



Year 3 – Learning Overview Summer Term

Topic: What the Romans did for us



ENGLISH

Use further prefixes and suffixes and understand how to add them - - see [English appendix 1](#)

Spell further homophones

Spell words that are often misspelt - see [English appendix 1](#)

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Use the first 2 or 3 letters of a word to check its spelling in a dictionary

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Plan their writing by:

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
discussing and recording ideas

Draft and write by:

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English appendix 2](#)

organising paragraphs around a theme

in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

assessing the effectiveness of their own writing and suggesting improvements

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proofread for spelling and punctuation errors

MATHS

Time

Tell and write time in a.m. and in p.m.

Tell and write time using "past" and "to".

Tell and write time shown on different types of clocks.

Measure time in seconds, hours and minutes.

Find starting time, ending time and duration.

Change minutes to seconds, and seconds to minutes.

Find the number of days using a calendar.

Know the number of days in each month, year and leap year.

Graphs

Draw picture graphs and bar graphs.

Read and interpret bar graphs.

Solve problems using information from bar graphs.

Fractions

Count in tenths. Make number pairs that form one whole.

Add and subtract two fractions. Find and list equivalent fractions.

Write a fraction in its simplest form. Compare fractions.

Find part of a set and fraction of a number. Share a number equally.

Write fractions on the number line. Write fractions that are greater than 1.

Solve word problems involving fractions.

Area and Perimeter

Measure the total length around a shape.

Find the perimeter of figures using a square grid .

Find the perimeter of figures in centimetres (cm) and metres (m).

Find the perimeter of squares and rectangles

Geometry

Recognise an angle. Find angles in shapes.

Find a right angle, an acute angle and an obtuse angle.

Compare the sizes of angles.

develop their understanding of the concepts set out in [English appendix 2](#) by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns

use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately when discussing their writing and reading

apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

develop positive attitudes to reading and understanding of what they read by:

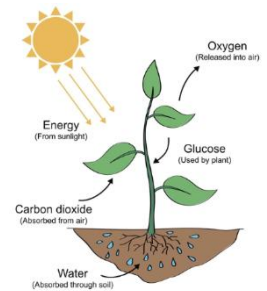
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them,
 - discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text

Make a half turn, a three-quarters turn and a full turn.

SCIENCE

Plants and Light

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.



Plants

- 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

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
predicting what might happen from details stated and implied

identifying main ideas drawn from more than one paragraph and summarising these

identifying how language, structure, and presentation contribute to meaning

retrieve and record information from non-fiction

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Light

- 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

RELIGIOUS EDUCATION

Enquiry: What do Muslims believe about God?

- Show awareness of the Qur'an as the supreme source of authority
- Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. Begin to understand this in the context of the three Abrahamic religions (Judaism, Christianity, Islam)
- Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people.

Recognise that there are many different answers to the question, 'What is God like?'

Enquiry: What difference does being a Muslim make to daily life?

- Identify how a person's beliefs and actions align them with the religion of Islam.
- Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society.

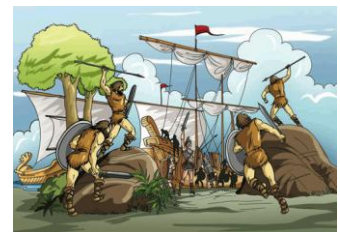
Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah.



HISTORY

The Romans

- During the Iron Age, people began to make tools and weapons from iron.
- Hillforts developed during the Iron Age. Communities lived on hills for protection.
- The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC.
- They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today.
- In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust.
- The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61.
- In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall.
- The Romans' legacy can be seen in many places around Britain today.



COMPUTING

Programming with Lego WeDo

Follow instructions to build a Lego model and program it.



Program multiple outputs; motion sensor, motors and a tilt sensor.

Complete a range of programming and computational thinking challenges.

We are Desktop Publishers

Recognise how text and images convey information.

Add content to a desktop publishing publication.

Choose a suitable layout for a given purpose.

Online Safety

Know how to use the internet to help improve my skills.

Understand that technology is used to share, research and communicate ideas and experiences.



MUSIC



As a class, developing part / harmony singing through two, three & four part 'Musical Rounds'.

Developing further understanding of musical notation & performance directions using both written & practical activities by:

- Building confidence in recognising treble clef pitched notation.
- Recognising & responding to rhythmic patterns using (semi-breve / minim / crotchet / quaver / semi-quaver) notes & rests.
- Writing melodies in the treble clef, using musical symbols & notation.

As a class learning about & playing the 'P-Buzz' musical instrument as an introduction to the technique required to play the 'Brass' family of instruments.

Learning & playing melodies with up to 5 notes using written musical notation.

Incorporate songs and musical activities to the wider year 3 curriculum where possible.

Continue to build individual self-confidence and self-esteem through musical performance.

ART



Sunset art

We are looking at different artists and how they blend, mix and lighten different colours. We will do this by:

- Explore mixing different colours
- Use blending techniques focussing on lightening colours
- Blend colours for effect using a wash
- Demonstrate control made with mark making in order to create a certain effect
- Study and reflect on different artists and how their ideas were developed in certain paintings

FOREIGN LANGUAGES



Fruit and Vegetables

Understand and say fruit and vegetable nouns – begin to recognise masculine and feminine articles – direct and indirect

Count fruits and vegetables – recognise plural article

Understand a story about fruits and vegetables.

Ask politely fruit/ vegetables.

Explore Euros and cents

Remember fruit and vegetable nouns in a board game.

Write sentences using a model.

<u>PSHE</u>	<u>PHYSICAL EDUCATION</u>
Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends Changing Me How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	To run in different directions and at different speeds, using a good technique Look up when running Know how to throw in a variety of ways Use legs as well as arms when throwing To reinforce jumping techniques Know how to perform a standing long jump To understand the relay and passing the baton, showing an understanding of how to receive the baton To choose and understand appropriate running techniques Know which techniques to use for long-distance running and which to use for short-distance running To compete in a mini-competition Know how to compete in a sporting way, showing an understanding of rules.