

Curriculum Overview Summer Term 2015 Year: 3

Curriculum	Summer 1	Summer 2
Creative Learning Project	Tremors	Tribal Tales
Focus	Geography	History
Writing Focus	Historical Narrative; Narrative Using Personification; Newspaper Reports; Poetry	Information Books; Adventure Stories; Letters; Poetry Using Similes and Metaphors
Cross curricular Maths	Discrete	Discrete
Science	Rocks	Forces Magnets; Light; Working Scientifically
IT	Presenting Information	Discrete
History	Ancient Rome – Pompeii	Prehistoric Britain from the Stone Age to Iron Age
Geography	Volcanoes and Earthquakes	Fieldwork; Human and Physical Geography; Using Maps and Aerial Images
Art	Sculpture; Photography	Neolithic Art; Clay Beakers; Iron Age Jewellery
DT	Structures	Tool Design and Making; Building Structures
Music	Composition	Discrete
PHSCE	Topical Issues	Thinking About the Lives of Others

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<p>Maths</p>	<p>Pupils can recognise and identify horizontal and vertical lines and pairs of perpendicular and parallel lines and justify their thinking. They can identify acute, obtuse and right angles in the context of a 2-D shape and justify their thinking.</p> <p>Pupils can explain and show how and when their counting is useful for adding and subtracting. They can explain and show how to tell the time and use knowledge of different units of time to solve problems.</p> <p>Pupils can solve addition and subtraction problems in different contexts, appropriately choosing and using number facts, understanding of place value and counting, and mental and written methods. They can explain their decision making and justify their solution.</p>	<p>Pupils can represent fractions as numbers and explain and show how one fraction is bigger than or equivalent to another.</p> <p>Pupils can explain and represent multiplication as both repeated addition and scaling, and division as both sharing, (including finding fractions), and grouping. They use this understanding to derive facts and solve problems including two-digit by one-digit multiplications.</p> <p>Pupils can measure the perimeter of simple 2-D shape and describe properties of the shapes related to the angles.</p>
<p>English: Reading Class novel</p>	<p>Weekly guided reading sessions including non-fiction and fiction texts Individual reading <i>The Firework Maker's Daughter</i> by Phillip Pullman</p>	<p>Weekly guided reading sessions including non-fiction and fiction texts Individual reading <i>Stig of the Dump</i> by Clive King</p>
<p>Phonics/Spelling/ Grammar</p>	<p>To understand that <i>ation</i> is added to verbs to form nouns</p> <p>To collate a list of words where <i>y</i> is not at the end of the word</p> <p>To collate a list of words where the <i>/u/</i> sound is represented by <i>ou</i></p> <p>To spell two syllable words containing double consonants</p> <p>To investigate suffixes that sound like <i>/shun/</i></p> <p>To collate words where the sound <i>/s/</i> is spelt <i>sc</i></p> <p>To investigate and collate words with endings that end with <i>/zhuh/</i> and <i>/chuh/</i></p>	<p>To investigate and collate words that end with <i>/zhun/</i> sound</p> <p>To collate a list of words where <i>/k/</i> sound is represented by <i>ch</i></p> <p>To collate a list of words where <i>/sh/</i> sound is represented by <i>ch</i></p> <p>To identify words where the endings sound like <i>/g/</i> or <i>/k/</i> but are represented by <i>gue</i> or <i>que</i></p> <p>To identify words with the <i>/ai/</i> sound but spelt <i>ei</i>, <i>eigh</i> or <i>ey</i></p> <p>To understand the rule for the possessive apostrophe with plural words</p> <p>To learn root words and rules for adding prefix or suffix</p>
<p>RE</p>	<p>Celebrating Easter and the Pentecost</p>	<p>Being a Christian</p>

