

Year 3 – Summer Curriculum Letter

Welcome back! We hope you all had an enjoyable and restful break. This newsletter contains a few general year 3 reminders and information about what we will be learning about this term.

General reminders

Please ensure that your child reads **DAILY** and that this is noted in their 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. Your child needs to have their reading book and diary in school each day.

All of your child's belongings need to be clearly name-labelled and children need to be in the correct school uniform each day.

Our PE days are **Monday** and **Wednesday**. Children may come to school in their PE kit on these days and if they have an after (or before) school club.

Spelling homework will be set on a Friday and due back the following Friday. Please also practise the Year 3 and 4 spelling words in the front of the children's diaries as we test these termly. Children will also need to practice their times tables regularly, as this is especially important now they are in KS2.

If you wish to schedule a meeting, please contact the school office with a summary of what it is you wish to discuss first and we will get back to you as soon as possible.

Curriculum

RE

Our topics for R.E. this term are 'To the ends of the Earth' and 'Dialogue and encounter'.

	To the ends of the Earth	Dialogue and encounter
Hear	<p>By the end of this unit of study, pupils will have revisited and encountered the following key texts:</p> <ul style="list-style-type: none"> • Jesus appears to the apostles and the Ascension (Lk 24:36-53) • Pentecost and Peter talks to the crowd (Acts 2:1-9, 12-13) • Conversion of Saul (Acts 9:1-19) • Fruits of the Holy Spirit (Gal 5:22-23) 	<p>By the end of this unit of study, pupils will have encountered the following key text:</p> <ul style="list-style-type: none"> • The parable of the Good Samaritan (Lk 10:25-37) <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • Christians should collaborate in service of humanity. <p>By the end of this unit of study, pupils will know about Christianity locally through:</p>
Believe	<p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • God is love. Love is God's first gift poured into our hearts by the Holy Spirit. • The fruits of the Spirit are the visible signs that a person is led by the Holy Spirit. • The fruits of the Spirit are love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control 	<ul style="list-style-type: none"> • Learning about their local Christian community. • Learning about ways Christians where they live come together to support the local Community <p>By the end of this unit of study, pupils will have encountered the following:</p>
Celebrate	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • In all prayers, Christians welcome the Holy Spirit and open their hearts to God. • Christians pray to the Holy Spirit for help ('Come Holy Spirit'). 	<ul style="list-style-type: none"> • Recognise links and simple connections between some Jewish religious laws, beliefs, worship, and life. (e.g., keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes). • Recognise that most Jewish religious words are in Hebrew (the original language of the Torah and other sacred Jewish/Christian texts).
Live	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • That there are different symbols of the Holy Spirit in art: wind, fire, and dove, e.g., Taizé, Marlene Scholz's 'Blessed Trinity'. 	<ul style="list-style-type: none"> • Listen to the religious experiences of others from different communities in the class and the

	<ul style="list-style-type: none"> • The example of a saint who showed examples of peacebuilding in their lives, e.g., St Catherine of Siena, St Bernardine of Siena (IHS), St Rita of Cascia, St John Henry Newman, Pope St Pius X, St Francis of Assisi. Some examples of saints and holy people who lived the fruits of the Holy Spirit in their lives, e.g., St Oscar Romero, St Teresa of Avila. 	local area.
--	--	-------------

Maths

Our areas for study for this term are Fractions, Money, Time, Shape and Statistics. Children will develop their fluency, reasoning and problem-solving skills in these areas.

Roman numerals to 12	Turns and angles
Tell the time to 5 minutes	Right angles
Tell the time to the minute	Compare angles
Read time on a digital clock	Measure and draw accurately
Use am and pm	Horizontal and vertical
Years, months and days	Parallel and perpendicular
Days and hours	Recognise and describe 2-D shapes
Hours and minutes – use start and end times	Draw polygons

Pounds and pence
Convert pounds and pence
Add money
Subtract money
Find change

Add fractions
Subtract fractions
Partition the whole
Unit fractions of a set of objects
Non-unit fractions of a set of objects
Reasoning with fractions of an amount

English

Children will continue to develop their reading skills through study of our class texts - 'Dancing Bear' and 'The Magician's Nephew'. Children will develop a greater understanding and mastery of spelling, grammar and punctuation.

