



## YEAR 3 Summer Term overview

| Subject |   |
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| TRIPS   | Knebworth house   |
| Maths   | <p><u>Children will learn:</u> Division problem solving - sharing and grouping; division - two and three-digit numbers by one-digit numbers including halving; division - long division; time - hours, minutes, seconds, days, weeks, months, years; time - telling the time (analogue and digital) and estimation; time - Duration; securing the four operations with whole number including problem solving; place value and decimals - ten times greater and ten times smaller; place value and decimals - regrouping; place value and decimals - estimation, comparing and rounding; measures - measuring and problem solving; 3-D shape - building and identifying properties.</p>   |
| English | <p><u>Genres</u></p> <p><u>Poetry:</u> Free verse poetry based on the Magic Box by Kit Wright; Limericks.</p> <p><u>Narrative:</u> Adventure and mystery stories, diaries</p> <p><u>Non-fiction:</u> persuasive letters, explanation texts,</p> <p><u>Grammar and Punctuation:</u> inverted commas, fronted adverbials, adverbs, prepositions, apostrophes for possession, commas for lists.</p> <p><u>Spelling:</u> apostrophes for contraction, /uh/ sound spelt 'ou', short 'i' sound spelt 'y', suffix -ous, ei, eigh, ey, silent letters.</p>  |
| Topic   | <p><u>Topic: Volcanoes and Pompeii</u></p> <p>Children know; the earth is made of different layers - the core, mantle, inner core and outer core; the crust of the earth is made of different pieces called tectonic plates. Sometimes the plates can move causing earthquakes and volcanoes; a volcano is an opening that allows hot lava and ash to escape from the earth's core. They can be extinct, dormant or active; in 79AD Mount Vesuvius erupted, devastating the Roman town of Pompeii; a cloud of thick ash, stone and gas rained down on the town; the city was abandoned and rediscovered in 1748 underneath a layer of debris.</p> <p><u>Key Vocabulary:</u> Romans, core, mantle, crust, tectonic plate, volcano, magma, lava, Pompeii</p> <p><u>Topic: Earthquakes and Italy</u></p> |



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|           | <p>Children know; most volcanoes and earthquakes occur where the earth's plates meet; identify the causes of an earthquake; know the impact of natural disasters on those living nearby; use maps to locate European countries and capitals; an earthquake can range from a minor tremble to a destructive force; an earthquake occurred in central Italy in November 2016, killing 299 people and measuring 6.2 on the Richter scale; it was very shallow so nearly all of the energy reached the surface and it was a long movement so the shaking lasted a long time; know the impact the earthquake had on the surrounding towns and the role the Red Cross had in providing people with aid.</p> <p><u>Key vocabulary:</u> Italy, earthquake, magnitude, Richter Scale, tectonic plates, destruction, impact, Red Cross.</p>            |
| Computing | <p><u>Topics: Databases</u></p> <p>Children will learn; to sort objects using just yes or no questions; to complete a branching database using 2 question; to create a branching database based on animals.</p> <p><u>Key Vocabulary:</u> database, question, yes, no, answers, debug, topic.</p> <p><u>Topics: Simulation</u></p> <p>Children will learn; what simulations are; how to explore a simulation; to analyse and evaluate a simulation.</p> <p><u>Key Vocabulary:</u> simulation, represent, imaginary, advantages, problems, explore, evaluate, usefulness.</p> <p><u>Topic: Graphing</u></p> <p>Children will learn; to enter data into a graph and answer questions; to solve an investigation and present the results in graphic form.</p> <p><u>Key Vocabulary:</u> Graph, fields, data, produce, style, investigation.</p> |
| Science   | <p><u>Topics: Plants</u></p> <p>Children will learn about the different functions of different parts of flowering plants; they will look at how water is transported in plants; they will explore what plants need for life and growth and they will also explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><u>Key Vocabulary:</u> plants, roots, stem, leaves, flower, grow, survive, transport, seed dispersal.</p> <p><u>Topics: Light</u></p> <p>Children will; name both natural and man-made light sources; recognise that light from the sun can be dangerous and that there are ways</p>  |



