Year 3 Overview Summer 2: Brilliant Boldmere!

English

Writing

- Questions
- Conjunctions
- Adverbs
- Precise Verbs
- Dialogue
- Adjectives
- Tense
- Feelings
- Headings (Questions)
- Hyperboles
- Technical vocabulary
- Cause and effect
- Imperative verbs
- Language openers
- Onomatopoeia
- Because sentences
- Conjunctions

Spellings:

- The suffix '–sion'
- Challenge Words
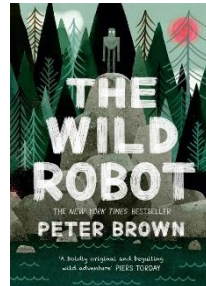- Revision of tricky words/rules from over the year

Reading

Class Novel:
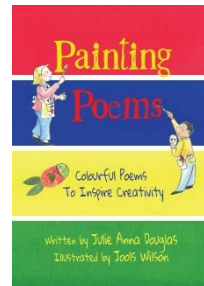'The Nothing to See Here Hotel' by Steven Butler.
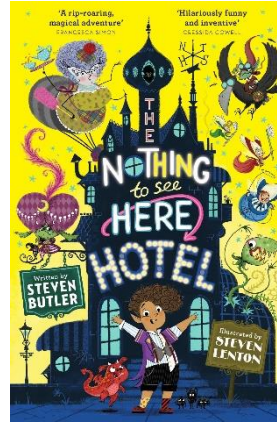
Wider reading across the curriculum:

'The Wild Robot' by Peter Brown. Douglas.

'Painting Poems' by Julie Anna

Vocabulary	
Inference	Development of skills across a range of genres and through the curriculum.
Prediction	
Explain	
Retrieve	
Summarise	

Maths

Topics:

Shape –
- Turns and angles
- Right angles
- Compare angles
- Measure and draw
- Horizontal and vertical lines
- Parallel and perpendicular lines
- Describe 2D shapes
- Draw polygons
- Describe 3D shapes
- Make 3D shapes

Statistics –
- Interpret pictograms
- Draw pictograms
- Interpret bar charts
- Draw bar charts
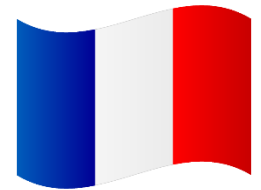- Collect and represent data
- Two-way tables

Science

Recapping Year 3 Science topics:

Rocks
Animals including humans
Light
Forces
Plants and Animals

Foreign languages

French

Topic: **Je peux…. (I can)**

danser = to dance, chanter = to sing, manger = to eat, cuisine = to cook regarder = to watch, parler = to talk, sauter = to skip, écrire = to write boire = to drink, écouter = to listen.

PSHE	History	Design and Technology	Computing
Prior learning (Y2): *Y2: Looking at differences between us.* *Y3: What makes us unique?* **Changing me** • Discuss how babies grow into adults. • Understand what a baby needs to live and grow. • Understand respect and consent.	*Prior learning (Y2): Pupils have explored significant historical events, people and places in their own locality.* **Local Area Study** Enquiry question: **How has Boldmere changed overtime?** **What are the most significant changes to Boldmere?**	*Prior learning:* • *Explored and used mechanisms such as flaps, sliders and levers.* • *Gained experience of basic cutting, joining and finishing techniques with paper and card.* **Mechanical Systems (Levers and Linkages** **Designing:** • Generate ideas and their own design criteria. • Use annotated sketches and prototypes **Making:** • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. **Evaluating:** • Investigate and analyse products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. **Technical knowledge and understanding**: • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots.	*Prior learning (Y3): During Spring term, children explored the concept of sequencing in programming through Scratch.* **Programming - Events and actions in programs** • To explain how a sprite moves in an existing project • To create a program to move a sprite in four directions • To adapt a program to a new context • To develop my program by adding features • To identify and fix bugs in a program • To design and create a maze-based challenge

Art	PE	RE	Music
<u>Art</u> **3D Art** • Know and describe the work of Giuseppe Arcimboldo. • Show awareness of objects in a third dimension. • Create patterns with a wide range of drawing implements. • Develop blending to create more areas of tone.	**Cricket** • Catches win matches • Stop and throw • Super striking • Bowled over • Kwik Cricket **Tennis** • Forehand groundstroke. • Backhand groundstroke. • Forehand volley. • Backhand volley. • Play competitively.	Prior learning (Y3): *Learning about religious traditions and non-religious world-views.* **Dispositions:** • Being Courageous and confident • Being Hopeful and visionary **Learning Objectives:** • What is courage? • What do we learn about courage from the story of Queen Esther? • What do we learn about courage from the festival of Baisakhi? • Are courageous people without fear?	*Prior learning (Y2): Use percussion and tuned instruments to create and choose sounds. Use simple notes on a tuned instrument to perform simple rhythmic patterns.* **Listen and Appraisal:** - Show appreciation for music, discussing likes and dislikes. - Describe a piece of music using musical vocabulary: • Dynamics – loud, quiet • Tempo – fast, slow • Timbre – bright, dark

		• What needs changing in our world? • What are the good things in the world, and what needs to be changed? How did Martin Luther King talk about his vision of the future? • How did Hany El Banna?	- Listen and respond to a range of music, placing the music within a historical context. **Play and perform – glockenspiels** - Listen to and repeat simple rhythms with a steady pulse. - Recognise that different notes have different **durations**. - Improvise and compose simple rhythms using Y3 notes (**Crochets**, **minims** and **crotchet rests**)