



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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b><u>Text/Focus</u></b>	Narrative Authors and Letters Gorilla Changes (Anthony Browne)	Narrative Authors and Letters Gorilla Changes (Anthony Browne)	Narrative Story with a dilemma Flat Stanley	Narrative Story with a dilemma Flat Stanley	Narrative Story with a dilemma Flat Stanley	<b><u>Assessment Week</u></b>	Dialogue and Plays Children's Adventure Theatre
<b><u>Grammar</u></b>	Direct Speech	Adjectives	Verbs and Adverbs	Punctuation	Nouns and Pronouns	<b><u>Assessment Week</u></b>	Possessive apostrophe with irregular plurals.
<b><u>Spellings</u></b>	Root words	Prefix anti	Endings which sound like /shun/ spelt sion/ssion	/s/ sound spelt sc	/g/ sound spelt gue and /k/ sound spelt que	<b><u>Assessment Week</u></b>	Possessive apostrophe with irregular plurals
<b><u>Comprehension</u></b>	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.	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.	<b><u>Assessment Week</u></b>	AF3 Deduce, infer or interpret information, events or ideas from texts.

<b><u>Writing</u></b>	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.	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	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	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	<b><u>Assessment Week</u></b>	Discuss and record ideas Discussing texts similar to the one they are planning to write, in order to learn from their structure, grammar and vocabulary.
<b><u>Phonics</u></b>	<b>Root words</b> regular, reign, remember, sentence, separate, sew, situate, strength, sufficient, sure, surprise, surround, thought, through, though, weary	<b>Prefix anti</b> Antiseptic Anti-clockwise Antidote	<b>Endings which sound like /shun/ spelt sion/ssion</b> expression, discussion, confession, permission, transmission, admission, expansion, extension, comprehension, tension	<b>/s/ sound spelt sc</b> Science, scene, scissors, muscle, disciple, fascinate	<b>/g/ sound spelt gue and /k/ sound spelt que</b> League, tongue, synagogue, antique, unique, mosque	<b><u>Assessment Week</u></b>	<b>Possessive apostrophe with irregular plurals</b> Children's, men's, mice's
<b><u>Mathematics</u></b>	<b>Mental strategies</b> (Using X and ÷ and applying/inverse	<b>Multiplication</b> (Embed skills, then use and	<b>Division</b> (Embed skills, then use and	<b>Multiplication and division</b> (Using and X and ÷	<b>Shape and Properties</b> Consolidation of	<b><u>Assessment Week</u></b>	<b>Positional Direction</b> Assessment or reinforcement

	through relative contexts ie. money and measures)	apply/inverse through relative contexts ie. money and measures)	apply/inverse through relative contexts ie. money and measures)	applying/inverse through relative contexts ie. money and measures)	3D shape including problem solving		and consolidation of key concepts
<b><u>Computing</u></b> <b><u>We Are Opinion</u></b> <b><u>Pollsters</u></b>	To decide on the topic for the survey.	To create questions for the survey.	To create the survey.	To collect data for the survey.	To present data in charts and graphs.	<b><u>Assessment week</u></b>	To analyse the results of the survey and plan next steps
<b><u>Online Safety</u></b>							
<b><u>Science</u></b> Light & Teeth and eating (linked to Artic animals)	(Light) To explain what a shadow is and how it is formed	To explain that different animals needs different diet. Look at a range of anaimal that live in the Arctic - Polar Bear, Fox and Killer whale - explore their diet.	To investigate the diet of different animal from the arctic. Do the animals in the Aretic eat the same food (Link to the teeth)  Predict/method/who could we collect the data.	To investigate the diet of different animal from the arctic.  Present data in a graph, conclusion	To recognise that different animal (including humans) have different kinds of teeth. Chn could draw diagram of human, polar bear and Killer Whale teeth	To explain the purpose of the different kinds of teeth. Chn to look at molar (chewing) Canine (tearing) Does the teeth reflect the animals diet	To explain how to keep healthy