



Year 3 Curriculum Information Summer Term 2021

Year group teachers:	<ul style="list-style-type: none">• Mrs Barker• Miss Aberdein• Mrs Ransom• Miss Fuller
Year group support staff:	<ul style="list-style-type: none">• Mrs Laker• Mrs Hitchen• Mrs Lingley• Miss Banthorp• Miss Flynn
Dates for the diary:	All dates to be confirmed.

Curriculum areas to be covered this term in:

Literacy



Types of texts we will be looking at – adventure stories, non-fiction books, factsheets, reports and traditional tales.

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
- understand and apply key features of non-fiction text such as title, heading, captions, diagram and illustration
- use a wider range of conjunctions and prepositions to show time passing, places and cause
- to use a story mountain and picture prompts to plan a story

	<ul style="list-style-type: none"> • 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>Numeracy</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 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 • 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 • 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>Animals, including humans</p> <ul style="list-style-type: none"> To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat To identify that humans and some other animals have skeletons and muscles for support, protection and movement To identify and understand how the teeth work and their connection to the digestive system
<p>Topic (this includes all Foundation subjects)</p> 	<p>The topic for this term is rainforests and the children will be learning;</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
<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 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>Judaism – Symbols and Religious Expression</p> <p>The children will be learning about the symbols and stories that help Jewish people remember their covenant with God.</p> <p>Christianity – Beliefs in action in the world</p> <p>The children will be learning about what Christian's mean when they talk about the Kingdom of God</p>
<p>Art and DT</p> 	<p>The children will be learning:</p> <p>Art</p> <ul style="list-style-type: none"> to use the Rainforest topic as a stimulus for work on painting, collaging, fabric, colour, texture and pattern to explore the artwork of John Dyer and Amazon Indian Nixiwaka Yawanawá 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 <p>DT</p> <ul style="list-style-type: none"> to use equipment with some accuracy to cut and shape materials and to fix components together. to develop cutting skills for food preparation 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> 	<p>The children will be:</p> <ul style="list-style-type: none"> learning to improvise and compose music learning to create simple rhythmical patterns learning to identify the improvements and changes that could be made to their composition learning to give and accept constructive criticism on their own and others work completing a course using an online scheme (Charanga) <p>Some activities will be affected by the current situation.</p>
<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 to say animal's names in French to say how many of each animal they have using the numbers they learnt in previous terms
<p>Computing</p> 	<p>The children will be learning about digital productivity and creativity:</p> <ul style="list-style-type: none"> to create different effects with different technology tools to combine a mixture of text, graphics and sound to share my ideas and learning to use appropriate keyboard commands to amend text on my device, including the use of a spellchecker

	<ul style="list-style-type: none"> • to evaluate their work and improve it • to use an appropriate tool to share their work online
PSHE 	<p>Through the topics of health and well-being, the children will be learning:</p> <ul style="list-style-type: none"> • about a wider range of feelings and the kinds of change that happen in life and the feelings associated with this • to recognise that everyone grows and changes through the human life cycle • about people who help them stay healthy and safe, including how to deal with negative pressure <p>Through the topic of relationships, the children will be learning:</p> <ul style="list-style-type: none"> • about the concept of keeping something confidential • to learn what is meant by stereotype <p>Through the topic of living in the wider world, the children will be learning:</p> <ul style="list-style-type: none"> • about anti-social behaviour • to appreciate the work of the voluntary sector in the local community
Homework	<ul style="list-style-type: none"> • 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. • Spellings to learn each week. • Revise 2x, 5x and 10x table facts and begin to learn 3x, 4x and 8x tables. • WOW word homework will be discussed in our Year Group assembly. The children will attempt to use the word as often as they can at home. Please try to guess what the word might be!

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)