



New City Primary School Subject Core Overview: Year Three
Summer 1 2016 - 2017

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text/Focus	Narrative Authors and Letters Gorilla Changes (Anthony Browne)	Narrative Authors and Letters Gorilla Changes (Anthony Browne)	Non Fiction Explanation Text Nature School	Non Fiction Explanation Text Nature School	Narrative Traditional Tale Three Heads in a Well	<u>Assessment Week</u>
Grammar	Direct Speech	Adjectives	Pronouns	Suffixes and Prefixes	Nouns	<u>Assessment Week</u>
Spelling	Root words	Prefix anti	Prefix auto	Prefix super	Endings which sound like /shun/ spelt tion/cian	<u>Assessment Week</u>
Comprehension	AF1/AF2 Use a range of strategies to read for meaning/understand describe, select or retrieve information, events or ideas from texts using quotation and reference.	AF2 Understand, describe, select or retrieve information, events or ideas from text and use quotations and reference to text.	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.	<u>Assessment Week</u>
Writing	Discussing and recording ideas Discussing texts similar to the one they are planning to write, in order to learn from their structure, grammar and vocabulary.	Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. Create settings, character and plot.	Discussing and recording ideas Use simple organisational devices such as headings and subheadings. Organise paragraphs around a theme.	Discussing texts similar to the one they are planning to write, in order to learn from their structure, grammar and vocabulary. Organise paragraphs around a theme. Proof reading for spelling and punctuation errors.	Create settings, character and plot Organise paragraphs around a theme. Proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in a sentence.	<u>Assessment Week</u>
Phonics	Root words regular, reign, remember, sentence, separate, sew, situate, strength, sufficient, sure, surprise, surround, thought, through, though, weary	Prefix anti Antiseptic Anti-clockwise Antidote	Prefix auto Automatic Autograph	Prefix super Supermarket Superman Superstar	Endings which sound like /shun/ spelt tion/cian Invention, inflation, injection, action, completion, exception, , musician, electrician, politician, magician, mathematician.	<u>Assessment Week</u>

<p>Mathematics</p>	<p><u>Place Value and Number</u> Place Value as in term 1 and 3 including 100ths:</p> <p>Extend to rounding money amounts and measures (cm, m and pounds and pence).</p>	<p><u>Fractions</u> Fractions, Equivalences between $\frac{1}{2}, 1/4, 1/8$ using strips of paper, counting in fractional steps and link this to improper fractions and mixed numbers - e.g. $\frac{1}{2}, 1, 1\frac{1}{2}, 2, 2\frac{1}{2}$,</p>	<p><u>Fractions and Measures:</u></p> <p>Continue with fractions and make link to measures Bar charts, Perimeter of rectangles and squares and its formula Missing whole number problems linking to algebra</p>	<p><u>Mental Strategies + and -</u></p> <p>Consolidation of mental calculation strategies within different contexts, including time, money, length, etc..</p>	<p><u>Addition</u></p> <p>Working towards written method for addition and subtraction within different contexts, including time (durations and differences) length, mass, capacity, volume and also statistics</p>	<p><u>Assessment Week</u></p>
<p>Computing We Are Communicators</p>	<p>To construct an email and send it to another class.</p>	<p>To recognise how an email works.</p>	<p>To identify how to use email safely.</p>	<p>To create a presentation (linked to Anglo Saxons and Scots) Email the presentation to a partner.</p>	<p>To share the presentation via video conference.</p>	<p><u>Assessment Week</u></p>
<p>Science Forces and Magnets</p>	<p>To compare and contrast how objects move on different surfaces.</p>	<p>To recognise how some forces need contact between two objects, but magnetic forces act at a distant</p>	<p>To observe and record how magnets attract or repel each other and attract some objects and not others. (Main Investigation)</p>	<p>To predict and record those materials that attracts a magnet. Materials can be compared and grouped according to their properties.</p>	<p>To explain that a magnet has two poles. To predict whether two magnets will attract or repel each other.</p>	<p><u>Assessment Week</u></p>