

Curriculum Long Term Overview Map
 Summer Term
 Year Group 3
 Overall Theme: Ancient Greece

SUBJECT	SUMMARY THEME	PROGRAMME OF STUDY
English	Author Study/Link: Adventure stories continued - Iron man – classic adventure Non fiction – diary, linked to the Iron Man Greek Myths Poetry	<p>Genre Coverage: Reading</p> <p>In this term, pupils will revise, consolidate and develop skills learned in previous years. In addition they will be encouraged to develop a positive attitude to reading, especially for pleasure and be encouraged to extend their knowledge and understanding of new vocabulary.</p> <p>Children will develop their understanding of what they have read by listening to and discussing a range of fiction in different forms. E.g. Myths, adventure stories and poetry. They will read, discuss and analyse books and texts for a range of purposes and respond in a variety of ways.</p> <p>Children will be preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. They will discuss words and phrases that capture the reader’s interest and imagination</p> <p>Children will be encouraged to take note of punctuation when reading out aloud and use intonation and expression when reading aloud to a range of audiences.</p> <hr/> <p>Grammar</p> <p>Children will be extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i> and will use adverbs and prepositions and perfect form of verbs to express time and cause. They will be encouraged to choose and use nouns, including collective nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Children will be taught to use commas after fronted adverbials. They will also be taught to indicate possession by using the possessive apostrophe with singular and plural nouns. Children will continue to use and punctuate direct speech.</p>

		<p>Composition</p> <p>In writing, as in reading children will revise, consolidate and develop skills learned in previous years. In addition they will use their reading and analysing narrative, playscripts and poetry in order to plan and write their own versions. Children will be identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. They will begin to understand the language and structure of different genres and to organise their own work into paragraphs or under sub headings accordingly. They will use a range of punctuation including inverted commas to punctuate direct speech (speech marks). Children will be using appropriate intonation, tone and volume to present their writing to a group or class.</p> <p>Children will continue to proof read and check their work for errors in grammar and punctuation in order to improve their work further.</p> <hr/> <p>Spelling</p> <p>Spellings are differentiated depending on assessment to meet individual needs. They will continue to spell further homophones and learn rules for adding suffixes to verbs. They will be investigating plurals and words with prefixes.</p> <p>Children will be encouraged to use a variety of methods to learn their spellings and correctly learn words that are often mis-spelt.</p> <hr/> <p>Handwriting</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • use upper case letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i> • write upper case letters of the correct size relative to lower case letters • Children will use some of the diagonal and horizontal strokes needed to join letters Form and use the four basic joins.
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	<p>Multiplication Term 1</p> <p>Term 2</p>	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Double any number up to 100. • Double any multiple of 50 up to 500. <ul style="list-style-type: none"> • Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. • <i>Select a mental strategy appropriate for the numbers involved in the calculation.</i> • <i>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</i> • <i>Solve problems involving money and measures and simple problems involving passage of time.</i> <p>Solve problems, including missing number problems involving multiplication and division, including positive integer scaling problems.</p>
	<p>Division Term 1</p> <p>Term 2</p>	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. <p>Halve any number up to 200.</p> <ul style="list-style-type: none"> • Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental and progressing to formal written methods. • <i>Select a mental strategy appropriate for the numbers involved in the calculation.</i> • <i>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</i> • <i>Solve problems involving money and measures and simple problems involving passage of time.</i>

		Solve problems, including missing number problems involving multiplication and division, including positive integer scaling problems.
Science	Animals Inc Humans – Skeletons and muscles Light	<p>To understand all living things move and need nutrition. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Describe the structure and functions of the human skeleton and explain the interaction between skeleton and muscles. Describe the function and actions of major muscle groups.</p> <p>To recognise that they need light in order to see things and that dark is the absence of light To notice that light is reflected from surfaces To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. To recognise that shadows are formed when the light from a light source is blocked by a solid object. To find patterns in the way that the size of shadows change.</p>
History	Ancient Greece	<p>Children will complete a study of Greek life and achievements and their influence on the western world. To describe events from the past using dates when things happened? Children will describe events and periods using the words: ancient and century. Will use a timeline within a specific time in history to set out the order things may have happened. Children will realise that invaders in the past would have fought fiercely, using hand to hand combat. Children will use a variety of sources to ask and answer questions about that period in history. Children will identify similarities and differences between given periods in history.</p>
Art including focused artist	Greek Mosaic Art	<p>Understand the historical background of mosaics in Ancient Greek culture: -Use secondary sources to investigate the functions, themes, tools, materials and processes in creating mosaics - Consider materials and tools that could be used to design and make own mosaics based on Greek designs - E.g. H grade pencils to draw the intricate designs - Choose appropriate colours of material to create the Greek style, e.g.construction paper or card for backgrounds and to cut out the tiles, or possibly use Funky Foam to add texture</p>