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|            | <p>to protect their eyes; explain that places are dark because there is no light and a light source is needed to help us see in such places; investigate changes in shadows; describe the difference in shadows cast by opaque, translucent and transparent material.</p> <p><u>Key Vocabulary:</u> Shadow, light, flames, opaque, block, direction, light, travels, shortest, longest, highest, torch, shape, similar, transparent.</p>   |
| DT         | <p><u>Topic: Dream Catchers</u></p> <p>Children will: generate ideas for an item; work safely and accurately with junior hacksaws and bench hooks; join materials; make drawings with labels when designing; explain how designs work.</p> <p><u>Key Vocabulary:</u> dreamcatcher, materials, safety, hacksaw, bench hook, design, evaluate.</p>   |
| Art        | <p><u>Topic: Repeating patterns.</u></p> <p>Children will: use an artist's work as a starting point to create their own work in that style, including making digital patterns on Purple Mash; explore a range of textures and patterns and use their sketchbooks to record their ideas; know the difference between regular and irregular patterns and create their own with overlapping and arranging.</p> <p><u>Key vocabulary:</u> repeating patterns, regular, irregular, rotational, mirroring, overlapping, arranging, layers, digital, printing</p> |
| Indoor PE  | <p><u>Topic: Orienteering</u></p> <p>Children will: use a key and symbols on a simple map, with support if necessary; know the meaning of some common map symbols; orientate a map, to follow a simple course with support if necessary; understand what orienteering involves and know some of the basic orienteering symbols; follow four compass directions and arrive at the correct destination.</p> <p><u>Key Vocabulary:</u> orienteering, map, compass, position, navigate, north, south, east, west.</p>  |
| Outdoor PE | <p><u>Topic: Cricket</u></p> <p>Children will: strike a ball with confidence and control and direct it accurately into a simple target area; receive the ball from one direction and throw or strike it away in another direction; understand and identify good striking and fielding techniques; make judgements about how</p>  |



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best to intercept a ball travelling towards, to one side or beyond the fielder; combine the skills to play effectively in small sided striking and fielding games and use simple attacking and defending tactics, e.g. work as a team to field the ball.

Key Vocabulary: cricket, striker, fielder, backstop, wicket, teamwork, tactics, technique, intercept.

### Topic: Athletics

Children will: understand and show the basic principles of running as an individual, in a team, in relays and over obstacles; demonstrate walking / jogging / running in various directions and speeds in a controlled manner; continue to develop techniques to throw for increased distance; compete as part of a team.

Key Vocabulary: sprinting, throwing, jumping, height, distance, speed, control, movement, exercise.

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### Topic: Symbols and actions

Children will: explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities.

Key Vocabulary: light, Diwali, Christmas, genuflection, prayer, worship, icon, Symbolism, representation, Trimurti, deities

### Topic: Prayer, worship and reflection

Children will: describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.

Key Vocabulary: Puja, shrine, Akhund Path, prayer, worship, reflection, communication, incense, deity



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| PSHE   | <p><u>Topic: Relationships</u></p> <p>Children will: reflect on the expectations of males and females; identify and practice skills of friendship; know and use strategies for keeping safe online; explain how actions of people around the world affect our lives.</p> <p><u>Key Vocabulary:</u> male, female, role, responsibility, safety, friendship, actions, reactions, rights.</p> <p><u>Topic: Changing Me</u></p> <p>Children will learn: in animals and humans changes happen when growing up; understand how babies grow and develop in the uterus; understand that boys and girls bodies change so they can make babies when older; identify how they change on the outside and the inside.</p> <p><u>Key Vocabulary:</u> animals, humans, conception, foetus, develop, sperm, egg, changes, puberty.</p> |
| French | <p><u>Summer 1:</u></p> <p>Definite (le, la, les) and indefinite (un, une, des) articles</p> <p>Je voudrais (I would like)</p> <p>Phonemes on and r</p> <p>Extending sentences with mais</p> <p><u>Summer 2:</u></p> <p>C'est</p> <p>Extending sentences with aussi</p> <p>Numbers 1-15</p> <p>Days of the week</p> <p>Assessments</p>   |



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|       | Phoneme r<br>Paris project   |
| Music | <p><b>Drumming and Recorder</b></p> <p>To confidently identify and move to the pulse. To think about what the words of a song mean. Know that every piece of music has a pulse/steady beat. The instruments used in class (a glockenspiel, a recorder) to treat instruments carefully and with respect. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Plan and create a section of music that can be performed within the context of the unit song.</p> <p><b>Key Vocabulary</b></p> <p>Drums, percussion, recorder, wind instrument, pulse, beat, improvisation, respect, instrument, perform, lyrics.</p> |