

Year 3 Curriculum Overview Cycle B, Summer 2, 2023

Reading	Writing	Maths	Science	Geography
<p>Text: Beowulf Meets his Match by Julia Golding</p> <p>Key Learning Word Reading Predict Inference Monitor and Summarise Themes and Conventions Select and Retrieve Respond and Explain</p> <p>Text: The Flower By John Light</p> <p>Key Learning: Inference Word Reading Language for effect Themes and Conventions Select and Retrieve Monitor and Summarise</p> <p>Text: Ant's Diary by Steve Parker</p> <p>Key Learning: Clarify Word Reading Select and Retrieve Inference Respond and Explain</p>	<p>Text: The Train To Impossible Places</p> <p>Core Outcome 1 : To a write a setting description within a narrative.</p> <p>Core Outcome 2 : To write a letter</p> <p>Key Learning: Use fronted adverbials Use commas after fronted adverbials Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation Organise paragraphs around a theme</p>	<p>Multiplication and Division: Recall and use multiplication and division facts for 2x, 5x and 10 x (Y2) Derive, recall and use multiplication and division facts for 3x, 4x and 8x and count in steps of 3 , 4 and 8 from zero Write and calculate multiplication and division problems using known facts and mental or diagrammatic strategies (arrays) Solve missing number problems involving multiplication and division and an understanding of inverse operations and commutativity for x Recognise, find and write unit and non-unit fractions of discrete sets of objects with small denominators Recognise and use unit and non-unit fractions with small denominators as numbers on a number line</p> <p>Geometry Sort and classify 2D and 3D shapes using known properties Describe and classify 2D shapes using the language parallel, perpendicular, horizontal, and vertical Recognise 3D shapes in different orientations and describe them Sort and group different prisms and pyramids Construct prisms and pyramids with prepared nets, describe the shape of the faces Measure compare the perimeter of simple 2D shapes Measure, and compare lengths in m, cm, mm</p>	<p>Enquiry Question: How can I use my knowledge of magnets and their forces to plan a game?</p> <p>Knowledge (know that...): Magnets exert attractive and repulsive forces on each other and some materials Magnets exert non-contact forces, which work through some materials Magnetic forces are affected by the magnet's strength. Magnetic forces are affected by the mass of the object being attracted Magnetic forces are affected by the distance between magnet and object</p> <p>Skill(s)/process(es): Ask relevant questions, using different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language Report on findings from enquiries, including oral and written explanations, displays or presentations of results and</p>	<p>Enquiry Question: Where on Earth is Wickham?</p> <p>Key Learning: Name and locate the world's continents. Locate countries and cities of the world, including the UK. Identify human and physical characteristics of the local area – land use, types of settlement, topography. Use maps, atlases, globes and digital/computer mapping. Use the four points of the compass. Use four figure grid references. Use fieldwork to observe and record.</p> <p>Knowledge and skills: Investigate places and environments by asking and responding to simple geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos</p>

		<p>Add and subtract lengths in m , cm and mm</p> <p>Solve problems involving length, using fractions of a metre or centimetre as appropriate</p>	<p>conclusions</p> <p>Use results to draw simple conclusions</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p>	
--	--	--	---	--

RE	PSHE	Computing	Music	PE	MFL (French)	Art
<p>Concept: Remembering</p> <p>Theme/Unit: Judaism- What do Jews remember when they celebrate Shabbat?</p> <p>Key learning: Begin to understand Jewish practice and family life Name and describe meanings for some key artefacts and symbols from Shabbat Talk about some of the things religious people (in this case Jews) do, and what these things mean. Describe remembering and words associated with remembering Describe what it is important to remember, and when. Describe how Jews remember creation and the day of rest when they celebrate Shabbat Describe why remembering Shabbat is important for Jews</p>	<p>Enquiry Question: How can we prepare for changes?</p> <p>Key understanding: Children will consider some of the changes that have already happened in their lives and the key people that have helped them during those times. We will discuss positive and negative feelings we experience, how they impact our body and how the onset of puberty can affect emotions and relationships. Children will understand some of the bodily changes that will start to happen and look at similarities and differences between the female and male body. We will discuss the difference between secrets and surprises and list people children could talk to if a secret is making them feel uncomfortable or unsafe.</p>	<p>Unit Name: Crab Maze SCRATCH</p> <p>Key learning: Plan & enter a sequence of instructions Debug the sequence where necessary Test & improve / debug programmed sequences. Experience a variety of resources to extend knowledge & understanding of programming. Use an algorithm to sequence more complex programming into order Talk about algorithms planned by others & identify any problems & the expected outcome</p>	<p>Unit Name: How does music connect to the environment?</p> <p>Key Learning Knowledge: Reflect on the songs listened to considering its origins, influences and structure and how these build together to create a whole piece. Maintain a part in a simple ensemble. Improvise and compose a simple phrase before performing as part of a group.</p>	<p>Unit Name: Tennis</p> <p>Key Learning: Develop racket and ball control Develop returning the ball using a forehand stroke Be able to rally using a forehand Develop the two handed backhand Learn how to score Develop playing against an opponent Work collaboratively with a partner and compete against others</p>	<p>Unit Name: Numbers to 50</p> <p>Key Learning: Recognise numbers to 50</p> <p>Understanding and knowledge: Understand numbers 31-50 Count from 1 -50</p>	<p>Enquiry Question: Can art help save the environment?</p> <p>Key knowledge: To learn about the work of famous artists</p> <p>Skills: Sketch lines and shapes from first hand observation. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Understand and consider how to design a model from a 3D perspective. Use pipe cleaners/sculpting wire to create sculptures Record media explorations and experimentations in sketchbooks as well as try out ideas</p>