



## Our Learning in Year 3

### Summer Term

#### English

Our learning will include the following texts:

- The Secret Life of Bees, by Moira Butterfield;
- The Bee Book, by Charlotte Milner;
- The Bee Movie;
- Marcy and the Riddle of the Sphinx, by Joe Todd Stanton;
- DK Kids Find Out: Ancient Egypt.

At the beginning of each half term we begin with a poetry focus. This supports the children's understanding of rhyme and helps to promote a love of poetry.

Throughout the term, we will be producing a range of writing, using the above texts as our starting points. The children will also complete reading comprehension questions associated with each text.

In Year 3, we study a range of additional fiction texts, non-fiction texts and poems which enable the children to develop a range of reading strategies to broaden vocabulary and maximise their understanding of a range of text types.

All children will have the opportunity to access texts that are suitable for a child working at their chronological age, as well as texts and resources that match their current level of attainment, whether that be at, above or below their chronological age, using our carefully banded reading book system.

It is expected that all children will be using joined handwriting consistently this term with correctly formed upper case and lowercase letters.

#### English – Grammar, Punctuation and Spelling (GPS) and Writing

During our GPS sessions, we will continue to develop our understanding of the structure of sentences, including how they are punctuated, and we will build upon our knowledge of word classes.

COMPOSITION	
Grammar and Punctuation	Writing Process
<ul style="list-style-type: none"> <li>expresses time, place and cause using:               <ul style="list-style-type: none"> <li>conjunctions (e.g. when, before, after, while, so, because)</li> <li>adverbs (e.g. then, next, soon, therefore)</li> <li>prepositions (e.g. before, after, during, in, because, of);</li> </ul> </li> <li>begins to understand subordinate clauses;</li> <li>uses a range of punctuation accurately and effectively - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, apostrophe for singular possession and inverted commas for direct speech;</li> <li>uses the present perfect form of verbs instead of the simple past;</li> <li>uses a varied and rich vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>structures and organises writing with a beginning, middle and end across a range of text types – paragraphs;</li> <li>uses texts similar to those that they are planning to write, to understand and learn from their structure;</li> <li>assesses the effectiveness of own and others' writing;</li> <li>proof reads for spelling, grammar and punctuation errors and self-corrects.</li> </ul>

## Spelling

Spelling will be a focus and children will be expected to be independently and accurately using words from our Year 3 spelling lists in their writing this term. Look out for the spellings that will come home every week. We follow the sequence from Spelling Shed.

Your child may receive a different set of words to their friends, which will mean that they have significant gaps in their knowledge from previous years' spelling skills. Their efforts are best used to fill these gaps before moving on. In that case, they must be aware of and try to learn the Year 3 words too.

### Year 3 Summer Term Spelling Rules

- Words ending in '-er' when the root word ends in 'ch'
- Words where 'ch' makes a /k/ sound
- Words where 'que' makes a /k/ sound
- Words where 'sc' makes a /s/ sound
- Words that are homophones
- Challenge Words. Words that end in 'sion'
- Revision of spelling patterns learned in Stage 3
- Revision of spelling patterns learned in Stage 3
- Revision of spelling patterns learned in Stage 3
- Revision of spelling patterns learned in Stage 3
- Revision of spelling patterns learned in Stage 3

Activities associated with the words that the children are learning will be available each week on Spelling Shed. Please see the inside cover of your child's Reading Record for the log-in information.

## Maths

As part of the basic skills for Year 3, we will also be consolidating our learning of the times table facts daily. Children are encouraged to practise these at home; the password for Times Tables Rock Stars will be on the inside cover of your child's Reading Record.

### Summer Term Year 3 Maths Objectives

<b>Summer 1</b>
measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
measure the perimeter of simple 2-D shapes
add and subtract amounts of money to give change, using both £ and p in practical contexts
tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
<b>Summer 2</b>
know the number of seconds in a minute and the number of days in each month, year and leap year
compare durations of events [for example, to calculate the time taken by particular events or tasks]
interpret and present data using bar charts, pictograms and tables
solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables
Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to: <ul style="list-style-type: none"><li>• solve problems that have missing numbers, missing symbols and missing information.</li><li>• work backwards / use the inverse.</li><li>• create fact families from what they know already.</li><li>• explain their thinking to someone else.</li></ul>

Throughout the term, children will tackle a range of reasoning and problem solving challenges. The majority of children will first master the content of the above Maths objectives by becoming fluent in their use, and then move on to problem-solving and reasoning opportunities. This will enable them to apply their new knowledge and skills in a range of different contexts.

Some children may well be working towards consolidation of skills from other year groups. If your child needs this, you should already be aware of how their learning needs are being met. However, if you are unsure please do not hesitate to contact us.

Please refer to the Curriculum Overviews on our website for more detail about each subject.

## **Science**

Our learning in Science will focus on two areas: Plants (Summer 1) and Animals Including Humans (Summer 2).

When learning about plants, the children will focus on the key question: 'What type of Science is Biology?' They will learn to identify and describe the functions of different parts of flowering plants, explore the requirements of plants for life and growth, and investigate how they vary from plant to plant. The children will also investigate the way in which water is transported within plants and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

When learning about Animals Including Humans, the children will focus on the key question: 'What would a human, dog and snail look like with no skeleton?' They will investigate the functions and differences in skeletons and learn about nutrition and healthy eating.

In addition, the children will be developing their 'working scientifically' skills by undertaking practical enquiries, comparative and fair tests. The children will plan and carry out their own experiments based upon questions that they have raised; using their observations and ideas to suggest answers to questions.

