

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?

PE Days will be Monday and Wednesday, so children need come into school dressed and ready in PE Kit.




The Big Sing – 22nd May only for children who have signed up for this event.



Photos – as part of our DT unit this term the children will be making photo frames. If your child has a photo they would like to bring to school, to put in their photo frame, please bring it in by Tuesday 6th May.




The Value that we are focusing on this term is:

Ambition

Key Learning - Term 5

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: The Iron Man</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 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

		<p>each stage</p> <ul style="list-style-type: none"> • Create a dialogue between characters that shows their relationship with each other • Use 3rd person consistently • Use tenses appropriately
	Spelling	<p>We will be following the Spelling Shed scheme for Year 3.</p> <ul style="list-style-type: none"> • Use the gue/que at the end of a word • Using homophones • Words ending in sion <p>Spell words that you commonly misspell in your work.</p>
	Grammar	<p>Form nouns using prefixes (super-, anti-) Use the correct form of 'a' or 'an'</p> <p>Word families based on common words (solve, solution, dissolve, insoluble) 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><u>Fractions</u> 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><u>Key vocabulary</u> Equal, parts, whole, half, quarter, third, numerator, denominator</p> <p><u>Money and Time – Vocab</u> Pounds, pence, add, subtract, finding change Hours, minutes, seconds, years, months days</p>
<p>Science 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><u>Key Knowledge</u> Can they identify and describe the functions of different parts of flowering plants? (Roots, stem/trunk, leaves, and flowers). Can they explain how they vary from plant to plant? Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)? Can they investigate the way in which water is transported within plants?</p> <p><u>Key Vocabulary</u> Root, stem, leaf, flower, petal, seed, pollen, Nutrients, vegetables, fruit, pulse, Transport, absorb, anchor, energy, photosynthesis</p>

<p>Physical Education</p> 	<p>Creative Skills</p>	<p><u>Key Knowledge</u></p> <p>Sending and receiving Striking a ball with hands or feet Juggling with balls Balancing with a partner</p> <p><u>Key Vocabulary</u></p> <p>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></p> <p>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 Hindu's have.</p> <p><u>Key Vocabulary</u></p> <p>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></p> <p>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>