

Year 3 Curriculum Newsletter



Term 6

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 – Mondays and Fridays

School Trip (Hamerton Zoo) – Tuesday 4th June

Sports day - Tuesday 18th June 9:30- 11:30




Transition day- Monday 8th July



The Value that we are focusing on this term is:





Teamwork





Term 6

Key Learning

Subject and Topic	Overview	Key knowledge
English 	Reading 	*Check that the text makes sense, discuss understanding and explain the meaning of words in context. *Ask questions to improve their understanding of a text. *Identify main ideas drawn from more than one paragraph and summarising them. During Group reading we will be looking at 'The Twits' by Roald Dahl.
	Writing 	<u>Zeraffa the giraffa- By Diane Hoffmeyer</u> <u>Writing to persuade-</u> Writing outcome: Plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris Use persuasive language e.g. alliteration, repetition. • Write in logical order

		<ul style="list-style-type: none"> • Use 2nd person or 3rd person to talk directly to the reader • Select organisational features e.g. opening statement, sub-headings. 		
	<p>Spelling</p>	<p>Words where the digraph 'ch' makes a /k/ sound, E.g. scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos</p> <p>Words ending in '-sion', E.g. vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision</p> <p>*Revisit Year 2 words and spell words that you commonly misspell in your work.</p>		
	<p>Grammar</p>	<p>*Revisit expanded noun phrases</p> <p>*Use the correct form of 'a' or 'an'</p> <p>*Using fronted adverbials in a sentence</p> <p>*Consolidate the use of subordinate clauses.</p> <p>*To recap the function of word classes – determiner, preposition and revise noun, verb, adjective, conjunction, adverb,</p>		
<p>Mathematics</p> 	<p><u>Shape</u></p> <p>Right angles Comparing angles 2d shapes 3d Shapes</p> <p><u>Length and Perimeter</u></p> <p>Measure in cm's Measure in mm's Add / subtract lengths Perimeter</p> <p><u>Revisit Addition and subtraction</u></p>	<p>This term we will complete our unit on time. We will add, subtract and compare measurement. We will look at angles, 2d and 3d shapes. We will also revisit our basic skills, adding, subtracting, multiplying and dividing.</p> <table border="0"> <tr> <td data-bbox="760 1104 963 1388"> <p><u>Key vocabulary</u></p> <p>Millimetres Centimetres Metres Ruler Longest Shortest Perimeter</p> </td> <td data-bbox="1198 1104 1382 1356"> <p><u>Key vocabulary</u></p> <p>Right angle Acute angle obtuse angle horizontal vertical polygons</p> </td> </tr> </table>	<p><u>Key vocabulary</u></p> <p>Millimetres Centimetres Metres Ruler Longest Shortest Perimeter</p>	<p><u>Key vocabulary</u></p> <p>Right angle Acute angle obtuse angle horizontal vertical polygons</p>
<p><u>Key vocabulary</u></p> <p>Millimetres Centimetres Metres Ruler Longest Shortest Perimeter</p>	<p><u>Key vocabulary</u></p> <p>Right angle Acute angle obtuse angle horizontal vertical polygons</p>			
<p>Science Animals Including Humans</p> 	<p><u>Animals including humans.</u></p> <p>Health, nutrition and movement.</p>	<p><u>Key knowledge</u></p> <p>Nutrition, a balanced diet and how nutrients, water and oxygen are transported around the human body. Skeletal and muscular systems.</p> <p><u>Key vocabulary</u></p> <p>movement, muscles, bones, skull, skeleton fracture break calcium strength flexibility</p>		

<p>Design Technology</p> 	<p><u>Design Technology</u> We will be designing and making shoes from a given brief</p>	<p><u>Key skills</u> Know that products need to be designed before they can be created. Know how to create a design from a specific brief. Be able to talk about the inspiration for a work of art they have created.</p>
<p>Computing</p> 	<p><u>Cyber bullying and digital drama</u></p> <p><u>Drawing and desktop publishing</u></p>	<p><u>Key Knowledge and vocabulary</u> Pupils will look at how to express themselves clearly and respectfully online. They will consider what to do if they receive an unkind message online.</p> <p><u>Key Knowledge and vocabulary</u> The aim is to use sequencing, selection and repetition in a simple program. Algorithm, instructions, command, forwards (fd), left (lt), right (rt), move, turn, clear screen (cs), variable</p>
<p>History Local History – Shoe Industry</p> 	<p>This half term, we will be finding out about the shoe industry and how it affected Northamptonshire.</p>	<p><u>Key knowledge</u> To describe events from the past To put events into chronological order To understand why Northampton was a good place for shoe making To decide if the shoe industry was a good thing for Northampton</p> <p><u>Key vocabulary</u> Before, after, present day, decade, century, industry</p>
<p>Music</p> 	<p>Reflect, rewind and replay</p>	<p><u>Skills Focus</u> Revision and deciding what to perform. Listen to Western Classical Music. Look at the language of music. Play notes to accompany a song Sing tunefully Share likes and dislikes about what they hear</p> <p><u>Key Vocabulary</u> Listen, appraise, classical, rhythm, tempo</p>

<p>Personal Social Health and Relationship Education</p> 	<p>First Aid and Transition</p>	<p><u>Key Knowledge</u> To learn some basic first aid skills To know who to call in an emergency To identify ways to keep themselves safe To know how to use first aid equipment safely</p> <p><u>Key Vocabulary</u> Safety, risk, emergency, 999, plasters, inhaler, tablets.</p>
<p>Physical Education</p> 	<p>Sports Day and Agility: Ball Chasing</p> <p>Health and Fitness</p>	<p><u>Key Knowledge</u> To know how to use equipment to keep myself safe. To know why we need to warm up and cool down. To know how to cope well and react positively when things become difficult To know they can improve performance through regular practise, To know some rules of specific sports.</p> <p><u>Key Vocabulary</u> Balance, speed, direction,</p>
<p>Religious Education</p> 	<p>How do people express their beliefs and identity.</p>	<p><u>Key Knowledge</u> How do people express their beliefs, identity and experiences using signs, symbols and the wider arts (e.g. art, buildings, dance, drama, music, painting, poetry, ritual and story)? Why do some people of faith not use the arts to represent certain things?</p> <p><u>Key Vocabulary</u> Belief(s), Experiences, Express/Expression, Feelings, Ideas, Identity, Represent, Signs, Symbols</p>
<p>Spanish</p> 	<p>Food and drink for a picnic nouns.</p>	<p>Identify and understand familiar colours in a sentence Remember and say familiar colours Understand and join in with a story Ask the question "Where do you live/ Respond to the question with "I live in .."</p>