**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). |
| **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.   **.** |
| **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. |
| **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 Britain   1. *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* | |
| **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 |