



New City Primary School Subject Overview  
Core Curriculum Overview Year 3  
Spring Term Two 2017 - 2018

	Week 1	Week 2	Week 3	Week 4	Week 5
<b><u>Text/Focus</u></b>	<u>Narrative</u> Myths and Legends Robin Hood (Marcia Williams)	<u>Narrative</u> Myths and Legends Robin Hood (Marcia Williams)	<u>Poetry</u> Poems to Perform	<b><u>Assessment Week</u></b>	<u>Poetry</u> Poems to Perform
<b><u>Grammar</u></b>	Suffixes and Prefixes	Dialogue/Speech marks	Fronted adverbials	<b><u>Assessment Week</u></b>	Adjectives
<b><u>Spellings</u></b>	Prefix sub	Prefix inter	Words with endings sounding /zhuh/ or /chuh/	<b><u>Assessment Week</u></b>	Endings which sound like /zhun/
<b><u>Comprehension</u></b>	AF3 Deduce, infer or interpret information, events or ideas from texts.	AF3 Deduce, infer or interpret information, events or ideas from texts.	AF4 Identify and comment on the structure and organisation of texts including grammatical and presentational features at text level.	<b><u>Assessment Week</u></b>	<u>Assessment</u> AF1 AF2 AF3 and AF4
<b><u>Writing</u></b>	Create settings, characters and plot Use conjunctions, adverbs, and prepositions to express time and cause. Propose changes to grammar and vocabulary to improve consistency.	Create settings, characters and plot Use conjunctions, adverbs, and prepositions to express time and cause. Propose changes to grammar and vocabulary to improve consistency.	Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. Propose changes to	<b><u>Assessment Week</u></b>	Read aloud their own writing to a group or to the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.

			grammar and vocabulary		
<b><u>Phonics</u></b>	<p><b>Prefix sub</b> Subdivide Subheading Submarine Submerge</p>	<p><b>Prefix inter</b> Interact Intercity International Interrelated</p>	<p><b>Words with endings sounding /zhuh/ or /chuh/</b> Measure, treasure, pleasure, enclosure, picture, adventure, creature, furniture, departure, mixture.</p>	<b><u>Assessment Week</u></b>	<p><b>Endings which sound like /zhun/</b> Division Invasion Confusion Decision Collision Television</p>
<b><u>Mathematics</u></b>	<p><b><u>Subtraction - working towards written method</u></b> Mental calculation strategies as in Term 1, picking up on any that weren't covered, linking to time differences and durations, Perimeter of rectangles and squares</p>	<p><b>Mental Strategies (X and ÷)</b> Reinforce mental calculation as in Autumn term in different contexts. Including: Converting units of time, units of measure and common factors and multiples.</p>	<p><b>Multiplication/Division</b> Reinforce and rehearse strategies taught in Autumn term e.g. Written methods for multiplication, arrays and teach grid method and division as a check for the multiplication and vice versa</p>	<b><u>Assessment Week</u></b>	<p><b><u>Multiplication/ Division</u></b> Multiplication and division within problem solving and different contexts Scaling up and scaling down as in term 2</p>
<p><b><u>Computing</u></b> <b><u>We are Vloggers</u></b>  <b><u>Online Safety</u></b></p>	<p>What is Vlogging? What do we know already about vlogging? How is it different to Blogging?</p>	<p>How are online product reviews linked to advertising? Why do we share content online?</p>	<p>Advertising and endorsements. Creating a reminder. What should we remember before making online purchases?</p>	<p>Designing your own vlog. What do we need to include?</p>	<p>Summing up. What we as internet users need to be aware of.</p>

<p><b>Science</b> Rocks &amp; Forces and magnets</p>	<p>(Rocks) To investigate whether rocks can dissolve in water.  To conclude an investigation</p>	<p>To define the word friction  To investigate the amount of friction caused by different materials  To conclude an investigation using results</p>	<p>To explain how magnets interact  To investigate what materials are magnetic</p>	<p>To conclude an investigation  To investigate and compare the strengths of magnets</p>	<p>To create a conclusion based on results  To identify the uses of magnets in real life</p>
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