



## Studlands Rise First School – Year 3 Overview – Summer Term



<p><b>Literacy</b>            Adventure Stories            Persuasion – Persuasive Letter Writing            Vocabulary Building - Poetry            Take One Poet – Poetry Appreciation            Take One Book</p>	<p><b>Maths</b>            Number and place value            Addition and Subtraction            Multiplication and division            Geometry            Measure            Fractions            Statistics</p>	<p><b>History</b>            Britain's Settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> <li>Children will learn about settlement by Anglo-Saxons and Scots including the Roman withdrawal from Britain, the Scots invasion from Ireland to north Britain (now Scotland), Anglo Saxon invasions and ways of life.</li> </ul>
<p><b>Art</b>            Dali</p> <ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, including drawing and painting.</li> <li>Learn about great artists in history.</li> </ul>	<p><b>D &amp; T</b>            Story Sacks/Puppets</p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>Generate, develop, model and communicate their ideas through discussion and annotated sketches.</li> <li>Select from and use a wider range of tools and equipment.</li> <li>Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities.</li> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>	<p><b>Geography</b>            Physical geography – Earthquakes</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, such as earthquakes.</li> <li>Use maps, atlases and globes.</li> </ul>
<p><b>Science</b>            Shadows and reflections</p> <ul style="list-style-type: none"> <li>Use results to draw simple conclusions.</li> <li>Recognise that light is needed to see things and that dark is the absence of light.</li> <li>Notice that light is reflected from surfaces.</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>Find patterns in the way that the size of shadows change.</li> </ul> <p>Movement and magnets</p> <ul style="list-style-type: none"> <li>Set up simple, practical enquiries and fair tests.</li> <li>Compare how things move on different surfaces.</li> <li>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</li> <li>Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>Describe magnets as having 2 poles.</li> <li>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p><b>ICT</b>            Databases</p> <ul style="list-style-type: none"> <li>Use search technologies effectively, appreciate how results are selected and ranked.</li> </ul>	<p><b>RE</b>            Rules and how they Influence Actions</p> <ul style="list-style-type: none"> <li>Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behavior.</li> </ul> <p>Special Places, Sacred Spaces</p> <ul style="list-style-type: none"> <li>Know the function of objects, places and people within religious practices and lifestyles. Begin to recognise key similarities and differences.</li> <li>Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities including their own.</li> <li>Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behavior.</li> </ul>
<p><b>Music</b>            Music Express            Musical boost days</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes.</li> <li>Listen with attention to detail.</li> <li>Appreciate and understand a wide range of high-quality recorded music.</li> </ul>	<p><b>PSHCE</b>            Relationships            Changes</p>	<p><b>PE</b>            Games</p> <ul style="list-style-type: none"> <li>Play competitive games and apply basic principles suitable for attacking and defending.</li> </ul> <p>Athletics</p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>