

# Year 3 Summer Curriculum Outline

I would like to take this opportunity to welcome the children back to school after the holidays and into this last academic term of being in Class 3! Outlined are the main topics that we will be learning about this Summer Term. The learning intentions are taken from the 2014 National Curriculum. Those children who exceed these national expectations will be given further enrichment activities that allow them to broaden and deepen their understanding; whilst others who are working towards these national expectations and will be given necessary support. Please don't hesitate to come and see me after school if you have any questions.

## English

In English this term, we will begin by reading and working with the book 'Until I Met Dudley' by Roger McGough, which allow us to explore and identify the features of the new literary genre *explanation texts*. We will then conclude and consolidate our learning of this topic by writing our own, based on the inventions of our choice. We will then move on to reading the fictional text 'Lob' by Linda Newbery. This novel which is inspired by Edward Thomas's poem is interspersed with poetic interludes. The strong environmental theme of the book will not only link to our learning about *plants* in Science and enable us to explore and make use of our outdoor areas as the weather improves, but also provide inspiration for many different pieces of writing. Not only will the text allow us to write for a variety of different purposes and write in role in order to explore and develop empathy for the characters, but we will conclude by writing our own narratives based on the story read from another character's point of view. After the half-term break, we will be reading and focusing our work on a collection of performance poetry. These beautifully crafted poems, framed by the four elements, cover a range of concepts from art and reality to fact and fancy, each inspired by the magic of nature.

Our key objectives will be:

- Develop positive attitudes to reading and understanding of what they *read* by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - recognising some different forms of poetry
- Pupils should be taught to:
  - draft and write by: in narratives, create settings character and plot; in non-narrative material, using simple organisational devices
  - evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
  - read their own work aloud to a group or the whole class

## Mathematics

Our key objectives for Maths will be to cover:

### Statistics

- Interpret and present data using bar charts, pictograms and tables
- Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables

### Fractions

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Add and subtract fractions with the same denominator within one whole
- Compare and order unit fractions, and fractions with the same denominators
- Solve problems that involve all of the above

### Geometry

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- Recognise angles as a property of shape or a description of a turn
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

### Measurement

- Measure the perimeter of simple 2-D shapes

## Science

### Plants

We will begin by learning about the functions of different parts of flowering plants and explore their requirements for life and growth. Then after the half-term we will continue our learning; investigating and discovering how water is transported in plants and the part that flowers play in the life cycle of flowering plants.

## Geography

Whilst learning about the Anglo-Saxons, we will develop some of our geographical skills, including map reading.

In Term 6, our focus will turn to learning about the difference in human and physical geography. We will then move on to applying this new knowledge by carrying out some comparative studies of the UK, Europe and South America.

## Art and DT

Art and DT will link to other areas of our curriculum this term. In Term 5, after studying the artist *Margaret Godfrey's* volcano themed pieces, we will move on to creating our own similarly inspired collages as we explore different materials and techniques. After half-term, we will link our creations to our observational studies in Science and like *Georgia O'Keeffe* also create our own flower inspired art pieces. We will also carry out some Anglo-Saxon inspired plant-based cooking and be making clay shields!

## Music

In Term 5, we will learn all about ballads; how to identify their features and how to convey different emotions when performing them. We will create our own lyrics ensuring we follow a similar structure to that of a traditional ballad. In Term 6, our focus will turn to all things musical in our whole school production of '*Joseph and the Amazing Technicolor Dreamcoat*.'

## French

We will continue to work with our new scheme of work. We'll learn to talk about animals, their movement and colour. We will then move on to the topic of food, learning all the associated vocabulary.

## History

This term we will be learning about Anglo-Saxons. First, we will learn about who they were and how they came to conquer and settle in Britain. We will then move on to learning in greater detail about their invasions, settlements and kingdoms: place names and village life. There will also be a focus on religion, Britain's conversion to Christianity and we will discover about Alfred the Great, law and order.

## PE

In Term 5 we will be playing handball and practising rounders. Then next term we will continue to have the fortune to work alongside specialist sports coaches during PE. Not only will we get the chance to do athletics and play tennis but as we enter summer, and the weather starts to become warmer we shall take to the waters and move on to swimming. Although our PE lessons are on a Tuesday and Thursday this term, PE kits are expected to be in every day. Your child will need to be prepared for both indoor and outdoor PE each week and should have a spare pair of socks and a carrier bag in which to put their shoes on those muddier occasions.

## RE

### *Kingdom of God*

We will begin this term by learning about the impact Jesus' departure had on Pentecost, making clear links between the Day of Pentecost and Christian belief about the Kingdom of God on Earth. We will also learn about what Pentecost means to wider church community and Christians today.

### *Sikhism*

In this unit of work we will continue our study of Sikhism, we will begin by exploring the importance of sharing and the role the religion takes within the community. We will then move on to learning about how Sikhs show their commitment to God.

## PSHE

In PSHE we will continue to work with our new scheme of work. In Term 5, our focus will be on *Being My Best*, where we learn about *keeping myself healthy* and *celebrating and developing my skills*. Then in Term 6, we will turn our attention to our *Growing and Changes*. Here we will focus on keeping ourselves safe and begin to learn about different types of relationships.

## Computing

In Term 5, we will become 'pollsters'; we will use a variety of electrical software and means to collect and analyse data. In Term 6, we will become 'communicators' learning how to send emails and stay safe in the process. Computers and ICT is also something which we use regularly in our lessons, to carry out research, publish our work and regularly practise our times tables on 'Times Tables Rockstars'.