

# Year 3 – Summer Curriculum letter

Welcome back to St. Mary's for the Summer Term. I hope you had an enjoyable and restful Easter break. This letter will inform you of the exciting things that your child will be learning about, over the next two half terms.

## General reminders

Children must bring the following equipment to school, everyday: A pencil case with HB pencils, coloured pencils, sharpener, ruler, rubber and glue stick, their daily reading book, home-school diary and a bottle of water. We recommend that children also bring in whiteboard pens, but this is not required.

Please ensure that your child reads every day and that this is noted in your child's home-school diary. Children's reading should be noted in the home-school diary at least 4 times a week. If there are any important notes, especially regarding a change in pick-up arrangements, please ensure that these notes are clearly written in the home-school diary.

Please ensure your child has the correct uniform every day and that all of your child's belongings are clearly name-labelled.

Our PE days (for the first half term, at least) are Monday and Wednesday. Children may continue to wear PE kits to school on these days.

Spellings and times-tables are collected and given out on Fridays. Children should practice these every day, for no more than 10 minutes.

## Curriculum

Our topics over the term are 'Light and dark' and 'The Romans'. We will be reading 'The Dark' by Lemony Snicket, 'Orion and the Dark' by Emma Yarlett and 'Escape from Pompeii' by Christina Balit.

## RE

Our topics for RE this term are 'Celebrating Easter and Pentecost' and 'Being a Christian'.

<u>Celebrating Easter and Pentecost</u> Learning focuses				
Explore how the Church celebrates the Resurrection of Jesus.  Think about how we can celebrate Jesus' Resurrection.	Know that Jesus appeared to some of his disciples on the road to Emmaus.  Think about what we can learn from this experience.	Know what Jesus said to Thomas when he did not believe Jesus had risen from the dead.  Reflect on the meaning of these words for us.	Know that Jesus returned to Heaven.  Reflect on what this means for us.	Know what happened at Pentecost.  Reflect on how it changed the apostles.

Being a Christian Learning focuses					
Begin to understand what being a Christian involves and reflect on what this means for us.	Know what Jesus teaches about helping others and reflect on how we can help others.	Know how St. Paul had to learn to be a Christian and think about what we can learn from his experience.	Know that the Sacraments are a meeting with Jesus and be aware that in the Sacraments we receive Jesus' great love.	Know about people who use their gifts to help others and think about what we can learn from them.	Begin to understand the importance of prayer and think about different ways of praying.

## Maths

Our areas for study for this term are Fractions, Geometry, Statistics and consolidation of the years study. Children will develop their fluency, reasoning and problem-solving skills in these areas.

Fractions Learning focuses	Geometry Learning focuses	Statistics Learning focuses
<p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Compare and order unit fractions, and fractions with the same denominators; compare and order unit fractions, and fractions with the same denominators.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators; recognise, find and write fractions of a discrete set of object.</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators; recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Add and subtract fractions with the same denominator within one whole; add and subtract fractions with the same denominator.</p> <p>Count up and down in tenths and hundredths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p>	<p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</p> <p>Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	<p>Interpret and present data using bar charts, pictograms and tables.</p> <p>Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p>

Children will continue to be tested on their multiplication tables weekly. Regular practise is important and has a positive impact on Maths attainment.

## English

Children will continue to develop their reading and writing skills through study of our class texts. Children will develop a greater understanding and mastery of spelling, grammar and punctuation.

Children will be given 'free-reading' time within class, and will further develop their reading skills in daily Guided Reading lessons, but we still recommend children read for at least 20 minutes every day with an adult.

<u>Reading</u>	<u>Writing</u>	<u>SPAG</u>
<u>Learning focuses</u>	<u>Learning focuses</u>	<u>Learning focuses</u>
<p>Draw inferences from reading.</p> <p>Predict from details stated and implied.</p> <p>Explain and discuss understanding of reading, maintaining focus on the topic.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Ask questions to improve understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Plan, write, edit and improve.</p> <p>Compose and rehearse sentences orally.</p> <p>Use the main features of a given text-type.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use a range of descriptive phrases including some collective nouns.</p> <p>Use organisational devices such as headings and sub headings.</p> <p>Write sentences that include direct speech.</p>	<p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Write sentences that include direct speech, punctuated correctly.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Write sentences that include adverbial phrases.</p> <p>Spell homophones correctly.</p>

## Science

Our topics for this term are 'Light and seeing' and 'Animals including humans'. We will be answering the big questions: What would be the best material to make a blind for a baby's room...? And, What kind of diet does a distance runner need? How is this different to an office worker...?

Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

<u>Light and seeing</u> <u>Learning focuses</u>				
Recognise that they need light in order to see things and that dark is the absence of light.	Notice that light is reflected from surfaces.	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	Recognise that shadows are formed when the light from a light source is blocked by a solid object.	Find patterns in the way that the size of shadows change.

<u>Animals including humans</u> <u>Learning focuses</u>					
Explain how plants and animals obtain food and the difference between the two.	Explain what nutrients are and explain consequences for eating the wrong amounts of nutrients.	Naming three different types of skeletons.	Identify main bones in the body.	Identify parts of the skeleton that protect/support the body, explaining how they work.	Explain how muscles allow movement.

## History

Our topic for this term is 'The Roman Empire'. Children will learn how the Roman Empire invaded Britain and how it changed. Children will answer the big question: What impact has the Roman empire had on our modern life?

<u>The Roman Empire</u> Learning focuses					
I am asking questions about the past and using evidence to find answers.	I am using more than one source of evidence to investigate why Romans built roads in Britain.	I am understanding differing perspectives of an historical account.	I am using more than one source of evidence to investigate why Romans built Hadrian's Wall.	I am explaining the different elements of Roman religion.	I am representing the Roman empire, with evidence, on a timeline.

## Geography

Our topic for this term is 'Our extreme Earth'. Children will learn about the dangers our Earth can pose, how volcanos are formed and the effect they have on the lives of people (like those who were living in Pompeii...). Children will also learn about earthquakes, tsunamis and tornados, examining how these happen and the effect they have on people's lives.

<u>Our extreme Earth</u> Learning focuses					
I know what is under the ground (layers of the Earth, tectonic plates).	I know how volcanoes are formed, in relation to tectonic plates.	I know how volcanoes affect people's lives, in relation to Pompeii.	I know what causes earthquakes, in relation to tectonic plates.	I know what causes tsunamis, in relation to tectonic plates and earthquakes, and how they affect people, in relation to Indonesia.	I know what causes tornadoes and the affect they have on people's lives, in relation to USA.

## Design and Technology

Our focus for this term is 'A working torch'. Children will design and create a working torch for a boy who is scared of the dark, using appropriate materials.

<u>A working torch</u> Learning focuses		
Design with purpose by identifying opportunities to design.	Make products by working efficiently (such as by carefully selecting materials).	Refine work and techniques as work progresses, continually evaluating the product design.

## Art

Our topic for this term is 'Mosaic and tessellation'. Children will look at the work of Roman artists who used mosaics, identifying the techniques they used and attempt to replicate these in their own artwork.

<u>Mosaic and tessellation</u> Learning focuses					
Look at Roman mosaics – identify features and evaluate.	Look at Roman mosaics – compare with modern examples.	Create own mosaic of everyday item.	Create own mosaic of a chosen design.	Contribute to a big, class mosaic creation.	Look at tessellation pattern – create own.

## Computing

In this term our topic is 'computing systems and networks', with a focus on 'Connecting computers'. Children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs.

<b>Connecting computers</b>					
<b>Learning focuses</b>					
Explain how digital devices function.	Identify input and output devices	Recognise how digital devices can change the way we work.	Explain how a computer network can be used to share information.	Explore how digital devices can be connected.	Recognise the physical components of a network.

## PE

Our focus for this term is on honing our cricket and rounders skills and other athletic competition. PE will be taught by Mr Cook and Mrs Dyer.

## French & Music

French and Music will be taught by Mrs Dyer on Wednesday afternoons.

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I look forward to working closely with you over the term. Should there be any questions or problems, do not hesitate to get in touch.

With very best wishes,

Mr Cook