

# Y3 Curriculum Overview

## Summer 1

### Reading

To access our curriculum, it is essential children can read. Please ensure your child reads daily and complete their reading record. Thank you for your support.

### Writing

This term we will be learning to write **Narratives** and **Poems**. To support your child's learning, please find the **Knowledge Organiser** attached for English.

### Maths

This term we will be learning about **Fractions** and **Time**. To support your child's learning, please find the **Knowledge Organiser** attached for these units.

### Science

This term we will be learning about **Biology: Plants**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

### History

This term we will be learning about **Ancient Greece**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

### Art

This term we will be learning about **Printing**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

### PSHCE

This term we will be learning about **Aiming High**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

### Computing

This term we will be learning about **Information Technology**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

### RE

This term we will be learning about **How do festivals and family life show what matters to Jewish people?** To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

Thank you for your continued support. More information can be found on the school website.

If you would like any extra support, please speak to your child's teacher.

**Believe – Achieve – Succeed**

# PUNCTUATION, VOCABULARY & GRAMMAR

## Year 3 Overview



- By the end of Year 3, you should be able to correctly show direct speech in your writing. This includes using inverted commas correctly alongside other punctuation.
- You should develop the use of a range of prefixes, understanding their meaning, and have a growing understanding of different word families.
- You should correctly use 'a' or 'an' depending upon the opening sound of the following word.
- To show time, place and effect, you should be able to use some conjunctions, adverbs and prepositions.
- You should be structuring your writing using paragraphs, headings, and sub-headings.

## Punctuation

### Direct Speech



- Inverted commas (also known as speech marks) show when there is direct speech (someone is speaking). The inverted commas should be placed at the beginning and end of the spoken passage, as in the examples below:
    - "You'll never guess what I've just seen!" said Chris, excitedly.
    - "No, they are for our school play," Erica responded.
    - "Where is Mongolia?" asked David, looking at the map.
  - Inverted commas are placed outside of other punctuation marks (commas, question marks and exclamation marks – full stops are not used within direct speech).
  - Each new character's speech begins on a new line. Each line of speech should begin with a capital letter.
- Reporting clauses (e.g. 'said Daisy', 'sighed Melanie', 'shouted Paul') are often used at the end of the speech. A full stop is used to finish the reporting clause.

## Vocabulary and Grammar



- Prefixes:** Prefixes can change the meaning of words.
  - super- means to have more power over other things, e.g. 'superhuman', 'supernatural' and 'supermassive.'
  - anti- means to go against something, e.g. 'anticlockwise', 'antisocial' and 'antidote.'
  - auto- means 'self', e.g. 'automatic', 'automobile', 'autopilot.'
- The Articles 'A' and 'An':** Use 'an' when the next word begins with a vowel sound, e.g. an elephant, an ant.
- Use 'a' in all other instances, e.g. 'a dog', 'a forest.'
- Word Families:** Word families are grouped together by their meaning and grammar, e.g. help, helpless, helper, helpful

### Word Level



### Sentence Level

- **Time, Place and Effect:** Conjunctions, adverbs and prepositions can be used to show us the time, place, and cause of events and information, e.g.

Conjunctions: 'I wake up before my alarm. I snore when I sleep.'



-School was cancelled because it was snowing.

Adverbs: 'I eat my breakfast, then eventually walk to school.'

Prepositions: 'I sleep in my covers, beside my teddy bear.'

-'The living room is below my bedroom.'



### Text Level

**Paragraphs:** Paragraphs are a way to group similar ideas in your writing. Change paragraphs by leaving a line, to break up your writing. Change paragraphs when you change the time, place or subject in your writing.

Also use **headings** and **sub-headings** to clearly present ideas.



