Year 3

Summer Curriculum Overview and Topic Webs

Year 3 Summer Topic Web

English

Development of writing through:

Fiction, Non–fiction and Poetry writing

Children will be asked to develop, recall and understand the language and organisational features of a range of text-types including: Newspaper reports, Setting descriptions and Performance poems.

Grammar/Phonics:

Word Class

- Phrases and Clauses
- Subordinate clauses
- Fronted adverbials
- Comma after fronted adverbials
- Subject-verb agreement
- Punctuating dialogue (speech first)
- Third person
- Past tense

Spelling will be taught using Spelling Shed to cover Y3 spelling rules.

Maths

Fractions B

Children use what they have learnt about unitising denominators to add and subtract fractions. Children learn how to find unit fractions of a set of objects, and connect this to what they already know about dividing quantities into equal parts using known division facts. Children use their knowledge that the denominator tells them how many equal parts the whole is divided into and the numerator tells them how many parts of the whole there are.

Money

Children use £ and p notation and read monetary values as, for example, 5 pounds and 10 pence. Children continue to build on their understanding of pounds and pence by adding and subtracting money.

Time

children use analogue clocks to tell the time to 5 minutes, building on their learning in Year 2. Children are formally introduced to the 12-hour digital clock, but they may already have experience of this from outside school

Shape

Children are introduced to the term “right angle” to describe a quarter turn and learn the symbol for a right angle. Children explore angles that are greater than and smaller than a right angle. Children measure and draw straight lines accurately in centimetres and millimetres.

Statistics

children learn to read and interpret information presented in pictograms, building on their learning from Year 2. Children construct their own pictograms using given data on a range of topics. Children learn to interpret bar charts, making links to their knowledge of pictograms.

Religious Education

EASTER

This unit explores the Story of Easter through the Story of Emmaus and the Story of Breakfast at the Shore. It is designed to help the children realise how the Apostles became aware of the presence of the Risen Christ in these events.

PENTECOST

In this unit children learn about the gift of the Holy Spirit and the change it brought to the lives of the Apostles. They will think about the presence of the Holy Spirit in the Sacraments the Church celebrates.

THE EUCHARIST IS A THANKSGIVING TO GOD

In this topic the children are provided with opportunities to deepen their knowledge and understanding of the Liturgy of the Eucharist. They will think about why this is such an important celebration in the life and worship of Catholic Christians.

PRAYER

This unit involves the children learning something about the prayer life of Jesus. They will examine and reflect on some of the ways in which Catholics pray and the signs and symbols associated with prayer.

Humanities

Rivers

This unit builds on children's understanding and looks closely at rivers. In the previous unit; settlements, children learned that rivers were an important resource for travelling and transporting goods in the past and that many cities grew around a river. In History, children learned about the importance of the River Nile to Ancient Egyptians. In this unit children will develop their understanding of how people interact with the world around them. They will explore how people use rivers, for example for irrigation for farmland, for transport and as a water supply. They will consider the impact of less than normal rainfall on rivers, specifically the Mississippi River, and then in turn the impact that a drought can have on the people who rely on the river. As the National Curriculum requires, children will be using maps, atlases, globes and digital/ computer mapping to locate the rivers, the countries they journey through and to describe their features, particularly their shape and direction of travel.

Anglo Saxon, Scots and Vikings

This unit builds on chronologically from previous units include the Stone Age to the Iron Age, and Romans in Britain and covers approximately 650 years, from around 410 CE – 1066 CE. The pupils begin the unit recapping what they have learned so far about the Romans in Britain. They learn that after the Romans left, a mix of tribes from Germany, Denmark and the Netherlands began to migrate to England. The three biggest tribes were the Angles, the Saxons and the Jutes. This group of people are known today as the Anglo Saxons.

Physical Education

Rounders

To be able to play simple rounders games. To apply some rules to games. To develop and use simple rounders skills.

Tennis

To identify and describe some rules of tennis. To serve to begin a game. To explore forehand hitting.

Computing

Computing is taught discretely through BGFL 365. Computing also takes a pivotal role throughout core and foundation subjects, where children are provided the opportunity to retrieve, record and publish work on computers. Children are taught to use computers and access the internet safely and appropriately through E-Safety lessons and during Safer Internet Day.

Science

Forces and Magnets

This unit introduces pupils to simple forces, including magnetism. In Year 2, pupils began learning about magnets in the unit 'Materials and Magnets'. They began to learn that magnets attract certain metals, but that not all materials are attracted to magnets. This unit will build substantive science knowledge about how forces, such as gravity and magnetism behave. In this unit, pupils will be introduced to forces and will firstly learn about gravity and friction. They will begin to understand the concept that scientists draw conclusions about things they cannot see, like forces, from looking at the effects they have. For example, we cannot see gravity, but we can see a ball fall to the ground when we drop it. Pupils will learn that Sir Isaac Newton was a scientist who thought about why things fall when dropped and developed lots of ideas about the force of gravity. This will help pupils to develop their disciplinary knowledge, considering how scientists observe and reflect on what they notice before suggesting theories.

