of them with something vibrating
* recognise that vibrations from sounds travel through a medium to the ear
* find patterns between the pitch of a sound and features of the object that produced it
* find patterns between the volume of a sound and the strength of the vibrations that produced it.
* recognise that sounds get fainter as the distance from the sound source increases
 | **History** The Roman empire and its impact on Britain1. *the Roman Empire by AD 42 and the power of its army*
2. *successful invasion by Claudius and conquest, including Hadrian’s Wall*
3. *British resistance, for example, Boudica*
4. *"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*
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|  **Physical Education*** Use running, jumping, catching and throwing in isolation and combination.
* Play competitive games, modified as appropriate.
* Compare performances to achieve personal bests.
 |  **Religious Education**Following Stockport New Curriculum 2016 |