

Summer 2

Year 3
Half-termly
Curriculum
Overview:



English	Maths	History / Geography
<p>Text: Myths and legends</p> <ul style="list-style-type: none"> - King Midas and the Golden Touch - Theseus and the Minotaur <p>Reading comprehension skills: retrieval, interpret, predict, summarise and explain</p> <p>Grammar and Punctuation: Consolidation and revision</p> <p>Writing: Recount of Super Learning Greek Day</p> <p>Create an alternative ending to a myth or legend.</p>	<p>Fractions: Find fractions of quantities Add and subtract fractions with the same denominator (within 1)</p> <p>Measurement: Money Calculate complements to 100 Understand and manipulate the commutative relationship of addition and subtraction Add and subtract amounts of money using £ and p</p> <p>Geometry: shape Recognise right angles in 2D shapes Recognise right angles as a description of a turn Draw 2D shapes and identify parallel and perpendicular sides Recognise 3D shapes</p>	<p>History: Ancient Greeks</p> <p>Who were the ancient Greeks? How did Athens and Sparta become important city states? Who was Alexander the Great? What were the lasting achievements of the ancient Greeks?</p>
Science	Religious Education	Art & Design
<p>Physics: Forces and Magnets What are forces? How do objects move on different surfaces? What is a magnet and how do magnets react to each other? Which materials are magnetic? Are some magnets stronger than others? How are magnets used in real-life situations?</p>	<p>Hindu beliefs: Would visiting the River Ganges feel special to a Hindu and a non-Hindu?</p> <p>Why is water important? What Hindu rituals happen at / in the River Ganges? Why are these religious rituals important and significant to Hindus taking part in it? How would a non-Hindu feel, visiting the River Ganges?</p>	<p>Ceramics: Flowers and fruit inspired clay tiles Significant artist: Paul Cezanne</p> <p>Can I create an observational drawing of a flower using different techniques? Can I create a 3D sculpture of my 2D flower drawing? Can I create a still life piece of art in the style of Paul Cezanne? Can I create a fruit or flower inspired clay tile?</p>
Computing	PSHE	Physical Education
<p>Events and Actions Can I explain how a sprite moves in an existing project? Can I create a program to move a sprite in four directions? Can I adapt a program to a new context?</p>	<p>Coping with Change</p> <p>What impact can changes have on our lives and how can they make us feel?</p>	<p>Rounders</p> <p>Introduction to rounders Introduction to overarm throwing Applying overarm and underarm throwing Introduction to stopping the ball</p>

<p>Can I develop my program by adding features? Can I identify and fix bugs in a program? Can I design and create a maze-based challenge?</p>	<p>How does sadness make us feel and how can we show empathy, kindness and support? What makes us feel happy and positive? How can we help ourselves and others if we are not feeling happy?</p> <p>No Outsiders Text: 'Planet Omar: Accidental Trouble Magnet' by Zanib Mian</p> <p>Can I consider what it is like living in Britain today?</p>	<p>Application of stopping the ball in a game</p>
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MFL	Music	
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<p>French: Les fruits</p> <p>Can I learn and become more familiar with different fruit nouns and their determiners? Can I change a singular noun into a plural noun? Can I learn how to use the phrase 'j'aime' (I like) and 'je n'aime pas' (I don't like)? Can I structure a simple sentence to say what fruits I like? Can I structure a simple sentence to say what fruits I don't like?</p>	<p>Music: How does music connect us with the environment?</p> <p>In this music unit, children will practise the following skills – listening, finding the pulse, analysing a song and identifying its style, discussing how a song makes them feel, singing, learning some musical notation and playing an instrument, improvising, composing and performing.</p> <p>These skills will be practised using the following songs:</p> <p>'Michael Row the Boat' 'The Dragon Song'</p>	
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<p>Class Novel: 'The Wild Robot' By Peter Brown.</p>		
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