Art	Technology
Architecture This unit builds on knowledge of architecture that children have gained in year 1. It starts by revising what architecture means and what an architect does and goes onto an in-depth study of the Parthenon. This study allows consideration of the importance of this building both in its influence on architectural design throughout history (shown in the design of parts of St Paul's Cathedral) and by its own chequered history, with particular reference to the debate surrounding the Parthenon marbles which currently reside in the British Museum. The children debate whether the marbles should stay in the British Museum or should be returned to Athens as well as considering the symmetrical design of the building and the sculptures which adorn it **Modern Architecture** This unit builds on the children's knowledge of architecture gained in the previous unit by studying architecture of the modern world. The first lesson defines modern architecture and explores the differences with 'traditional' architecture by comparison between St Paul's Cathedral (which the children first learnt about in year 1) and the Guggenheim Museum in Bilbao. Through this comparison the children consider the buildings critically, comparing use of line, materials and different features.	**Making it Move** This project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy.

Science
PKC

Forces and Magnets

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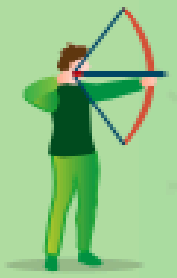
FORCE AND MOTION

push

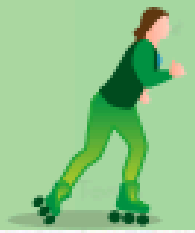


pull

magnetism

gravity

friction

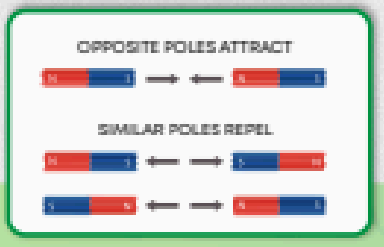


acceleration

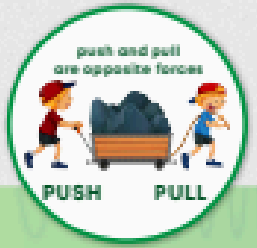
KEY VOCABULARY

force	a push or a pull; forces **can change the movement** of an object
contact force	some forces **need two surfaces** to touch, in order for the force to occur (friction is a contact force)
magnet	a magnet is a rock or a piece of metal that can **pull certain types of metal toward it** through magnetic force
magnetism	magnetism is a natural force that **attracts or repels** certain metals
magnetic field	the magnetic field is the **area around a magnet** in which there is magnetic force
magnetic poles	either of the **two ends of a magnet** where the field of the magnet is strongest (North and South poles)
lodestone	a **rock** that is naturally magnetic

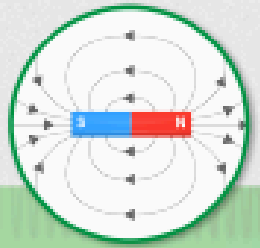
magnetic force



force



magnetic field



magnetic poles

lodestone

magnet

Geography
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Rivers

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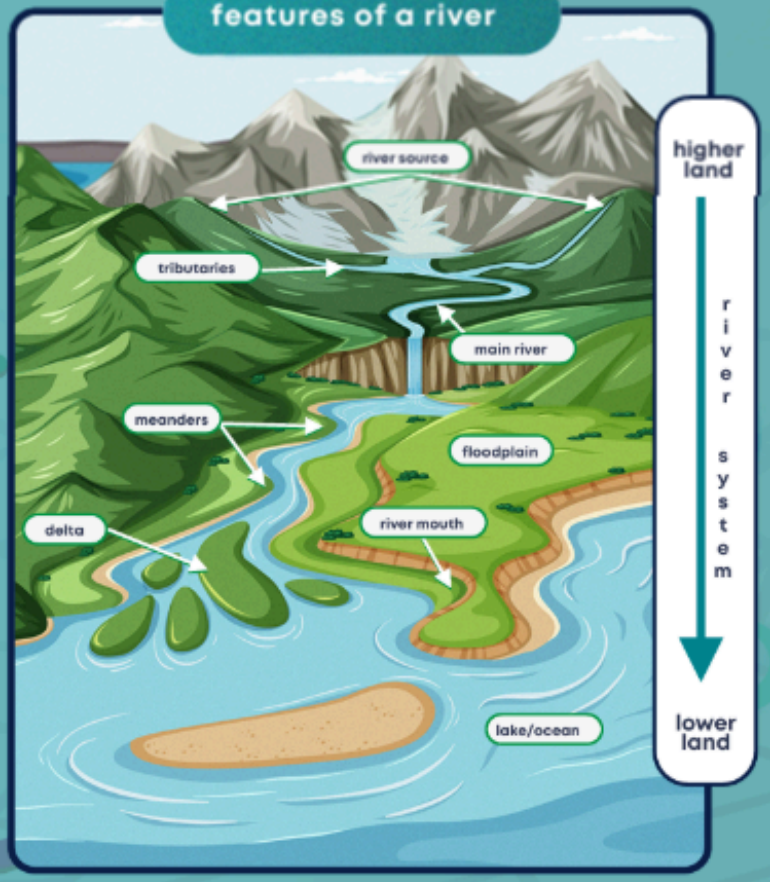
KEY VOCABULARY

