

Year 3 Curriculum Overview - Summer Term 2021 - **There's No Place Like Home**

English

Hearing and retelling local folk tales, such as The Lambton Worm.
 Exploring texts by local authors, including David Almond.
 Research using non-fiction texts and reading for information.
 Examining features of non-fiction texts.
 Enjoy fiction with themes of home and change.
 See English reading end of year expectations [here](#)
 See English writing end of year expectations [here](#)

Maths

Fractions
 Place value, including tenths
 Addition and subtraction both mentally and written methods.
 Continued work on multiplication and division.

See all maths end of year expectations [here](#)

History

Discover the history of Whitley Bay, discuss the changes that have happened and ponder the future.
 Analyse a variety of sources to uncover what Whitley Bay used to be like.

Science

Learn about the different parts of plants and the different functions. We will be observing plants, creating fair tests, making predictions and recording results accurately.
 To explain why they need to collect information to answer a scientific question
 To make and record predictions before testing.
 To explain what they have found out and use own measurements to say whether it helps to answer questions.
 To explain how the need and functions of plant parts vary from plant to plant e.g insect and wind pollinated plants.

RE

What can we learn about Christian worship and their beliefs?

Computing

Databases
 Programming using Lego WeDo
 To learn more about how a website is designed.

PSCHE

Topic: Dreams and Goals.
 Healthy Me.
 Looking at the benefits of a healthy, balanced diet.

Learn about different relationships and building respect .
 To know how to keep safe.

Art

Looking at portraits and how to draw them.
 Portraits by different artists in different styles.

DT

Food technology - creating and making our own healthy wraps.

PE

Tennis
 Athletics
 Handball
 Multi-skills

Geography

Use geographical vocabulary and terms.
 Using aerial maps and 4 figure grid reference.

Music

Local folk music.
 Bring us together
 Disco/Anthem
 Using North Tyneside Charanga resource



Statements

Computing

To recognise familiar forms of input and output devices and how they are used.
 To make efficient use of familiar forms of input and output devices.
 To program a robot to complete a task or reach a goal.

for more accurate understanding of events.
 To study two different accounts of the same event, exploring similarities and differences.
 To use 'information finding' skills in writing to help them write about historical information.
 To identify similarities and differences between given periods in history.

different materials to create a range of effects and use these techniques in the completed piece of work.
 To use different grades of pencil shade, to show different tones and textures.
 To use a range of brushes to create different effects.
 To know about some of the great artists, architects and designers in history and describe their work.
 To compare the work of different artists.
 To explore work from other periods of time.
 To suggest improvements to work by keeping notes in sketch books.

RE

Can describe what a believer might learn from the teachings and beliefs of a religion.
 Can use religious words to describe some of the different ways people show their beliefs.
 Can describe some religious buildings and how they are used.
 Can describe religious artefacts and how they are used.
 Demonstrates an understanding that personal experiences and feelings influence attitudes and actions.
 Is able to ask important questions about life and compare ideas with those of other people.
 Is able to explain how beliefs about what is right and wrong can affect people's behaviour.

PSCHE

Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
 identify and put into practice some of the skills of friendship.
 know and use some strategies for keeping myself safe
 explain how some of the actions and work of people around the world help and influence my life
 understand how my needs and rights are shared by children around the world and to identify how our lives may be different
 know how to express my appreciation to my friends and family

Music

Listen with direction to a range of high quality music.

 To use musical words (the elements of music) to describe a piece of music and compositions.

 To use musical words to describe what they like and dislike.

 To sing a tune with expression.
 To sing songs with multiple parts with increasing confidence.
 TT: To find the pulse within the context of different songs/music with ease.
 To play and perform in solo or ensemble contexts with confidence.
 To create accompaniments for tunes.

History

To use an increasing range of common words and phrases relating to the passing of time including century, decade, BC, AD
 To use dates to place events, artefacts and historical figures on a timeline.
 To refer to more than one source of evidence

Art

To use a sketchbook for recording observations, for experimenting with techniques and planning out ideas.
 To use own sketch books to express feelings about a subject and to describe likes and dislikes.
 To experiment with

Statements

To play clear notes on instruments.
To create repeated patterns with different instruments.
To understand that improvisation is when a composer makes up a tune within boundaries.
To compose melodies and songs.
To combine different sounds to create a specific mood or feeling.
To use different elements in own compositions
To improve own work; explaining how it has improved.

when modelled; begin to observe silent letter rules.
To read and show understanding of familiar single words and phrases.
To use strategies for memorisation of vocabulary; eg mime and drama.
To write single familiar words from memory with understandable accuracy.
To write and say familiar words and phrases to describe people, places, things and actions using a model.
To be aware of the form of word classes- nouns, adjectives, verbs and connectives and be aware of similarities in English. Understand determiner in English and apply to French words.

Languages

To listen and show understanding of single words and familiar short phrases through physical response.
To listen and identify words in songs and rhymes and demonstrate understanding . Listen and identify rhyming words and particular sounds in words.
To recognise a familiar question and respond with a simple rehearsed response.
To repeat words and simple phrases modelled by the teacher. Recall words and simple phrases. Use familiar vocabulary to say a simple sentence using a language scaffold.

To identify individual sounds in words and pronounce accurately in sequence ; start to be able to blend and segment phonemes. Read and recognise some phonemes / graphemes in familiar words and pronounce

DT

To use a variety of ingredients and techniques to prepare and combine ingredients safely.
To evaluate a diet and say whether it is healthy and varied and suggest improvements.
To show that own designs meet a range of requirements.
To put together step-by-step plan which shows the order and also what equipment and tools they need.
To make sure that a product looks attractive.