


Year 3 Summer Term Overview

Topic:	Summer 1: How did the Romans change Britain?	Summer 2: Save our Trees
SMSC	Friendship and Respect	
PSHE and RSE:	Health and Wellbeing	
	Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings	Growing and changing Personal strengths and achievements; managing and reframing setbacks
English: 	Escape from Pompeii - Newspaper reports Setting descriptions, diaries, letters, thought bubbles The Mysteries of Harris Burdick - Own version mystery narratives Diary entries, dialogue, setting descriptions (atmospheric descriptions), captions and titles	The Day I Swapped my Dad for Two Goldfish - Own version narratives Thought bubbles, missing scenes, diaries Jim, A Cautionary Tale - Narrative poems Warning posters, alternative endings, performance poetry, letter of apology The Legend of Sally Jones - Further adventure narratives Birth certificates, letters, books of tricks, newspapers, adverts, diaries, leaflets, telegrams, booklets, goodbye notes
	Spelling, Grammar and Punctuation	
<p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Can I extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although? • Can I use the present perfect form of verbs in contrast to the past tense? • Can I choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition? • Can I use conjunctions, adverbs and prepositions to express time and cause? • Can I use fronted adverbials? • Can I indicate possession by using the possessive apostrophe with plural nouns? <p>Learning the Grammar for Y3:</p> <p>(3) Can I form nouns using a range of prefixes (super-, auto-, anti-)</p> <p>(3) Can I use the forms a or an according to whether the next word begins with a consonant or a vowel.</p> <p>(3) Can I use word families based on common words, showing how words are related in form and meaning (solve, solution)</p> <p>(3) Can I express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>(3) Can I use adverbs? [for example, then, next, soon, therefore]</p> <p>(3) Can I use prepositions? [for example, before, after, during, in, because of]</p> <p>(3) Can I use the present perfect form of verbs instead of the simple past?</p> <p>(3) Can I introduce inverted commas to punctuate speech?</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Can I use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined? • Can I increase the legibility, consistency and quality of their handwriting? <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Can I use further prefixes and suffixes and understand how to add them? • Can I spell words that are often misspelt? • Can I place the possessive apostrophe accurately in words with regular singular plurals and in words with irregular plurals? • Can I use the first two or three letters of a word to check its spelling in a dictionary? • Can I write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far? <p>Can I spell at least 45 words out of the 55 Year 3 statutory spelling list?</p>		

Maths:	Fractions Can I add and subtract fractions with the same denominator [e.g. $5/7 + 1/7 = 6/7$]? Can I compare and order unit fractions, and fractions with the same denominators? Can I solve problems by finding, ordering or comparing fractions of shapes and numbers? Measurement: Time Can I tell and write the time from a clock with numbers (analogue clocks) or Roman numerals or using 12 and 24 hour clocks (digital clocks)? Can I tell the time accurately to the nearest minute? Can I measure and record time passing in seconds, minutes and hours? Can I understand and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight in my Maths work? Can I recall the number of seconds in a minute and the number of days in each month, year and leap year? Can I calculate how long an event or task took to complete? Can I compare the duration of different events?	Geometry: Properties of Shape Can I draw 2-D shapes and make 3-D shapes using modelling materials? Can I recognise and can describe 3-D shapes even when they have been turned about in different ways? Can I recognise that an angle is used to measure how far something turns? Can I explain that an angle is also the point in a 2-D shape where 2 sides meet? Can I explain what a right angle is and explain that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn? Can I tell whether an angle is greater than or less than a right angle? Can I recognise when a line is horizontal or vertical or when two lines are perpendicular or parallel? Measurement: Mass and Capacity Can I identify and estimate numbers in different representations and using different units e.g. weight (g and kg)? Can I measure and compare in these units: weight (kg/g) and capacity (l/ml)?
Science:	Plants <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	Light <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change.
History:	Use primary and secondary sources of information to learn about whom the Romans were and where they came from as well as identify features of Roman entertainment, Roman gladiators, the Roman Army and the main Emperors of Rome. Explore key concepts related to 'invading' and 'settling'.	
DT:	Food- Roman Banquet/ making bread.	Electrical systems Electric Poster linked to science topic of light.
Computing:	Creating media – Desktop publishing To recognise how text and images convey information. To recognise that text and layout can be edited. To choose appropriate page settings. To add content to a desktop publishing publication. To consider how different layouts can suit different purposes. To consider the benefits of desktop publishing.	Programming B – Events and actions 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.
Music:	Charanga Unit: Bringing us together	Charanga Unit: Reflect, Rewind and Replay
Art:	Roman shields, mosaics	
PE:	Rhythmic Gymnastics Net Games – Tennis	Athletics Swimming
RE:	EXPRESSING - Why are festivals important to religious communities?	LIVING - What does it mean to be a Christian in Britain today?
Spanish:	(Language Angels) Presenting Myself	(Language Angels) Family