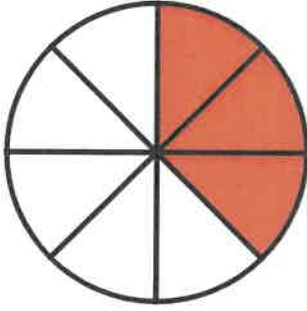



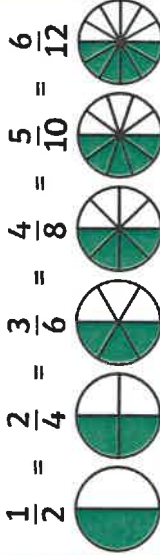
**Present Perfect Verb Form:** This tense shows something that started in the past and continues to the present, e.g. 'he has gone out to play' instead of 'he went out to play.'

## Key Terminology

- Preposition
- Conjunction
- Word Family
- Prefix
- Clause
- Subordinate Clause
- Direct Speech
- Consonant
- Vowel
- Comma
- Inverted Comma

# Fractions

## Knowledge Organiser

Key Vocabulary	Recognising Fractions	Comparing Fractions		
numerator	 <p style="text-align: center;"><b>3</b> / <b>8</b></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Numerator</b> How many equal parts of the whole are needed?</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Denominator</b> How many equal parts are in the whole?</p> </div> </div>			
denominator				
unit fraction				$\frac{1}{3}$
non-unit fraction				$\frac{2}{3}$
equivalent	$\frac{4}{5}$	$\frac{3}{5}$		
halves	<p style="text-align: center;"><b>Equivalent Fractions</b></p>  <p style="text-align: center;"><math>\frac{1}{2}</math> is equal to...</p> <p> <math>\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12}</math> </p> 	$1$		
thirds		$\frac{1}{3}$	$\frac{1}{2}$	
quarters		$\frac{1}{4}$	$\frac{1}{3}$	
fifths		$\frac{1}{5}$	$\frac{1}{4}$	
sixths		$\frac{1}{6}$	$\frac{1}{5}$	
eighths		$\frac{1}{8}$	$\frac{1}{6}$	
tenths		$\frac{1}{9}$	$\frac{1}{7}$	
decimal tenths		$\frac{1}{10}$	$\frac{1}{8}$	
		$\frac{1}{11}$	$\frac{1}{9}$	
		$\frac{1}{12}$	$\frac{1}{10}$	