river	a **large natural stream of water** that flows into lakes or into the sea
river source	the **start of the river**, usually on high ground
stream	a small, **narrow river**
tributaries	a stream or lots of streams that **join together into a river**
estuary	the area where a river **widens and meets the sea**
mouth of a river	the **end of a river**, where the sea begins
river basin/ drainage basin	the area of land from which **water has drained into a river**
watershed	the **edge of a river basin**
waterway	a **route within a river that is used by people** for travelling along, for pleasure, for travel or for trade

features of a river



River Thames	River Danube	River Nile	River Ganges	River Amazon	The Murray
Europe	Europe	Africa	Asia	South America	Australia
					

History

PKC

The Anglo Saxons, the Scots and the Vikings

3 PKC

- **410 CE** — the Romans leave Britain
- **449-450 CE** — Angles, Saxons and Jutes begin to settle in England
- **597 CE** — St. Augustine brings Christianity to England from Rome
- **789 CE** — first recorded Viking attack in England
- **793 CE** — Vikings raided the monastery of St Cuthbert on Lindisfarne
- **871-899 CE** — Alfred the Great rules Wessex
- **1016-1035 CE** — King Cnut rules England
- **1066 CE** — Edward the Confessor died: William of Normandy (The Conqueror) wins *at the battle of Hastings*

KEY VOCABULARY

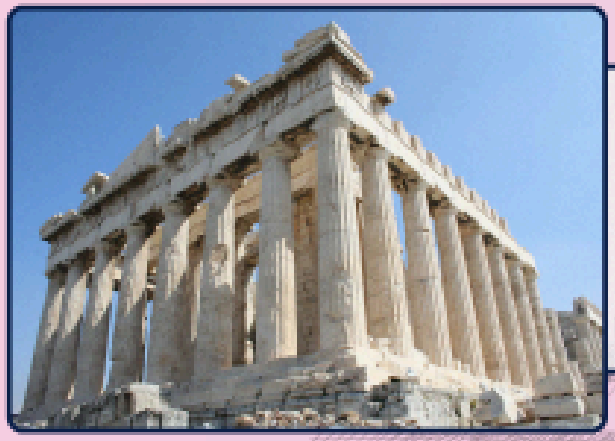
Anglo-Saxon	a **mix of people from Germany, Denmark and the Netherlands** who came to live in England during the 5th Century (the three biggest tribes were the **Angles**, the **Saxons** and the **Jutes)**
Viking	**people of Scandinavian origin** who travelled by sea and raided, invaded and settled in Europe from the 8th century
kingdom	a country or place **ruled by a king or queen**
Scots	**people who lived in Scotland** (previously thought to have migrated from Ireland)
Picts	**early settlers in Scotland** who fought with the Romans
migration	where people **move from one place to live in another place**
settlement	a place **where people live**, and sometimes work
raid	an **unexpected attack** where an enemy comes to steal and/or destroy
trade	**buying and selling** goods or services
invasion	to **enter a country or place by force** with the intent of taking over
Pagan	a word used to describe **people who believe in many gods and goddesses**
Danelaw	the area of **northern and eastern England** ruled by the Vikings
danegeld	money, or goods, **paid by the Anglo-Saxons to the Vikings** to stop them invading more places

KEY PEOPLE

 King Cnut (Canute)	a Viking king who ruled Denmark, England and Norway
 Edward the Confessor	an English king who built the original Westminster Abbey
 Alfred the Great	ruled the kingdom of Wessex and fought back against the Vikings in Britain
 Kenneth MacAlpin	King of the Picts who, according to national myth, was the first king of the Scots
 Bede (Bede the Venerable)	a monk who wrote about life in Anglo Saxon England
 Ethelred the Unready	English king who paid the Vikings to stop them attacking
 William the Conqueror	defeated Harold Godwinson at the Battle of Hastings, 1066, and became King of England