Prior to investigation work, the children will consider how best to ensure that they have the right to be safe.

We will also be looking at Physical Health and Mental Wellbeing, where children will develop their existing knowledge to include:

- knowing about the choices that people make in daily life that could affect their health;
- being able to identify healthy and unhealthy choices in relation to food;
- understanding the positive and negative effects of habits, such as eating too much sugar, on a healthy lifestyle;
- knowing what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally.

## **Computing and Online Safety**

We will be continuing with our Online Safety lessons this term and linking these to every child's right to be safe. The children will develop their understanding about what information is safe to share, and that it should only be shared with people who they trust (Summer 1). They will also learn about what information is safe to leave in a digital footprint (Summer 2).

Alongside this, the children will be improving their keyboard skills and they will learn how to use a desktop publishing package. They will improve their skills of designing, inputting text and pictures (Summer 1). The children will also use blocks for programming using loops and conditionals (Summer 2).

## **Geography**

In Geography, the children will develop their understanding of our location within the UK. Our focus question will be: 'Why is the North East special?'

The children will focus on:

- developing their knowledge of North East England's key locations, places of interest and their features;
- the human geography of the region, including economic activity;
- the physical geography of the region, including rivers and the water cycle;
- using maps, atlases, photographs and information texts to gather information.

## **History**

In History, the children will further develop their understanding of Prehistory and early civilisations, continuing with our focus question: 'Why were the Egyptians so advanced?'

They will focus on:

- the chronology, key features and achievements of the ancient Egyptians;
- using primary sources and artefacts;
- how the key features and achievements of the ancient Egyptians differed from those from prehistoric Britain.

## **Physical Education**

There are two areas of priority this term designed to develop our physical fitness, knowledge and practical skills:

- Outdoor and Adventurous Activities – 'Safely Across' – planning a task, selecting appropriate equipment, a route and people to solve a problem;
- Athletics – 'Off, Up and Away' – focusing on travelling, jumping and throwing.

We will also be looking at Physical Health and Mental Wellbeing, where the children will develop their existing knowledge to include:

- knowing that the choices that people make in their daily lives can affect their health, e.g. not getting enough exercise, sleep, rest or fresh air;
- knowing the negative effects of not having regular exercise and developing good habits on physical and mental health;

- knowing what can help people to make healthy choices and what might negatively influence them;
- knowing how and where to get help and advice.

## **Religious Education**

During R.E., we will be further exploring Hinduism asking the question: 'What do Hindus believe and how does this affect the way they live their lives?' We will learn about Hindu gods and goddesses, investigate concepts such as reincarnation and karma and reflect upon how beliefs and practices influence everyday life.

## **Art**

Our main focus will be progressing from our 2-dimensional drawing and painting studies, to creating 3-dimensional forms. The children will investigate the work of contemporary designer brothers Ronan and Erwan Bouroullec, before producing their own vase.

## **Music**

We are introduced to some Italian musical terms used to describe music and learn about the pentatonic scale. We appraise a focus range of Disco songs, learn a song called Bringing Us Together and review our year's learning.

## **French**

This term, the children will focus on the unit, 'My Fantastic Family'. They will be developing their speaking and listening skills around family, as well as learning to say colours, days of the week and further practising their conversational French and vocabulary from the last two terms. The children will also write phrases from memory and adapt these to create new sentences, to express ideas clearly.

## **Design and Technology**

Our assignment this term will pose the key question: 'What could be better than chicken nuggets?' In response to this, we will aim to design, make and evaluate a pizza product to be sold as a fast-food alternative to appeal to a specific target user group. Children will develop their basic food preparation skills to encourage and enable them to put the theory of following a healthy diet into practice.

## **PSHE (Relationships Education and Health Education)**

Our ongoing focus areas continue to be:

- to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Convention on the Rights of the Child;
- to be able to identify a wider variety of Articles in the Convention on the Rights of the child;
- to understand that children's rights are universal, inalienable and unconditional, and that their own rights and the rights of others should be respected;
- to recognise and respond appropriately to a wider range of feelings in others;
- to know that their actions affect themselves and others;
- to be able to work collaboratively towards shared goals;
- to improve the skills needed to develop and maintain positive and healthy relationships;
- to be able to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices;
- to understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities;
- to build their Learning Powers and develop their Growth Mindset;
- to know about basic hygiene routines, e.g., hand washing.

Our focus areas will be:

- Money and Work: recognising interests, skills and achievements needed for different jobs and careers, challenging job stereotypes and setting personal goals;
- Physical Health and Mental Wellbeing: recognising positive and negative feelings, understanding their impact and developing strategies to manage them, including the importance of making healthy lifestyle choices and forming good habits;
- Relationships Education: using the story of Lucinda and Godfrey to think about our feelings, rights, choices and consent;
- Transition: preparing for a new class and setting goals for next year.

## **Building Learning Powers**

As we move through the term, we will build on our understanding of positive behaviours for learning by focusing on reasoning as a means for achieving higher-level thinking skills and reflection that will enable us to capitalise on past experiences. This will contribute to our understanding of what a growth mindset is and how we might achieve this. Children will continue to learn how to be resilient, resourceful, to work together, and to be reflective of their learning and of themselves, as learners. As part of this experience, we will think carefully about what our aspirations are and discuss how we might achieve this by understanding the steps that we could take. This will culminate in our drawings for the Aspirations Tree.

Should you have any questions about your child's learning, please contact the School Office.