Geography	Location of Greece – Link to History. Some skills will have been covered in the autumn term.	<p>To be able to describe the locality and the things that happen there, using the correct geographical language.</p> <p>To be able to use maps and atlases appropriately by using contents and indexes.</p> <p>To identify key features of a locality by using a map.</p> <p>To use 4 figure grid references.</p> <p>To name and locate the capital cities of neighbouring European countries.</p> <p>To be able to plot NSEW on a map.</p> <p>To be able to use some basic OS map symbols.</p> <p>To make accurate measurements of distances within 100Km.</p> <p>To be able to confidently describe physical features of a locality.</p> <p>To be able to recognise the 8 points of the compass.</p> <p>To be able to describe how volcanoes and earthquakes are created.</p> <p>To be able to describe how volcanoes have an impact on people’s lives.</p> <p>To be able to name and locate some of the world’s most famous volcanoes.</p>
D and T	Greek flatbread	<p>To analyse the taste, texture, smell and appearance of a range of foods. (predominantly savoury)</p> <p>To follow Instructions.</p> <p>To Make healthy eating choices.</p> <p>To Join and combine a range of ingredients.</p> <p>To find out which fruit and vegetables are grown in countries/continents studied in Geography.</p>
PE	<p>Striking and fielding games</p> <p>Outdoor adventurous activities.</p> <p>Athletics</p>	<p>Children will consolidate and develop a range of skills in striking/fielding games with consistency. Choose and use a range of simple tactics and strategies.</p> <p>To keep, adapt and make rules for striking and fielding games.</p> <p>Children will learn how to orientate themselves using simple map references. They will plan a route to include all eight controls and follow simple routes using compass bearings. Children will design representative symbols and accurately match symbols with features. To improve and evaluate their work, pupils will make judgements on the clarity of symbols. Children will need to work co-operatively to complete challenges and allocate responsibilities within the group.</p> <p>Children will be linking time to distance travelled and showing a range of travelling actions. They will be</p>

		developing style and pace in running and taking part in team relays. Children will develop different styles and projectiles when throwing. They will learn about five types of jumps and link them together. Children will be setting their own individual targets to beat.
RE	Called By God Rules for Living	The aim of this unit is to: give children an opportunity to consider what it means to be called by God and the responses people have made to that call. Give pupils opportunity to consider the concept and purpose of rules. To examine Christian rules for living and reflect upon their own lifestyle and the influences upon it. To examine rules for living from Judaism and Islam and reflect on similarities and differences and how these affect people in our school and local community.
Music	Learning to play the recorder and singing.	In Year 3 pupils children will begin to learn to play a recorder and develop their singing ability over the course of the year. They will broaden their musical knowledge and stimulate their interest in continuing to learn a musical instrument.
PSHE	Similarities and differences	To enable pupils to recognise that there are similarities and differences between humans. To raise pupils awareness of disability.
Computing	Computer networks To identify the range of web activities that are available on the World Wide Web. To understand the significance of order of results returned after a search. To understand the value of 'multiple word searches' on a standard search engine. To opening multiple web pages without leaving the search.	Children will try to understand how to use and retrieve information from a spreadsheet and represent their findings as appropriate. They will be sort data from a pre-made database using given criteria. For example Clown Images – How many clowns have sequins on their hats? Children learn to consider their own questions/criteria needed for sorting information. Using these questions and understanding of criteria they will start to add additional information to an existing database.
MFL		During the Summer Term, the children will have the opportunity to revisit, consolidate and build on what they have learnt in both the Autumn and Spring terms. They will also:

		<ul style="list-style-type: none">• Continue to appreciate stories, songs and rhymes in French and show their understanding by joining in, responding and listening for specific words and phrases• Speak with increasing confidence when performing simple communicative tasks, using phrases and short sentences• Continue to develop accurate pronunciation and intonation so that others can understand them• Continue to learn how particular phonemes are pronounced in French and begin to apply their phonic knowledge of French when reading unfamiliar words• Read, understand and use phrases to describe greetings, feelings and preferences.• Read, understand and write words related to colours, food and numbers• Read and understand a range of familiar written phrases• Begin to use a dictionary to look words up and find meaning• Write simple sentences, using a model and begin to write some words and phrases from memory• Continue to develop their knowledge of French grammar eg how a simple plural is formed in French and develop an awareness of the place of the adjective in the sentence• Learn about the cultures of different countries where French is spoken, other than France
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