Arts
PKC

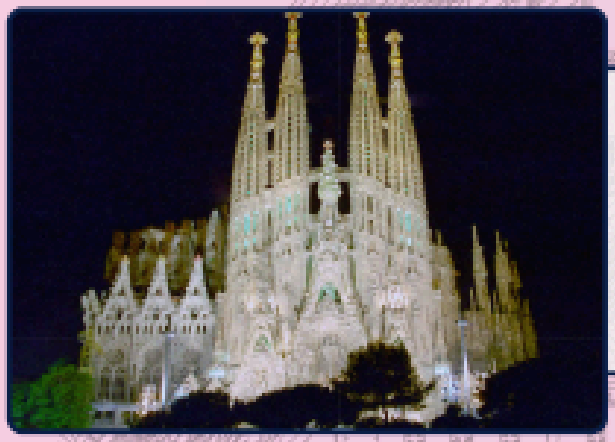
Architecture



Parthenon

architects:
Ictinius, Callicrates

completed: 432 B.C.



Sagrada Familia

architect:
Antoni Gaudi

estimated: 2026

St Paul's Cathedral

architect:
Christopher Wren

completed: 1710

KEY VOCABULARY

architecture	the art of **designing buildings**
architect	a person **who designs buildings**
design	**planning and drawing** how a building is going to look
pillar or column	a tall, straight part of a building that is sometimes decorated, often **holds up another part** of the building
tower	a **tall narrow building** or part of a building
dome	a **rounded roof** of a building with a circle-shaped base
materials	what a building **is made of,** e.g., stone, brick, cement, steel
symmetrical	where the parts of an object, including a building **look exactly the same** on both sides, a mirror image
asymmetrical	where the parts of an object, including a building **do not look the same** on both sides
in relief	where sculptures **stick out** from a flat surface, rather than being made all the way around
in the round	where sculptures **are carved or built** all around, from front to back
frieze	a **band of relief sculptures** or painting on a wall, often near the top
mosaic	a picture or a pattern made by putting **small pieces of stone, glass or tile** together; sometimes these decorate a floor

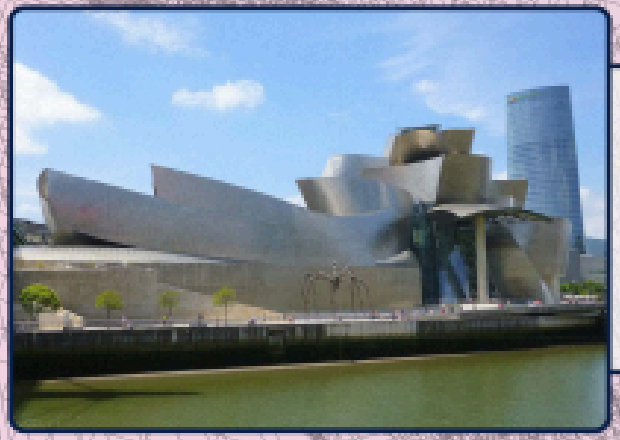
Arts
PKC

Modern Architecture

PKC

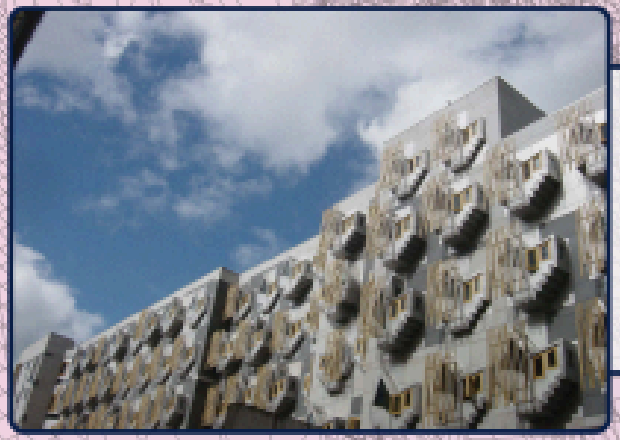
KEY VOCABULARY

architecture	the art of **designing buildings**
architect	a **person who designs** buildings
design	**planning and drawing** how a building is going to look
modern architecture	a building that has **recently been designed** and built, e.g., in the last 30 years
traditional architecture	architecture which uses ideas and design which come **from classical architecture**, such as the design of the Parthenon
innovative	a design which uses **new ideas**
function	**what a building is for**, e.g., a school is for children to learn in
feature	an **important thing about the design** of a building, e.g., what it is made out of, if it has curved or straight walls, if it has pillars, if it is symmetrical
materials	what a building is **made of**, e.g., stone, brick, cement, steel
process	the **steps that are taken** to make a building, from design to construction
construction	the action of **putting up** a building



Guggenheim Museum

architect:
Frank Gehry
completed: 1997



the Scottish Parliamentary Complex

architect:
Enric Miralles
completed: 2004