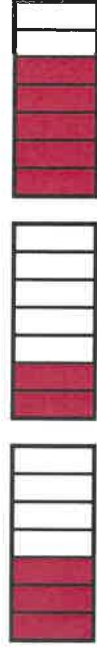
# Fractions

## Add and Subtract Fractions

$$2\frac{2}{5} + 1\frac{1}{5} = 3\frac{3}{5}$$



$$3\frac{3}{7} + 2\frac{2}{7} = 5\frac{5}{7}$$

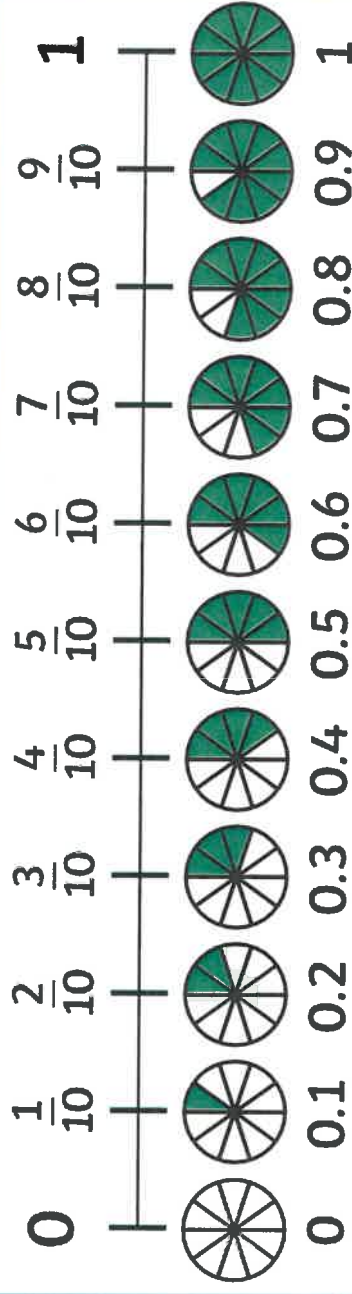


$$5\frac{5}{6} - 2\frac{2}{6} = 3\frac{3}{6}$$



# Knowledge Organiser

## Tenths



## Fractions of Amounts

$$\frac{1}{4} \text{ of } 24 = 6$$



$$\frac{1}{3} \text{ of } 72 = 24$$



$$\frac{2}{5} \text{ of } 40 = 16$$



# Time

## Knowledge Organiser

### Key Vocabulary

12-hour time

24-hour time

Roman numerals

analogue

digital

hours

minutes

seconds

o'clock

half past

quarter past

quarter to

midday

midnight

noon

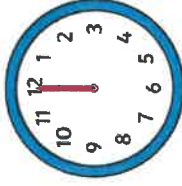
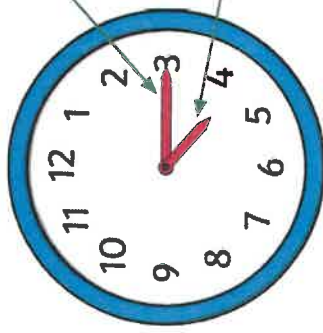
### Analogue and Digital Clocks

#### Minute Hand

The long hand points to the minutes past or the minutes to the hour.

#### Hour Hand

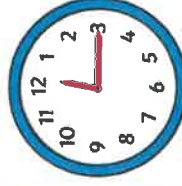
The short hand points to the hour. If this hand is pointing between hours, it is either past the earlier hour or to the later hour.



twelve o'clock



half past twelve

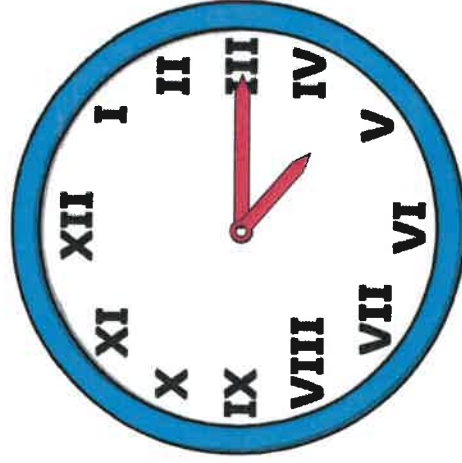


quarter past twelve

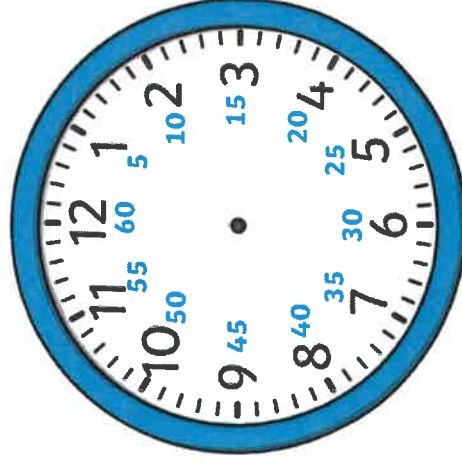


quarter to one

### Time and Roman Numerals



There are **60 seconds** in an minute.

