



Alice Ingham RC Primary School

Year 3 – Curriculum Overview - Summer Term

	Summer: Half Term 1		Half Term	Summer: Half Term 2		
Religion	Other Faiths	Pentecost: Energy		Reconciliation: Choices		Universal Church: Special Places
English	Poetry – Magic			Poetry – Performance (dialogue)		
	Fiction	Non-Fiction		Fiction	Non-Fiction	
	<p>Model Text The Magic Brush (Y3 writing models Pie Corbett)</p> <p>Genre Wishing Tale</p> <p>Toolkit Action</p> <p>Writing outcome (innovation) The magic XXX</p> <p>Independent Outcome New wishing tale</p>	<p>Model Text Parents Info text (Y4 writing models Pie Corbett p68)</p> <p>Genre Information</p> <p>Toolkit Information</p> <p>Writing outcome (innovation) Teachers Information text</p> <p>Independent Write Information text about relative of your choice for e.g. nanas</p>	<p>Model Text Hamelin (Bumper Book KS2 Pie Corbett)</p> <p>Genre Losing tale</p> <p>Toolkit Description</p> <p>Writing outcome (innovation) Sequel</p> <p>Independent Write Another sequel to Hamelin</p>	<p>Model Text How a volcano is made</p> <p>Genre Explanation</p> <p>Toolkit Explanation</p> <p>Writing outcome (innovation) How an earthquake comes about</p> <p>Independent Write Mummification process</p>		
	Cross curricular writing Persuasive Information		Cross curricular writing Information			
Maths	Fractions	Time	Angles and Properties of Shapes	Mass	Capacity	
	<ul style="list-style-type: none"> Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Recognise and show, using diagrams, families of common equivalent fractions. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators 		<ul style="list-style-type: none"> Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines 			



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	<ul style="list-style-type: none"> • Add and subtract fractions with the same denominator within one whole (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$). • Add and subtract fractions with the same denominator • Solve problems that involve all of the above • Solve simple measure and money problems involving fractions and decimals to two decimal places. • Know the number of seconds in a minute and the number of days in each month, year and leap year. • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, 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 and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • Compare durations of events (for example to calculate the time taken by particular events or tasks). • Convert between different units of measure (for example, kilometre to metre; hour to minute). • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 		<ul style="list-style-type: none"> • Identify lines of symmetry in 2D shapes presented in different orientations • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
<p>Science</p>	<p style="text-align: center;">Forces and Magnets</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 		<p style="text-align: center;">We are Scientists</p> <p>At Alice Ingham, the final Summer term is a term in which we allow children to build upon the skills they have learnt and developed this year and apply them.</p> <p>Children will use their skills through:</p> <ul style="list-style-type: none"> • Sports Week, when the children will think about their bodies and the benefits of exercise. • Nutrition Week – when the children look at the importance of a healthy and balanced diet



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| | <ul style="list-style-type: none">• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions• using straightforward scientific evidence to answer questions or to support their findings• compare how things move on different surfaces• notice that some forces need contact between two objects, but magnetic forces can act at a distance• observe how magnets attract or repel each other and attract some materials and not others• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials• describe magnets as having two poles• predict whether two magnets will attract or repel each other, depending on which poles are facing | | <ul style="list-style-type: none">• Science week – during which the children will be able to take part in a variety of different investigations linking with our Science visitors• Space Week – children enjoy a whole week themed around space during which the children will have an opportunity to camp at school so they are able to observe the night sky (NB – this particular week may be held at an alternative time in the school calendar when the equipment is available to us).• Science Fair – when the children showcase their science work from the academic year for other classes and parents. |
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Geography	<p style="text-align: center;">Earning a Living</p> <p>Children will be taught to:</p> <ul style="list-style-type: none">• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle• describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		
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<p>History</p>	<p style="background-color: #cccccc;"></p>		<p style="text-align: center;">What can we find out about ancient Egypt?</p> <p>Children will learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of of Ancient Egypt.</p> <p>To do this, they are going</p> <ul style="list-style-type: none"> • To locate ancient Egypt in time and place. • To learn about the Egyptian landscape and find out how it impacted on people’s lives in Ancient Egypt. • To find out about Tutankhamen and how artefacts can teach us about the past. • To understand the importance of artefacts in helping us find out about the past. • To find out about the way of life in ancient Egypt. • To learn about Egyptian tombs, pyramids and burial sites. • To recall, select and organise historical information.
<p>Art</p>			<p style="text-align: center;">Seurat and Pointillism</p>
	<p>Children will be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design • techniques, including painting with a range of • materials • about great artists in history 		



