



Year 3 Summer 2 Curriculum Overview

YEAR GROUP:	3	TERM:	Summer 2
SCIENCE	GEOGRAPHY	HISTORY	COMPUTING
<u>IRREVERSIBLE CHANGES</u> -Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. -Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. -Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	<u>HUMAN AND PHYSICAL GEOGRAPHY</u> -To describe and understand key aspects of physical geography, including the water cycle. <u>LOCATIONAL KNOWLEDGE</u> -To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle the Prime/Greenwich Meridian and time zones (including day and night). <u>SKILLS AND FIELDWORK</u> -To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Taught in Summer 1	-To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. -To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

	<ul style="list-style-type: none"> - To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 		<ul style="list-style-type: none"> -To know how to communicate safely with others online and use age appropriate websites to do this. -To know that some information on the internet is not accurate. I must think carefully before I rely on it. -To create a branching database. -To use and debug a branching database. -To understand what a computer simulation is. -To analyse and evaluate a simulation. -To solve an investigation and present the results in graphic form.
ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE
Taught in Summer 1	<p>Design a musical instrument</p> <ul style="list-style-type: none"> -To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. -To generate, develop, model and communicate their ideas 	<ul style="list-style-type: none"> -To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music. 	<p>Outdoor and Adventurous Activities</p> <ul style="list-style-type: none"> -To take part in outdoor and adventurous activity challenges both individually and within a team.

	<p>through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <ul style="list-style-type: none"> -To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. -To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. -To investigate and analyse a range of existing products. -To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. -To understand how key events and individuals in design and technology have helped shape the world. 	<ul style="list-style-type: none"> -To listen with attention to detail and recall sounds with increasing aural memory. -To use and understand staff and other musical notations. -To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -To develop an understanding of the history of music. 	
PSHE	RE	MFL	PE
RSE	Pilgrimage to the River Ganges (Hinduism)	-To be able to say "I am able to..." and "I can..."	Striking and Fielding Games (Rounders)

	<p><i>-To understand the significance of the River Ganges both for a Hindu and a non-Hindu.</i></p> <p>Prayer and Worship (Sikhism)</p> <p><i>-To understand the different ways Sikhs show their commitment to God and why they think this commitment is so important.</i></p>	<p><i>-To listen to, identify and match verbs in Spanish.</i></p> <p><i>-To learn about the use of modal verb followed by Infinitive: "I am able to..." or "I can..." plus verb infinitive.</i></p> <p><i>-To use the first person singular.</i></p>	<p><i>-To use running, jumping, throwing and catching in isolation and in combination.</i></p> <p><i>-To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i></p> <p><i>-To be able to play simple rounders games.</i></p> <p><i>-To apply some rules to games.</i></p> <p><i>-To develop and use simple rounders skills.</i></p> <p><i>-To develop the range of rounders skills that can apply in a competitive context.</i></p> <p><i>-To choose and use a range of simple tactics in isolation and in a game context.</i></p> <p><i>-To identify different positions in rounders and the roles of those positions.</i></p>
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