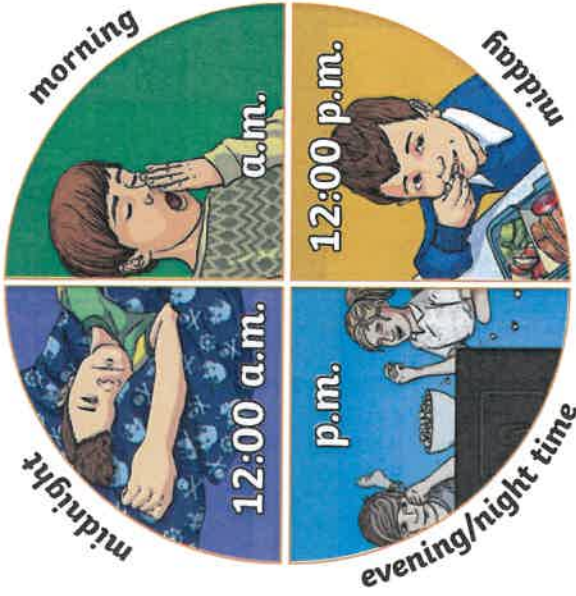


There are **60 minutes** in an hour.

24-Hour Time

Calculate Durations of Time

There are 24 hours in a day.



	13:00	1 p.m.		1 o'clock	
	14:00	2 p.m.		2 o'clock	
	15:00	3 p.m.		3 o'clock	
	16:00	4 p.m.		4 o'clock	
	17:00	5 p.m.		5 o'clock	
	18:00	6 p.m.		6 o'clock	
	19:00	7 p.m.		7 o'clock	
	20:00	8 p.m.		8 o'clock	
	21:00	9 p.m.		9 o'clock	
	22:00	10 p.m.		10 o'clock	
	23:00	11 p.m.		11 o'clock	
	00:00	12 a.m.		12 o'clock	

**Start** **Duration** **End**

20 minutes has passed.

Compare Durations of Time

Compare the time using the vocabulary 'longer' and 'shorter'.

180 seconds	is the same as	3 minutes.
90 minutes	is shorter than	2 hours.
48 hours	is longer than	1 day.

## Sticky Knowledge:

- ✓ Pollen is mostly released by plants in Spring and early Summer. People who suffer from hay fever are allergic to this pollen, causing them to have itchy eyes and runny noses. They often sneeze a lot too.
- ✓ Even though plants need sunlight, seeds germinate in the dark, as this tells to seed that it is underground and in soil.
- ✓ Seeds germinated in a dark cupboard will grow into seedlings with pale, elongated stems as the try to reach sunlight.
- ✓ Water moves through tubes called xylem within plants. This is why if you place a cut plant into coloured water, its leaves and flowers will eventually change colour.
- ✓ Sugars created through photosynthesis move around the plant through tubes called phloem.
- ✓ Plants use sunlight, water and carbon dioxide to create their own food (sugars). This means that plants are producers.

## Learning Components:

- Identify the main parts and functions of different flowering plants.
- Understand and describe the life-cycle of a flowering plant.
- Explain the different methods of pollination in flowering plants.
- Explain the different methods of seed dispersal in flowering plants.
- Explore whether all plants require the same things (water, light availability etc.).



Pollination can occur by wind blowing the pollen or by insects taking it from one flower to another.

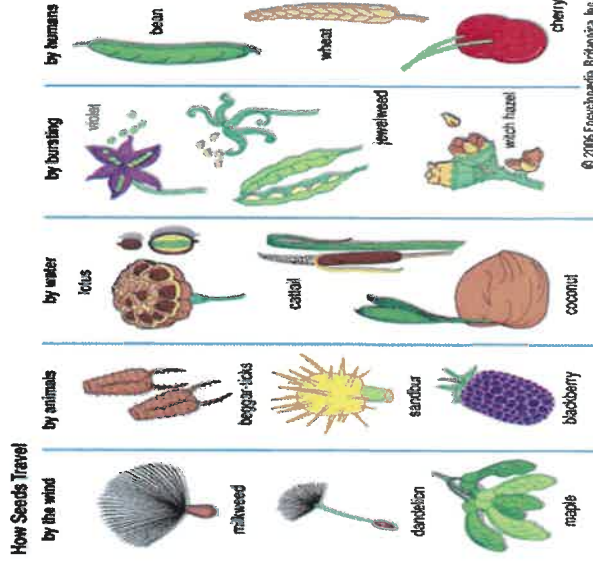


## Big Idea:

All plants start life as seeds, which must germinate (grow) underground to form adult plants. Many plants have flowers, whose role is to create off-spring in the form of seeds through a process called pollination.

