



EXCELLENCE · RESPECT · RESPONSIBILITY · INTEGRITY · COMPASSION

Year 3 Curriculum Overview

Term 3 (Summer Term)

English	Maths
<p>Using a range of texts (including fiction, non-fiction, and poetry) students will explore, read and write studying the following elements of English.</p> <ul style="list-style-type: none">• Understand and use adverbs.• Use and punctuate direct speech• Using powerful verbs/ beginning to recognise the concept of a verb.• Understanding that writing can be 3rd or 1st person, using and punctuating direct speech• Use adverbs and adverbials (prepositional phrases which act as adverbs).• Use commas after or before phrases and clauses.• Extend the range of sentences with more than one clause: compound and complex sentences.• Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion.	<p>Multiplication and Division</p> <ul style="list-style-type: none">• Multiply by 3,4 and 6 confidently.• Use multiplication and division strategies• Understand the relation between division and fractions. <p>Shape</p> <ul style="list-style-type: none">• Understanding and vocabulary of shape and angles,• Measuring perimeters. <p>Time</p> <ul style="list-style-type: none">• Telling the time to 5, 10, 20 minutes later.• Using am/pm and 24-hour clock.• Use mental and written calculation in addition and subtraction using money.
Science	Physical Education
<ul style="list-style-type: none">• Recognise that we need light to see things and that dark is the absence of light.• Notice and understand how light is reflected from surfaces.• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.• Recognise that shadows are formed when the light from a light source is blocked by an opaque object.	<p>In Physical Education, student will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>



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<ul style="list-style-type: none">• Find patterns in the way that the size of shadows change.• Compare and group together different kinds of materials based on their appearance and simple physical properties (eg. hardness, permeability)• Describe in simple terms how fossils are formed when things that have lived are trapped within rock• Recognise that minerals are made from rocks and organic matter.	<p>Students will be taught to:</p> <ul style="list-style-type: none">• Use running, jumping, throwing and catching in isolation and in combination.• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.• Develop flexibility, strength, technique, control and balance.• Perform dances using a range of movement patterns.• Take part in outdoor and adventurous activity challenges both individually and within a team.• Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Students will cover a range of activities including:</p> <ul style="list-style-type: none">• Invasion – Netball, Football, Basketball, Unihoc• Net and Wall – Badminton, Volleyball, Pickleball• Striking and Fielding – Quik Cricket, Softball, T-Ball• Creative – Dance, Gymnastics• Swimming – stroke work, water polo, water volleyball, water games and water safety.• Athletic Activities – Track and Field
Computing	Humanities
<p>Computer skills</p> <ul style="list-style-type: none">• Consolidate logging in and navigating the internet. <p>Events and Actions</p> <ul style="list-style-type: none">• Investigate how characters can be moved using events.	<p>Chronological organisation</p> <ul style="list-style-type: none">• Place events and people and changes into correct periods of time.• Know about the characteristic features of the period and society studied such as the experiences, beliefs and attitudes of people from the period being studied.



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<ul style="list-style-type: none">• They will then extend their learning to control multiple sprites in the same project.	
Music	Art
<ul style="list-style-type: none">• Sing songs in tune with expression, including rounds and simple harmonies.• Play simple melodies on tuned instruments (e.g., glockenspiel, recorder).• Recognise and use basic notation symbols (e.g., crotchets, quavers, minims).• Explore different musical traditions and styles through listening and discussion.• Compose simple rhythmic and melodic patterns with guidance.• Understand the concept of pulse and keep a steady beat.	<ul style="list-style-type: none">• Use ink, crayon, wax-resist, chalks or pastels to shade and to show different tones and textures.• Identify and draw objects/fragments and use marks, lines and different surfaces to produce texture.• Use sketches to produce a final piece of art.• Create a background using different techniques.• Use digital images and combine with other media in art.
PSHE - Personal, Social, and Health Education	
<p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none">• Importance of Sleep.• Medicines, Keeping Healthy Teeth.• Managing feelings/ asking for help. <p>Growing and changing (RSE)</p> <ul style="list-style-type: none">• Growing older; using doctors' terminology to name body parts. <p>Keeping safe</p> <ul style="list-style-type: none">• Safety in different environments; Risk and safety at home; emergencies.• Moving class and year.	