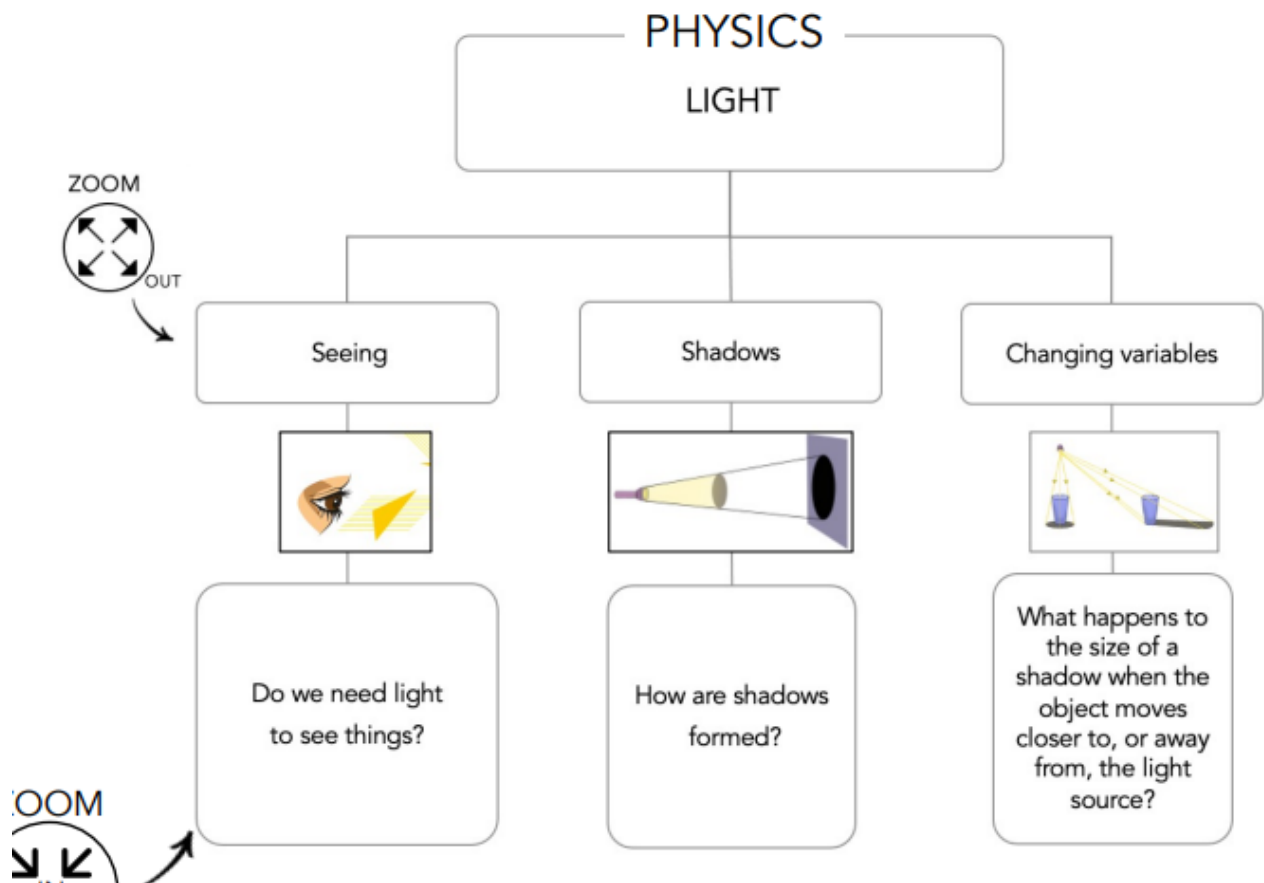
<u>Reading</u> <u>Learning focuses</u>	<u>Writing (inc. SPAG)</u> <u>Learning focuses</u>
<p>Listen to and discuss a wide range of fiction, poetry and non-fiction.</p> <p>Read books that are structured in different ways and read a range of purpose.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems to read aloud and to perform.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they read by checking that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Organise paragraphs around a theme, in narratives, create settings, characters and plot, In non-narrative material, use simple organisational devices (for example, headings and sub-headings).</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggest improvements, proposing changes to grammar and vocabulary to improve consistency.</p> <p>Use pronouns accurately in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Use prefixes and suffixes and understand how to add them.</p> <p>Spell homophones.</p>

<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these. Identifying how language, structure and presentation contributes to meaning.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say.</p>	<p>Learn to spell words that are often misspelt.</p> <p>Place the possessive apostrophe accurately in words with regular plurals.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught.</p>
--	--

In writing this term, we will be focusing on third person narratives, formal letters of complaint, poetry, instructional writing and narratives focusing on dialogue.