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Design Technology			<p style="text-align: right;">Textiles: Cushions / Food: Eating Seasonally</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• investigate and analyse a range of existing products• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups• Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p><i>Cooking and nutrition: Eating Seasonally</i></p> <ul style="list-style-type: none">• Understand and apply the principles of a healthy and varied diet• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
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Computing	iCommunicate		iControl
	<p>This topic focuses on podcasting, blogging, vlogging and broadcast channels. Children will look at the origins of these four areas before learning how to create their own. Pupils will also discuss how digital networks such as the internet have made remote collaborations possible and very easy.</p> <ul style="list-style-type: none"> • Pupils know what a podcast is • Pupils know the difference between a feature and an introduction • Pupils can differentiate between a podcast, blog and a vlog • Pupils can write a simple blog about a certain subject 		<p>Children will build upon their coding knowledge gained during this year and learn how to control both simulated and external systems. Pupils will use computational thinking to plan, create and write a program to run an external device. This will involve writing code within the language Blockly, stringing code together to make algorithms, solving and debugging any issues, and coding to achieve the goals set out for them. At the end of this unit pupils will have the opportunity to test their code on a physical object.</p> <ul style="list-style-type: none"> • Pupils can name industries where robotics have helped increase productivity • Pupils know that Java and Blockly are programming languages • Pupils can look at simple code and explain what it will do • Pupils are able to code a simple presentation guide path
Music	Class Jam		Ukeleles
	<p>This half-term involves pupils building on their musical skills using a range of melodic and percussive instruments. Children will play Chime bars, African drums, Boomwhackers, Keyboards and accompany with both vocal and instrumental percussion to recreate famous popular songs. With custom-made backing tracks to play along to, pupils will be able to swap instruments and experiment with playing melody, rhythm and accompaniment whilst improving their ability to perform within an ensemble.</p> <ul style="list-style-type: none"> • Pupils know the different instrument types and names. • Pupils know the difference between melody and accompaniment. • Pupils can play along in time to the performance videos to an ok standard. • Pupils can respond to different tempos while playing the Class Jam songs. 		<p>During this course, pupils will learn to play the Ukulele. Pupils will learn the correct names of the different parts of the instrument and the notation values of the strings. Pupils will be shown how to correctly hold the instrument, the correct playing technique when plucking and strumming the strings, and how to hold down the strings correctly on the neck to change the pitch. Keystage 2 pupils will learn different playing techniques such as stumming chords and holding down multiple strings to make playing a succession of notes easier. Pupils will also learn how to read tablature music and use this method to play some popular pieces of music.</p> <ul style="list-style-type: none"> • Pupils know that the Ukulele is an example of a string instrument. • Pupils understand that Ukulele music can be written down using tablature or staff notation. • Pupils can play a C Major chord. • Pupils can correctly hold a Ukulele.



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	<ul style="list-style-type: none"> • Pupils can recognise and vocalise the difference between Major and Minor chords/keys. • Pupils recognise how both dynamics and expression can change the feeling of the song for the performer and the listener. • Pupils can play along in time to the performance videos to a great standard. 		
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PE	Ball Skills	Throwing and Catching		Dance	Athletics
	Pupils should be taught to: <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, eg: badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending 			Pupils should be taught to: <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance, eg: through athletics and gymnastics • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	
MFL (Spanish)	Family Stories and Conversation			Cultural Diversity and Embedding Learning so far	
	Children will be introduced to vocabulary on different family members and how to describe them. They will then build on what they have learnt in previous units by learning larger numbers and new questions, before using new vocabulary to hold longer and more complex conversations. The children will also learn how to conjugate the verbs 'to be' and 'to have' in the present tense. <ul style="list-style-type: none"> • Pupils can say some of the family members. • Pupils can conjugate the verb 'to have' in the first and third person, in the present tense, with a low level of accuracy. • Pupils can conjugate the verb 'to be' in the first and third person, in the present tense, with a low level of accuracy. 			Children will learn about Spain culture, schools in Spain and the Spanish speaking world. They will also revise all the vocabulary that they have covered in previous units such as animals, colours and numbers. Children will practise asking and answering all the questions that they have been introduced to in the previous units and will use these questions to practise speaking in full sentences. <ul style="list-style-type: none"> • Pupils can say most of the multiples of 10 up to 100. • Pupils can say one of each type of animal covered. • Pupils can say the phrases "I like..." and "my favourite animal is...". • Pupils can say some facts about the country. 	



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- Pupils can say some of the descriptive words covered in the unit.