

Year 3 Curriculum Map Summer 2 2018

	1	2	3-4 (Includes Refugee Week and Charities Week)	5 - 6 (Includes concert rehearsals and Healthy Living Week)	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>Assessment Week</p> <p>Children will undertake a reading comprehension assessment.</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.</p>	<p>Adventure Stories</p> <p>Planning an adventure story.</p> <p>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 rust, deserted fairground; a wide, sandy beach with a dimly lit cave nearby...</p> <p>They will use similes to add to their descriptions.</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. 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	<p>Assessment Week</p> <p>Children will undertake a spelling, punctuation and grammar test.</p>	<p>Identifying word classes - verbs, nouns, adverbs, adjectives.</p> <p>Identifying main and subordinate clauses.</p>	<p>Identifying conjunctions.</p> <p>Identifying correct positions for full stops and capital letters, and giving reasons.</p>	<p>Converting from present to past tense, and vice versa.</p>	<p>Identifying main clauses and subordinate clauses; use of commas to mark clauses</p>
Spelling	<p>The r sound spelt wr (wrist, wrong)</p>	<p>Adding the suffixes er and est</p>	<p>Adding the suffixes er and est</p>	<p>Adding the suffixes er and est</p>	<p>The ee sound spelt ey (key, monkey)</p>
Maths	<p>Multiplication and division.</p> <p>Recognising multiplication in different representations.</p> <p>Increasing fluency in the 3 times table.</p>	<p>Assessment Week</p> <p>Children will undertake an arithmetic and reasoning paper.</p> <p>Increasing fluency and reasoning using the 4 times table.</p>	<p>Multiplying and dividing by 8.</p> <p>Adding up coins and giving change (link to Charities Week).</p>	<p>Building up number facts in order to solve larger multiplications such as 30 x 7, 13 x 4. Problems solving and reasoning around multiplication and division.</p>	<p>Solving problems and reasoning when using coins. Using bar models to answer complicated money problems.</p>
Science	<p>Pre-assessment of knowledge of light and shadows. Natural and artificial light sources.</p>	<p>Observing and recording how shadows are formed when objects block light from the sun.</p>	<p>Exploring opaque, transparent and translucent materials.</p> <p>Testing materials and recording results.</p>	<p>Making predictions about how distance from a light source will change the size of a shadow.</p>	<p>Observing and measuring how shadows of objects in sunlight change over the course of a day. Recording data in a bar graph.</p>
I.C.C Go With The Flow: The Norfolk Broads	<p>Entry point: Imagine we were building a new broad. What would we include and how would we make it a great place to visit and for wildlife?</p>	<p>Preparation for visit: Using different types of maps to identify geographical features.</p> <p>Visit to UEA. We will walk along the river Yare to the UEA, looking at how land is used along the way.</p>	<p>Learn how to use the keys on different types of maps.</p> <p>Sketching and recording field work using a variety of methods.</p>	<p>Planning, designing and making bridges, inspired by our assembly on engineering and architecture. We will learn how to assemble, fix together and paint using junk modelling.</p>	<p>Take One Picture: in-depth study of the painting "Norwich River Afternoon", including artwork, investigation, drama and writing.</p>

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 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'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?	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?