## Seed Dispersal:

Because plants cannot move, their off-spring must grow away from them so that they do not compete for the same resources (sunlight, water and nutrients). This is called seed dispersal, and can be done in different ways: wind, animals or water.



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## Vocabulary:

- Photosynthesis:** The process of making sugar using water, carbon dioxide and energy from sunlight.
- Seedling:** A young, newly germinated plant from a seed, usually having a root, shoot and leaf.
- Seasonal Change:** Changes to plant growth due to differences in the weather and temperature.
- Roots:** The part of a plant which is found predominantly underground. Roots anchor the plant and absorb water and nutrients needed by the plant.
- Pollen:** Fine grains from the male parts of flowers which fertilise eggs to create seeds.
- Pollination:** The process where pollen from one plant is placed onto the female parts (stigma) of another plant.
- Seed Formation:** The creation / growth of seeds from pollen and the eggs within flowers.
- Seed Dispersal:** The ways in which seeds are scattered away from parent plants so that they are not in direct competition for resources.
- Germination:** The growth of a root and shoot from a planted seed to form a seedling.
- Flowers:** The bright, colourful parts of a plant consisting of petals and the male and female parts of a plant. They produce nectar (a sugary liquid) to attract insects to help in pollination.



# Ancient Greece Knowledge Organiser – Year 3

## Key Knowledge

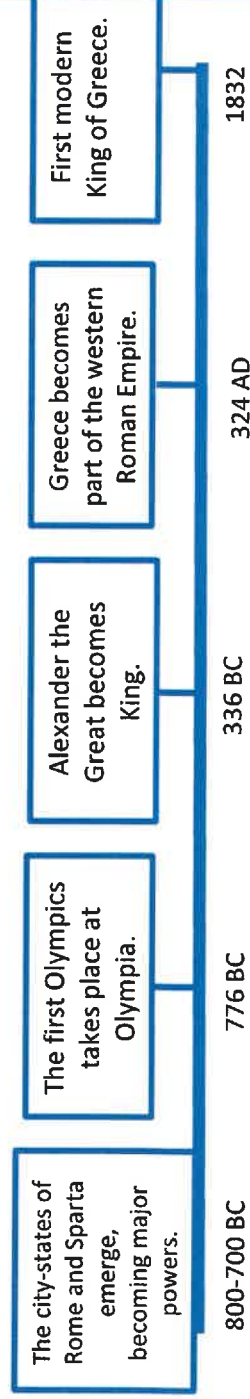
- ✓ The Ancient Greek period being studied is from 3000 BC to 146 BC.
- ✓ Ancient Greece was one of the greatest human civilisations and its achievements are still influential today.
- ✓ In 479 AD, the two most powerful city-states Athens and Sparta teamed up to defeat the Persians but their friendship didn't last long.
- ✓ The ancient Greeks believed in many gods including Zeus.
- ✓ The Ancient Greeks held many festivals in honour of their gods.
- ✓ The Ancient Greeks invented the theatre because they loved watching plays, and most cities had a theatre.
- ✓ Events at the Greek's Olympics included wrestling, boxing, long jump, javelin, discus and chariot racing.

## Who were the Greeks?

During the time of the Ancient Greeks, Athens was the centre of power. The city was named after the Greek goddess Athena. She was goddess of wisdom, war, and civilization. Her shrine, the Parthenon, sits on top of a hill in the centre of the city.

The people of Athens were often at war with the people of Sparta. The Spartans didn't study philosophy, art, or theatre, they studied war. All Spartan men trained to become warriors from the day they were born.

