

Year 3 Curriculum Map Summer 2 2017

	1	2	3-4 (Includes Refugee Week and Assessment Week)	5 (Charities Week)	6 - 7 (Includes Transition Days, Concert Rehearsals and Sports Day)
English Spoken English, reading comprehension, writing composition	<p>Letters to Year 2s</p> <p>Children will work in groups to write welcoming letters to their Year 2 "buddies". They will use mind mapping to gather ideas, and go on to write an informative and helpful guide to school.</p> <p>We will edit the writing for spelling, grammar and punctuation, before writing it in best handwriting.</p>	<p>Adventure Stories</p> <p>Reading a "Haunted House" story and looking at how the author introduces two contrasting characters.</p> <p>Children will design two characters of their own who show contrasting personalities (eg brave/scared, confident/quiet) and create character sheets for them.</p>	<p>Adventure Stories</p> <p>Planning an adventure story. Children will look at photos of various settings and come up with descriptive words and phrases that could be used.</p> <p>Assessment Week</p> <p>Children will undertake a reading comprehension assessment.</p>	<p>Adventure Stories</p> <p>Children will create a story map for their adventure story, detailing the adventure that will take place and how it will be resolved.</p> <p>They will plan out each chapter in detail, including an intriguing beginning, a tense build-up, a surprise scare, an exciting climax and a resolution.</p>	<p>Adventure Stories</p> <p>Children will write an adventure story based in the setting of their choice.</p> <p>They will use inverted commas and other speech punctuation, and will make sure they use "show, don't tell" techniques to show how their characters feel and what their personalities are.</p>
Vocabulary, Grammar and Punctuation	Identifying correct positions for full stops and capital letters, and giving reasons.	Identifying word classes - verbs, nouns, adverbs, adjectives. Identifying main and subordinate clauses.	Identifying conjunctions. Assessment Week Children will undertake a spelling, punctuation and grammar test.	Converting from present to past tense, and vice versa.	Identifying main clauses and subordinate clauses; use of commas to mark clauses
Spelling	Prefix re	Prefix super	Prefix auto	Prefix anti	Suffix tion
Maths	Reasoning using the four operations. Column addition and subtraction, grid method multiplication, division on a number line. Solving problems involving time.	Reasoning using the four operations. Securing understanding. Identifying different types of angles and parallel and perpendicular lines.	Finding fractions of amounts. Measuring mass using grams and kilograms. Money and giving change. Maths Assessment Children will undertake an arithmetic and reasoning paper.	Reading the 24 hour clock - link to cultures around the world. Use of Roman numerals - where do we see them, why are they used and how do they work?	Measurements in metres and centimetres, linked to measuring shadows and lengths of throws and jumps in PE. Following up on further areas identified during assessments.
Science	Pre-assessment of knowledge of light and shadows. Natural and artificial light sources.	Observing and recording how shadows are formed when objects block light from the sun.	Exploring opaque, transparent and translucent materials. Testing materials and recording results.	Making predictions about how distance from a light source will change the size of a shadow.	Observing and measuring how shadows of objects in sunlight change over the course of a day. recording data in a bar graph.
I.C.C Go With The Flow: Rivers	Entry point: Treasure hunt looking for rivers of the world and locating them within a continent on the world map. Knowledge harvest: What do children know about rivers already?	Use atlases and information books to research facts on the rivers of the world. Children will label rivers on a world map and write facts about them. We will compare urban and rural river areas.	Trip to How Hill. Learning about UK rivers. We will learn about significant UK rivers and go on to look at the features of a river, creating a model of a river using different materials.	Children will learn about the uses of rivers, including leisure, trade, fishing and transport. We will also compare rivers to canals. We will also learn about water use in Malawi.	Take One Picture: in-depth study of the painting "Norwich River Afternoon", including artwork, investigation, drama and writing.
Computing Digital Literacy	Learn how to choose search terms effectively in a search engine	Using copy and paste to import text and pictures to a Word document	Children will learn to use picture attribution when using pictures	How to insert a hyperlink into a text document	Using skills learnt to research and present facts about rivers.

R.E How can Brahman be everywhere and in everything?	Who are you and what do you mean to different people? Children will think about the roles they play in their own lives.	Looking at different deities and thinking about what this tells us about Hindus' beliefs about God.	Matching a deity to its role using word and picture clues. Listening to some stories about Ganesha and Lakshmi.	Learning about Brahman - one God who Hindus see in many different ways. Learn about the tri-murti and Brahma, Vishnu and Shiva. How do Hindus use deities at home, during Puja and in the temple?	Children complete a cube showing what they have learnt about Hindu deities and how they see Brahman. Children think of a quality (eg kindness, friendship) and design a god or murti who represents this quality.
PE Athletics	Children will develop athletics skills including running, jumping and throwing. They will learn techniques for increasing their running speed and throwing and jumping distance. Activities will include sprints, relays, javelin throwing, long jump, tennis ball throwing and standing broad jump.				
Music Salt Pepper Vinegar Mustard	How do musicians describe how fast the music is? Pupils will learn three Italian terms - Largo, Andante and Allegro. They will listen to three pieces of music and describe them using these terms. They will perform a tune at three different tempos.	How do musicians describe how loud the music is? Pupils will learn four Italian terms - Piano, Mezzo Piano, Mezzo Forte and Forte. They will listen to a piece of music and describe it using these terms. They will perform a tune that has a change in dynamics.	How do musicians describe how many different parts there are in music? Pupils will learn the term texture. They will listen to a piece of music and describe how it develops in terms of texture. They will perform a tune that has two parts.	Changes in texture, dynamics and tempo. Pupils will listen to a piece of music and describe how it develops using the terms learnt in previous lessons. They will perform a tune and alter their performance in order to change a musical element.	Pupils will rehearse for their performance of the musical Dragons. End of year quiz. Pupils will be put into teams to compete in the end of year quiz covering everything they have learnt in music this year.
French School L'ecole	Children will learn about French schools and be able to talk about how they get to school. They will learn the vocabulary for items found in a pencil case, the names of different subjects and classrooms, and will be able to talk about what time different things happen.				
PSHE/Circle Time PATHS	Making up with friends and keeping friends. How do we make up with our friends when things have gone wrong? We will also learn about democracy and the General Election.	Surprised, Delighted and Disgusted. When is feeling surprised a comfortable or an uncomfortable feeling? How do we react when things disgust us?	By Accident and On Purpose. Understanding the difference between the two. Learning that it is important not to jump to conclusions and to give others a chance to explain.	Disappointed and Hopeful. How do we respond when we are disappointed? What behaviours are OK when we deal with this emotion? How does it feel to be hopeful?	Handling changes: feeling ready to move on to the new challenges of Year 4; discussing any worries. Going for goals: What have we achieved this year and what do we want to do next year?