

Science (Light and Dark- National Curriculum)

- Recognise that we need light in order to see things and that dark is the absence of light
- Notice that 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 a solid object
- Find patterns in the way that the sizes of shadows change.

R.E (Agreed Syllabus):

- Explain how and why people try to make the world a better place
- Identify some beliefs about why the world is not always a good place
- Make links between religious beliefs and teachings and why people try to live and make the world a better place.
- Describe some examples of how people try to live
- Identify some differences in how people put their beliefs into action
- Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better

Maths (White Rose):

- Learn Roman numerals to 12
- Learn to tell the time to the nearest 5 minutes and the nearest minute
- Read the time on a digital clock and use AM and PM
- Learn days, months, years and hours
- Use hours, minutes and seconds for duration
- Use turns and angles
- Compare, draw and measure accurately
- Identify horizontal and vertical lines
- Identify perpendicular and parallel lines
- Recognise and describe 2D and 3D shapes
- Draw Polygons
- Make 3D shapes
- Interpret and draw pictograms and bar charts
- Collect and represent data

French (La Joulie Ronde):

- Read and understand short common phrases
- Learn to say where they live and their nationality.
- Review French taught this year



Year 3 – Curriculum Overview Summer Term 2 2024

Light We are learning to...

Design & Technology (Kapow):

- Design a castle for a King.
- Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs)
- Recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.
- Construct 3D nets
- Construct and evaluate a final product

PE (National Curriculum- Cricket):

- Use running, jumping, throwing and catching in isolation and in combination
- Play the competitive game of cricket
- Develop strength and control
- Demonstrate improvement to achieve our personal best.

Computing (Project Evolve and Teach computing, Programming):

- Recap objects in Scratch such as sprites and backdrops
- Understand that commands are represented as blocks
- Explain that the objects in our projects will respond exactly to the code
- Build a sequence of commands
- Implement algorithm as code
- Manage online information

History (Collins connected):

- Identify and describe features of archaeological remains.
- Justify choice of features on Iron Age hill forts.
- Describe main features of Iron Age homes.
- Explain why Iron Age Britain was often a violent time.
- Explain the importance of Iron Age stagers.
- Recognise reasons for Iron Age shields.

Geography (Collins)

- Explain the pattern of climate in the UK.
- Identify and describe different types of climate around the world.
- Compare, contrast and describe rainfall data
- Understand how climate affects different biomes
- Describe and explain why rainforests have so much rainfall
- Describe the natural environment of the desert

Music: (Charanga)

- Listen to and appraise 'Michael row the boat ashore'
- Learn to sing 'Michael row the boat ashore'
- Play instruments to the song we are learning
- Perform the song we are learning with instruments
- Learn notation so support composition

Art- (Kapow sculpture and 3D abstract shape)

- Join 2d shapes to 3d shapes to make structures
- Join materials in different ways
- Develop ideas for 3D artwork
- Apply knowledge of sculpture when working in 3D
- Evaluate and improve artwork

PHSE (SCARF):

- Understand that these feelings are normal and a way of dealing with the situation.
- Explain some of the different talents and skills that people have and how skills are developed;
- Recognise our own skills and those of other children in the class.
- Identify their achievements and areas of development;
- Recognise that people may say kind things to help us feel good about ourselves.

English: 'The King who Banned the Dark'- (CLPE) Writing:

- Writing a letter in a formal style
- Proof read, edit and evaluate work
- Use and identify prepositions, fronted adverbials and different clauses.
- Vary sentence structure in writing
- Write in role
- Write a newspaper article

Reading:

- Explain the meaning of words in context
- Predict what might happen next from details stated and implied
- Discuss words and phrases that capture interest and imagination
- Participate in discussion
- Explore key themes within a text