Science

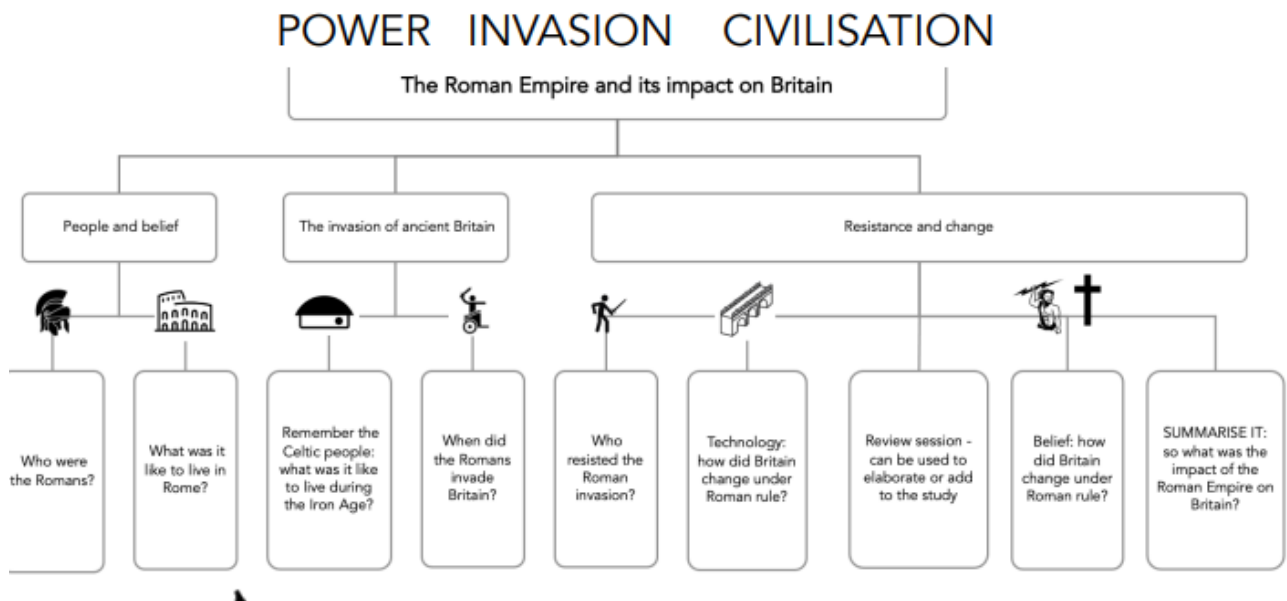
Our topic for Summer is Light.



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

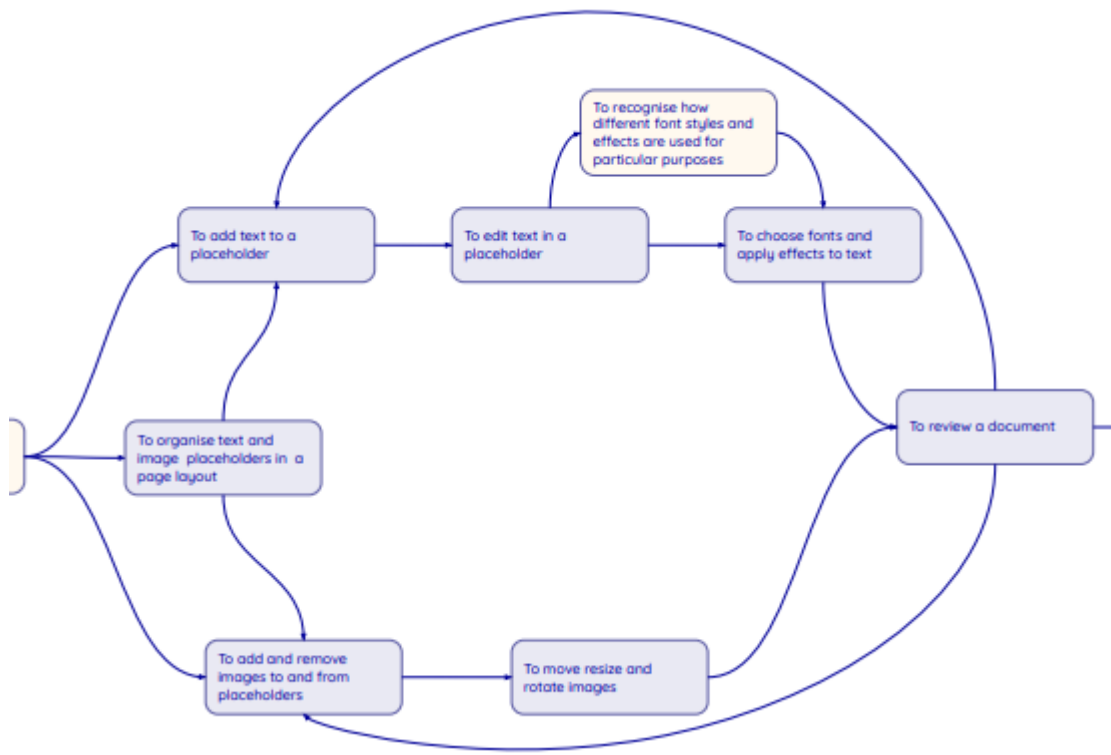
History

Our topic for the term is Romans.



Computing

In computing, during Summer 2 our topic will be creating media, focusing on publishing.



Art

Our topics for the term are Print making and painting.

At the end of this block, pupils will ...	
Know:	Be able to:
How to use a printing slab and roller How to create different printing blocks	Make a variety of printed marks including: <ul style="list-style-type: none">• monoprinting• block printing

DT

Our topics for this term are

At the end of this block, pupils will ...	
Know:	Be able to:
How food can help their body and mind How to prepare and cook a range of vegetables	Peel and grate a range of vegetables Add flavour and texture to foods

PE

PE will be taught by Mr Hurd on Wednesday mornings and Miss Godbold on Monday afternoons.

Music and French

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

We look forward to working closely with you over the term. Should there be any questions or problems, please make an appointment via the school office.

With very best wishes,
Miss Godbold & Mrs Veitch.