## Key Events



## Big Idea

The Ancient Greeks were a civilization who dominated the Mediterranean thousands of years ago. Government, philosophy, science, mathematics, art, literature and sports were impacted by the Ancient Greeks.

## Concepts



Communication & culture - economy

## Disciplinary Concepts



Similarity & difference Evidence & interpretation



## Vocabulary

**Philosophy:** Philosophy is a way of thinking about the world, the universe, and society.

**Athens:** It is the birth place of democracy and the heart of the Ancient Greek civilization.

**Spartans:** The Spartans believed that strict discipline and a tough upbringing was the secret to making the best soldiers.

**Democracy:** Democracy means allowing citizens to make their own decisions for their own personal lives.

**Olympics:** The ancient Olympic Games were originally a festival, or celebration of and for Zeus.

**Zeus:** The supreme god of the Olympians, Zeus was the father of Perseus and Heracles.

**Truce:** Is when two fighting sides declare peace or a break in the war.

**Temple:** A building devoted to the worship of a god or gods.

*'A people without the knowledge of their past history, origin and culture is like a tree without roots' Marcus Garvey,*



## Printing

Traditionally, **block printing** was used to **print** fabrics. This process involves sketching and carving a design into a **block** of wood, applying ink or dye, and stamping it onto a finished cloth. **Block printing** differs from weaving, where patterns are woven into a fabric as it's created.



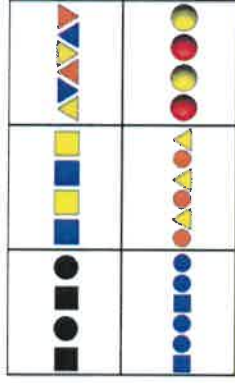
## Artist Study

### Salvador Dalí – Surrealism Artist

- ✓ Salvador Dalí was born on 11th May 1904 in Figueres, Spain.
- ✓ Salvador went to drawing school
- ✓ He experimented with Cubism and also gained a reputation for being a bit eccentric.
- ✓ Several images often appear in Dalí's surrealist paintings. These include: melting clocks, elephants, eggs, ants, snails and locusts.
- ✓ Salvador Dalí produced more than 1500 paintings in his lifetime.

## Repeating Patterns

A design for decorating a surface composed of a number of elements arranged in a regular or formal manner.



## Vocabulary

**printing block:** A printing block is a tool used for producing a repeat pattern

**inking rollers:** a roller used to add paint to a printing block

**shade:** a colour, especially with regard to how light or dark it is or as distinguished from one nearly like it.

**tint:** a shade or variety of a colour.

**precision:** the quality, condition, or fact of being exact and accurate.



# Year 3 – Information Technology

## Sticky Knowledge:

- ✓ I can demonstrate how to use key phrases in search engines to gather accurate information online.
- ✓ I can explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact’ and can give examples of how and where they might be shared online.
- ✓ I can describe simple strategies for creating and keeping passwords private.
- ✓ I can give reasons why someone should only share information with people they choose to and can trust.
- ✓ I can explain that if they are not sure or feel pressured then they should tell a trusted adult.
- ✓ I can explain why copying someone else’s work from the internet without permission isn’t fair and can explain what problems this might cause.

## Computing Pioneers



**Ada Lovelace**  
1815 - 1882



**Charles Babbage**  
1791 - 1871

In 1833 Ada Lovelace met the mathematician Charles Babbage, who had designed a calculating machine called the Difference Engine. Ada was inspired by his work and wrote the first algorithm for a machine.

## Big Idea:

I can understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

## Our linked text



**Little People Big Dreams: Ada Lovelace**

Isabel Sanchez Vegara

## Vocabulary

### Information Technology:

The use of computers to save, store and communicate information.

### Copyright:

A legal protection extended to those who produce creative works.

### Collaboration:

Working with someone else to produce something.

### Privacy:

The right to keep your personal information to yourself.

