



Year 3 Summer Term Curriculum Information 2024

Year group teachers:	<ul style="list-style-type: none"> • Mr Crump • Miss Alexander • Miss Andrews
Year group support staff:	<ul style="list-style-type: none"> • Mrs Farrell • Mrs Hitchen • Miss Banthorp • Mrs Flynn • Mrs Hogger
Dates for the diary:	<ul style="list-style-type: none"> - Thursday 26th April – Colchester Zoo trip. - Thursday 23rd May - Outdoor Learning Day - Monday 10th June - Parent Learning afternoon - Wednesday 26th June - Transition morning

Curriculum areas to be covered this term in:

English



Types of texts we will be looking at – first person narrative descriptions, third person narratives (animal stories), formal letters, dialogue through narrative and poetry.

The children will be learning:

Spoken language

- to use the language structures and vocabulary taught in school
- to apply the grammar rules taught, to their spoken language
- to listen and respond appropriately to adults and other children
- to justify their opinions and explain their ideas clearly
- to join in with group and class presentations and performances including drama activities and assemblies

Reading

- to read aloud and to understand the meaning of new words, by discussing the context in which they are written
- to summarise the text they are reading in their own words and sequence events in the correct order
- begin to infer character’s feelings, thoughts and motives from their actions and words
- to identify keywords in a question and understand what the question is asking them for
- to find evidence in the text to support their ideas and to answer questions
- use contents and index pages to find information quickly
- use a dictionary and a thesaurus to improve spellings and vocabulary
- think about the way different text types are written and recognise structures
- to use a range of strategies to read with fluency and expression

VIPERS

During the summer term we will be focusing on developing a secure understanding of the reading comprehensions skills taught in KS2.

V – Vocabulary (explain the meaning of words in context)

I – Inference (explain and justify what is happening using evidence in the text)

P – Prediction (predict what might happen using detail in the text or what is implied through the text)



E – Explain (explain how different parts of the text are connected and how they relate to the text as a whole/explain how the author uses words and phrases to enhance the meaning/make comparisons within the text)







R – Retrieve (retrieve and record key information from fiction and non-fiction texts)


S – Summarise (summarise the main ideas from more than one paragraph)

Writing

- apply the grammar rules taught to their own writing, such as inverted commas for direct speech and apostrophes to show possession
- use the correct tense, including the present perfect tense
- use correct perspectives (first or third person)
- understand and apply key features of non-fiction text such as title, heading, captions, diagram and illustration

	<ul style="list-style-type: none"> ● use a wider range of conjunctions and prepositions ● to use adverbs to add further detail (time, place or manner) ● to use precise adjectives ● to use paragraphs to link sentences based on one theme ● begin to proof read their writing to check it for sense and punctuation and edit accordingly ● begin to accurately self-assess and peer-assess their own work and the work of others ● to use the diagonal and horizontal strokes needed for joined handwriting and recognise which letters are best left unjoined ● Throughout the term ● to spell topic words correctly ● to revise and use correctly the spelling rules covered in Autumn and Spring term ● to spell some 'tricky words' from the new curriculum lists for year 3 and 4 ● (NB some children will still continue to work on phase 5 and 6 Phonics and the CEW in Year 1 and 2.)
<p>Maths</p> 	<p>The children will be learning to:</p> <ul style="list-style-type: none"> ● To use the language whole and equal parts in relation to shapes and amounts ● To identify and recognise a half, quarter, third, unit and non-unit fractions ● To count in fractions ● To understand the terminology 'equivalent' and to find and recognise equivalent fractions ● To compare and order fractions ● To add and subtract fractions ● To understand pounds and pence and be able to convert between pounds and pence ● To add money, subtract money and find change ● To understand and use the vocabulary for time, including months and years, days and weeks, hours, minutes and seconds ● To tell the time to the hour, half hour, quarter past and quarter to ● To tell the time to 5 minutes, then 1 minute ● To use a.m. and p.m. as well as a 24-hour clock ● To find and compare durations of time ● To measure time, using start and end times ● To understand turns and angles, including right angles ● To draw accurately using horizontal and vertical lines and to understand the use of parallel and perpendicular lines ● To recognise, describe and make 2D and 3 D shapes ● To measure and compare mass ● To add and subtract mass ● To measure and compare capacity ● To add and subtract capacity ● To interpret and present data using bar charts, pictograms and tables ● write and calculate mathematical statements for addition, subtraction, multiplication and division using the methods and strategies taught
<p>Science</p> 	<p>During Year 3, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ● asking relevant questions and using different types of scientific enquiries to answer them ● setting up simple practical enquiries, comparative and fair tests ● making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ● gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ● recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ● reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ● using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ● identifying differences, similarities or changes related to simple scientific ideas and processes ● using straightforward scientific evidence to answer questions or to support their findings. <p>Plants</p> <ul style="list-style-type: none"> ● To identify and describe the functions of the parts of a plant

