

Year 3 Curriculum Newsletter



Dear Parents and Carers,

Welcome back to the final term of this school year. It is hard to believe that we are almost at the end of the year. Please continue to practise times tables and reading at home, it will really benefit the children as they make the transition into year 4.

What is happening this term?

For whole school events please see the whole school dojo. Here are some additional things happening for Stingrays and Sea Otters.

PE Days will go back to normal – Monday and Friday come into school dressed and ready in PE Kit.




The Big Sing – 20th May only for children who have signed up for this event.



The Value that we are focusing on this term is:

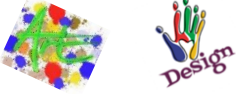



Ambition





Term 5

Key Learning

Subject and Topic	Overview	Key knowledge
<p>English</p> 	<p>Reading</p> 	<p>*Check that the text makes sense, discuss understanding and explain the meaning of words in context.</p> <p>*Ask questions to improve their understanding of a text.</p> <p>*Identify main ideas drawn from more than one paragraph and summarising them.</p> <p>During this half Term we will be reading: Zeus on the Loose and Stingrays will be sharing 'The Boy who Grew Dragons'. Whilst Sea Otters will be sharing 'The swivel – eyed ogre-thing'.</p>
	<p>Writing</p> 	<p><u>Pathways to poetry-</u> The children will be learning about a 'trick' poem called 'I saw a peacock'. They will identify poetry keys, compare similar poems and collect vocabulary and ideas. These skills will lead up to the children writing their own poems about an imaginary journey.</p> <p><u>Pathways to write-</u> The focus book for this unit is 'Journey'. The children will continue to build on their vocabulary and grammar skills throughout this unit and</p>

		<p>manipulate tenses and structure. They will attempt to:</p> <p>Sequence events to follow the structure of the model story</p> <ul style="list-style-type: none"> • Write an opening paragraph and further paragraphs for each stage • Create a dialogue between characters that shows their relationship with each other • Use 3rd person consistently • Use tenses appropriately
	<p>Spelling</p>	<p>We will be following the Spelling Shed scheme for Year 3.</p> <ul style="list-style-type: none"> • Use the suffix 'ly' • Using homophones: great – grate, meet – meat, grown – groan • Words ending in 'al' – comical, magical, tropical. <p>*Spell words that you commonly misspell in your work.</p>
	<p>Grammar</p>	<p>*Form nouns using prefixes (super-, anti-)</p> <p>*Use the correct form of 'a' or 'an'</p> <p>*Word families based on common words (solve, solution, dissolve, insoluble)</p> <p>*To know the function of word classes – determiner, preposition, interjection and revise noun, verb, adjective, conjunction, adverb.</p> <p>Look at present and perfect tense.</p>
<p>Mathematics</p> 	<p>Fractions</p> <p>Having a firm foundation with fractions is important for a child's confidence and future success in mathematics.</p> <p>Money and Time</p>	<p>This term we will revisit fractions: finding half, quarters, thirds, unit, and non-unit fractions, along with finding equivalent fractions. The children will also move on to finding fractions of an amount.</p> <p>Key vocabulary</p> <p>Equal, parts, whole, half, quarter, third, numerator, denominator</p> <p>Money and Time – Vocab</p> <p>Pounds, pence, add, subtract, finding change Hours, minutes, seconds, years, months days</p>
<p>Science</p> <p>Plants</p> 	<p>Identify and describe the functions of the different parts of a plant, explore what plants need to live and grow, investigate how water is transported in plants, and explore the life cycle of plants.</p>	<p>Key Knowledge</p> <p>Can they identify and describe the functions of different parts of flowering plants? (Roots, stem/trunk, leaves, and flowers).</p> <p>Can they explain how they vary from plant to plant?</p> <p>Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)?</p> <p>Can they investigate the way in which water is transported within plants?</p> <p>Key Vocabulary</p> <p>Root, stem, leaf, flower, petal, seed, pollen, Nutrients, vegetables, fruit, pulse, Transport, absorb, anchor, energy, photosynthesis</p>

<p>Art and Design</p> 	<p><u>DT</u></p> <p>This half term we will be designing and making our own, free standing photo frames.</p>	<p><u>Key skills</u></p> <p>Investigate and make free – standing structures Experiment with how to strengthen materials Design a photo frame Use a simple plan to make a photo frame</p> <p><u>Key vocabulary</u></p> <p>Strong and stable Strengthen Join Photo frame Free standing</p>
<p>Computing</p> 	<p>Show respect online</p> <p>Drawing and desktop publishing</p>	<p><u>Key Knowledge and vocabulary</u></p> <p>Pupils and students will explore the similarities and differences between in-person and online communications and then learn how to write clear and respectful messages.</p> <p><u>Key Knowledge and vocabulary</u></p> <p>Draw with different shapes and lines Order and group objects Manipulate shapes and lines Recognise an effective layout Combine text and images Lay out objects effectively</p>
<p>Geography</p> <p>What makes a city?</p> 	<p>This unit revisits prior learning about the UK and where we live. It looks at the features of a city with a focus on London.</p>	<p><u>Key knowledge</u></p> <p>Can they name and locate the 4 main countries of the UK on a map? Can they use the 8 compass points on a compass? Can they name English cities and identify famous London landmarks?</p> <p><u>Key vocabulary</u></p> <p>British Isles, United Kingdom, Capital City/town/Village, population, Topographical, Compass, (N,NE,E,SE,S,SW,W,NW), Directions, routes, Hills, Mountains, Coast, Rivers-link to Thames, University, cathedral, Buildings, Landmarks, Atlas</p>
<p>Music</p> 	<p>Reggae Music – Three Little Birds</p>	<p><u>Skills Focus</u></p> <p>Listen to and appraise reggae music Play notes to accompany a song Sing tunefully Share likes and dislikes about what they hear</p> <p><u>Key Vocabulary</u></p> <p>Listen, appraise, reggae, rhythm, tempo</p>

<p>Personal Social Health and Relationship Education</p> 	<p>Consent</p>	<p><u>Key Knowledge</u> This term the children will learn about consent. They will be taught the importance of asking for permission in different contexts and, how to ask for, give or not give permission respectfully</p> <p><u>Key Vocabulary</u> Permission, yes, no, consent, maybe, asking, personal space, personal boundaries, respect, appropriate, inappropriate, touch, feelings.</p>
<p>Physical Education</p> 	<p>Creative Skills</p>	<p><u>Key Knowledge</u> Sending and receiving Striking a ball with hands or feet Juggling with balls Balancing with a partner</p> <p><u>Key Vocabulary</u> Strike kick send receive up down roll Hold lean</p>
<p>Religious Education</p> 	<p>What does it mean to be a Hindu?</p>	<p><u>Key Knowledge</u> Within the different groups of this faith, children will explore what the most important similarities and key differences are and how they differ. They will look at what their values are and how they are similar or different to the values that Hindus have.</p> <p><u>Key Vocabulary</u> Aum (Om), Brahma, Brahman, Dharma, Diwali, Gandhi, Karma, Light, Mandir, Moksha, Moral, Murtis, Purpose, Respect, Shiva, Soul, Teaching, Thankfulness, The Veda, Trimurti, Vishnu.</p>
<p>Spanish</p> 	<p>Fruits and vegetables</p>	<p><u>Key Knowledge</u> Understand and say fruit and vegetable nouns Recall numbers 0-15 Count fruits Understand, enjoy, join in with a Spanish story. Ask politely for an item. Attempt to write a simple sentence using the conjunction "and"</p>