## Unit L2.10 How do festivals and family life show what matters to Jews?

### Sticky Knowledge

- ✓ Identify Jewish beliefs about God, sin and forgiveness.
- ✓ Make links between the story of Exodus and Jewish beliefs about God and his relationship with the Jewish people.

### Important facts to know by the end of this topic:

- Jews believe they are God's chosen people.
- Rosh Hashanah is the Jewish New Year's festival.
- Yom Kippur is a day to seek forgiveness.
- Pesach is a festival to celebrate the Jews delivery from slavery in Egypt.
- The Jewish people were given the 10 commandments.

### Big Idea

Jewish people live out their faith through their day to day lives and rituals, this is particularly important within their family.



## Yom Kippur

### Vocabulary

**Jew:** A follower of Judaism.

**Rosh Hashhanah:** Jewish New Year.

**Yom Kippur:** Jewish festival, day of atonement.

**Pesach:** An important Jewish festival.



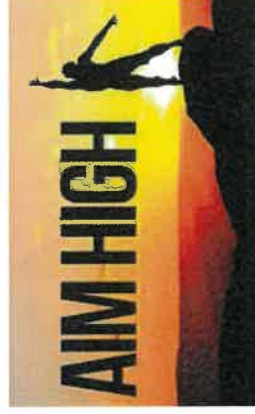
### Sticky Knowledge

- ✓ Having a positive learning attitude will help me to succeed and achieve my goals.
- ✓ You need different skills and interests to be able to do different jobs.
- ✓ I can set a goal to work towards my ambitions.
- ✓ I can use my growth mindset to face new challenges and learn about the importance of resilience.

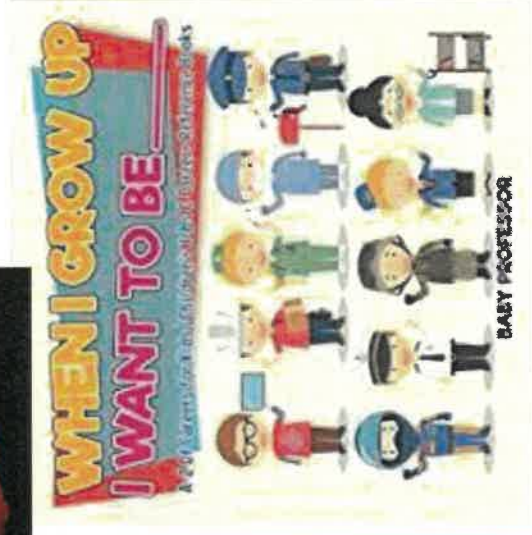
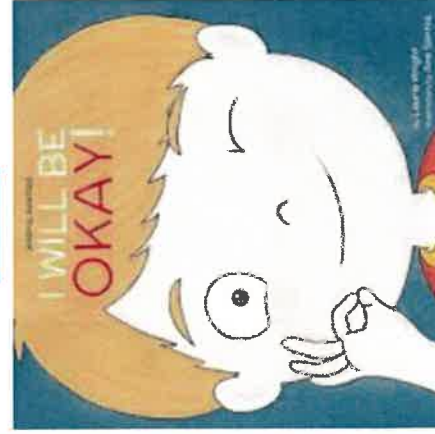


### Key Questions

- What job would you like in the future?
- What skills do you need for that job?
- What obstacles do you need to overcome in order to aim high in the future?



### Exciting Books



### Vocabulary

- Goals-** Planning what you want to achieve to help you succeed
- Aspirations-** A strong desire to achieve something
- Gender.** The state of being male or female
- Stereotypes-** An idea or belief about a thing that is based upon how they look on the outside, which may be untrue.
- Growth mindset-** know that mistakes are ok, not being afraid to fail- have a go!
- Ambition-** Something a person hopes to do or achieve
- Achievement-** When you have got something by putting in great effort and succeeding
- Resilience-** The ability to recover and bounce back from change or disappointment
- Skills-** A talent in order to do a job or task