

Year 3 Curriculum Map Summer 2 2019

	1	2	3-4	5 - 6 (Includes concert rehearsals and Sports Day)	7
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, then 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>Diaries</p> <p>We will carry out drama imagining that we are Howard Carter's team discovering the tomb of Tutankhamun.</p> <p>After immersive drama experiences involving acting, music and imagination, the children will write a diary in role as Howard Carter, using features of a diary such as description, emotions and personal opinions.</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>Children will think about how to show the character's personality by what they say and do. We will enhance this with drama.</p> <p>Assessment Week</p> <p>Children will undertake a reading comprehension assessment.</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. For example, a gloomy, dark wood; a rusty, deserted fairground; a wide, sandy beach with a dimly lit cave nearby...</p> <p>They will use dramatic techniques to explore ideas and use similes to add to their descriptions.</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. When showing how their characters feel and what their personalities are, they will make sure they use "show, don't tell" techniques.</p> <p>Finally, they will edit their work ready for their readers!</p>
Vocabulary, Grammar and Punctuation	Identifying conjunctions. Identifying correct positions for full stops and capital letters, and giving reasons.	Identifying word classes - verbs, nouns, adverbs, adjectives. Identifying main and subordinate clauses.	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; punctuation for direct speech
Spelling	Adding the suffix -ness	Words ending in -le (tickle, bottle, shuffle)	Words ending in -el (parcel, label, towel)	Words ending in -al (medal, pedal, total)	Adding the suffix -ful
Maths	We will be identifying right angles, acute and obtuse angles, and locating them within different shapes.	Children will learn about parallel, perpendicular, horizontal and vertical lines, and will use and recognise these within artworks.	Assessment Week Children will undertake arithmetic and reasoning papers.	Children will learn about how to measure mass and will be able to measure using grams and kilograms. They will solve problems involving mass.	Children will learn the difference between volume and capacity. They will learn to read scales and will solve problems involving volume.
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. Drawing shadows in chalk on the playground during the day.	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: The Norfolk Broads	Completing our work on Ancient Egyptians. This will include art work, learning about hieroglyphics and learning about the lives of rich and poor people in Ancient Egypt.	Learning about the countries and teams taking part in the Women's World Cup. Who are the Lionesses? What are their achievements? What other role models can we aspire to?	Preparation for visit: Using different types of maps to identify geographical features. Visit to UEA. We will walk along the river Yare to the UEA, looking at how land is used along	Learn how to use the keys on different types of maps. Sketching and recording field work using a variety of methods.	Consolidation: We will review the year and think about what we have learnt. What were the highlights? What do we know now that we didn't know last September? Can we see any links between the different

			the way.		
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 Being a Sikh	We will revisit the idea of the Khalsa and what the 5 Ks represent.	Children will learn about what happens in a Gurdwara and how people worship there.	Children will think about what places are special in their own lives.	Children will learn about the langar and how Sikhs contribute to their local community.	Children will look at key images from Sikhism and think about why they would be important to Sikhs.
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 Perfect Pitch. 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'école	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?	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?