	<ul style="list-style-type: none"> To understand the requirements for plant growth and how this varies plant to plant To investigate and understand how is water transported within plants To explore and learn about pollination, seed formation and dispersal. <p>Light and shadow</p> <ul style="list-style-type: none"> Observations of light and how we see things Study how light is reflected from surfaces. Understand and be able to explain how to protect yourself from light. Experiment with shadows and reflections. Evaluate how to change the shape and size of shadows.
<p>Geography</p> 	<p>The Rainforest:</p> <ul style="list-style-type: none"> To locate the world's continents and countries To identify the position of the Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn How to study a specific region of the world and its physical and human features How to use scales, atlases and globes To extend their geographical vocabulary Biomes Rainforests - climate, habitat and tribes. Deforestation
<p>PE</p> 	<p>The children will be developing skills in cricket, rounders and athletics.</p> <p>Our focus will be on building relationships, making connections, working with a partner or as part of a team and listening to one another. We will support the children so they can give and follow instructions, cope with losing and giving praise to others when they win as well as develop a healthy competitive spirit.</p>
<p>RE</p> 	<p>RE is about 'educating' children about differing religious faiths and belief systems and the impact these have on the lives of believers, their communities and the wider world.</p> <p>This term will be split into 2 areas of learning:</p> <p>Humanism – Morality</p> <p>The children will be learning about the beliefs of Humanists including the 'golden rule' of Humanism as a basis for morality.</p> <p>Sikhism – Guru</p> <p>The children will be learning about inspirational people for Sikhs and the role of Gurus in the religion.</p>
<p>Art and DT</p> 	<p>The children will be learning:</p> <ul style="list-style-type: none"> Art to use the Rainforest topic as a stimulus for work on painting, collaging, fabric, colour, texture and pattern to explore the artwork of Marianne North and Henri Rousseau as part of their Rainforest topic to use a variety of mediums to create a finished product to use equipment safely to shape and mould materials DT to design and make a rainforest animal mask to evaluate their product, discussing how well it works in relation to the purpose to evaluate their product, identifying the strengths and possible changes they might make
<p>Music</p> 	<ul style="list-style-type: none"> The children will be: learning to listen to and appraising songs learning to create simple rhythmical patterns and steady pulses learning to sing songs with a controlled voice completing a course using an online scheme (Charanga – Three Little Birds, Bob Marley)
<p>French</p> 	<p>The children will be learning:</p> <ul style="list-style-type: none"> to apply the French vocabulary learnt in the Autumn and Spring term <p>Two topics: Summer 1: La Famille and Summer 2: On Mange!</p> <ul style="list-style-type: none"> to identify family member names to identify food names and give opinions on food choices
<p>Computing</p>	<p>The children will be learning about Spreadsheets:</p> <ul style="list-style-type: none"> To use the symbols more than, less than and equal to, to compare values. To use 2Calculate to collect data and produce a variety of graphs. To use the advanced mode of 2Calculate to learn about cell references.

	<p>Graphing:</p> <ul style="list-style-type: none"> • To enter data into a graph and answer questions. • To solve an investigation and present the results in graphic form. <p>Branching Databases:</p> <ul style="list-style-type: none"> • To sort objects using just 'yes' or 'no' questions. • To complete a branching database using 2Question. • To create a branching database of the children's choice.
 <p>RSE/PSHE</p>	<p>Through the topic of relationships, the children will be learning:</p> <ul style="list-style-type: none"> • To debate issues surrounding health and well-being • To understand ways in which rules and laws keep people safe • Human rights • About anti-social behaviour • About their responsibilities, rights and duties • To appreciate work of the voluntary sector • Understand the term Diversity • Values and customs of people around the world • Understand the methods of saving money • About the sustainability of the environment across the world • That media doesn't reflect reality
<p>Homework</p>	<p>Our reading target continues to be a minimum of 4 times a week, which can include the book sent home by the class teacher, home books, library books, newspapers, comics and magazines. Please remember to record any home reading in your child's reading record.</p> <p>Accelerated Reader- Once a child has read their book, they can quiz on the book they have read at school using their chrome books. This tool helps teachers identify areas of to support children with their comprehension.</p> <p>Spellings – These will start when the children are fully settled into their new routines. They will focus on the phonics, grammar and spelling patterns that we are learning in class. A worksheet of spellings will be sent home for the children to learn in their books. We do not have weekly tests on these but the expectation is for children to complete the worksheet at home. If you have any questions, then please do not hesitate to ask.</p> <p>Times tables- In Year 3 we support the children with learning specific times tables (3, 4 and 8 times tables). We will also revisit 2, 5 and 10 times tables. Please use Times Table Rockstars app to support your child with their learning.</p>

Additional information about ways in which you can help your child at home:

- Encourage them to organise their own things ready for school and take care of their belongings
- Encourage them to talk about what they have learnt in school that day
- Teach them how to tell the time using an analogue clock and digital clock
- Encourage your child to read regularly, do their homework and hand it in on time, and practise number bonds, mental maths strategies or times tables on a daily basis. Little and often is the key and each day only needs 10 or 15 minutes. Oxford Reading Buddy should help support this process.
- Read to your child as well as encouraging your child to read to you. Ask and answer questions about what you have read (There are ideas in the reading booklets given out at parents' evenings)