



Y3 Curriculum Overview - Summer

	Summer 1	Summer 2
English	<p>Talk for writing Creation myth- Isis and Osiris How to make a mummy/pyramid Grammar adverbs prefixes Page turner 'Podkin one ear' 'The Abominables</p>	<p>Talk for writing Instructions Performance poetry- Walking with my iguana Recount - newspaper reports Grammar direct speech and inverted commas Page turner 'Podkin one ear' 'The Abominables</p>
Maths	<p>Fractions Add and subtract fractions within a whole Solve fractions involving fractions</p> <p>Time Tell and write analogue time 12 and 24 hr. Using roman numeral 1 to 12 Estimate and read time to the nearest minute Use time vocabulary Convert and compare common units of time, sec,days,months and years Multiplication Tables</p>	<p>Properties of Shape Draw 2-D shapes Make 3-D shapes Recognise 3-D shapes in different orientations Identify right-angles and relate to turns Identify <> a right angle Identify horizontal, parallel vertical and perpendicular lines</p> <p>Mass and Capacity Measure,compare and subtract Mass- (kg and g). Volume/capacity (l/ml)</p>
Science	<p>Plants What are the functions of different parts of flowering plants? What do plants require for life and growth and how they vary from plant to plant? How is water transported within plants ?</p>	<p>Plants What part do flowers play in the life cycle of flowering plants? including pollination, seed formation and seed dispersal.</p>
Art	<p>Printing skills focus Artists' reference David Hockney, Andy Warhol</p>	<p>Textiles design skills focus Local seaside artists- Joanne Wishart</p>

	<p>Introduce block printing, rolling over textures and soft foam printing methods.</p> <p>Design postcards from the coast and welcome to the coast posters to communicate with and welcome people to our coastline. Create using simple printing techniques to make multiple images</p>	<p>Design process for a Cullercoats-themed banner combining multiple images chosen and designed by the children which are relevant to our local area and are inspired by living here. Landmarks, seascape, scenery, coastal features, colours etc. Design, refine, reject and select images4.</p>
Computing	<p>Digital imagery: Patterns in nature Take a look at the beauty of repeating patterns in nature and different methods of recreating these with digital art tools and photo editing.</p>	<p>Getting started with Kodu Introduce students to creating games with Kodu. Program your characters and design your 3D worlds to make exciting collecting and racing games.</p>
Design Technology	<p>Textiles Consider joining techniques Children investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate. Think about products from the past and what changes have been made in textile production and products e.g. the invention of zips and Velcro. Children, research, design and construct a soft toy for the a local toy shop.</p>	<p>Healthy and varied diet</p> <ul style="list-style-type: none"> • Select and use appropriate utensils and equipment to prepare and combine ingredients. <p>Know how to use appropriate equipment and utensils to prepare and combine food.</p> <ul style="list-style-type: none"> • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. <p>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding</p>
French	<p>Unit 4 les animaux Animals, numbers and plurals</p>	<p>Unit 4 les animaux In the animal shop</p>
Geography	<p>UK Focus Study -The Geography of the UK What are the names of the World's continents and oceans? What are the countries and seas of the UK? What are the counties of the UK focus England? Getting to know the UK - landmarks,cities and places.</p>	<p>UK Focus Study -The Geography of the UK Where are all those food places?- Where food named after places comes from. Can I map my journey to School? What are the Local Roads Called? Where are the main National Motorways? What are the Local landmarks? What are the main sea fishing areas around the BI called?</p>
History	<p>The achievements of the an ancient civilization: an in-depth study. Ancient Egyptians</p>	<p>The achievements of the an ancient civilization: an in-depth study. Ancient Egyptians</p>

	<p>What remains of Ancient Egypt? What happened to the Ancient Egyptians? What was life like for Ancient Egyptians? Why was farming important to the ancient Egyptians? What games did the ancient Egyptians play? Who was Tutankhamun ?</p>	<p>What were ancient Egyptian hieroglyphs? What did the ancient Egyptians believe in? When were the ancient Egyptians? Where are Ancient Egyptian artefacts now? Should Ancient Egyptian artefacts be returned to Egypt? Female Pharaohs.</p>
Music	<p>Charanga: Bringing us Together</p> <p>- a Disco song about friendship, peace, hope and unity.</p> <p>- Intro to glockenspiels</p>	<p>Charanga: Reflect, Rewind and replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
PE	<p>Cricket -striking and fielding skills</p> <p>Athletics Quadkids- techniques for jumps, throws, sprints, longer runs</p> <p>Fitness - circuits aerobic and anaerobic activities - the effects of exercise on the body</p>	<p>Cricket - teamwork</p> <p>Athletics Quadkids jumps, throws, sprints, longer runs improving on personal best</p> <p>Fitness - circuits aerobic and anaerobic activities why we need to exercise and the different types of exercise</p>
PSHE	<p>Money Matters</p> <p>This unit teaches financial education, including advertising, wants and needs and strategies for keeping track of money.</p>	<p>Aiming High</p> <p>Use this unit to develop resilience and growth mind-set while learning about careers, personal goals and aspirations.</p> <p>Living in Wider World</p>
RE	<p>What do Hindus believe?</p>	<p>What do Hindus believe?</p>