



Our Learning in Year 3

Summer Term

English

Our learning will include the following texts:

- 'Little Billy and the Minpins' by Roald Dahl;
- 'Cakes In Space' by Philip Reeve;
- A range of poetry, including poems by Shel Silverstein.

Throughout the term, we will be producing a range of writing, using the above texts as our starting points. 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 lower case letters.

English – Grammar, Punctuation and Spelling (GPS)

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.

Summer Term Year 3 GPS Overview

Sentence	<ul style="list-style-type: none"> • I can use prepositions to show time and place. • I can use has and have correctly.
Text	<ul style="list-style-type: none"> • I can use a range of sentence openings to vary my writing. • I can select similes that will make my writing more interesting. • I can use language to hint at things without making them obvious.
Punctuation	<ul style="list-style-type: none"> • I can use capital letters and full stops correctly all of the time.

	<ul style="list-style-type: none"> • I can use punctuation to enable me to read my work fluently, in a clear voice and using expression.
Terminology for Children	<ul style="list-style-type: none"> • prepositions • singular/plural • capital letters • full stops • sentence openings • similes • figurative language • fluently • expression

Spelling

Spelling will also 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.

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.

Summer Term Year 3 Spelling Words

Shakespeare and More	
List 17	List 18
measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure, vein, weigh, eight, neighbour, they, obey, gardening, gardener, limiting, limited, limitation	forgetting, forgotten, beginning, beginner, prefer, preferred, subdivide, subheading, submarine, submerge
forward, forwards, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn	length, library, material, medicine, mention, minute

Activities associated with the words that they 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 using Times Tables Rock Stars. Again, the password for this will be on the inside cover of your child's Reading Record.

Summer Term Year 3 Maths Objectives

Summer 1
Recognise and show, using diagrams, equivalent fractions with small denominators.
Compare and order unit fractions with the same denominator.
Add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$).
Tell and write the time from an analogue clock, including using Roman numerals from 1 to X11 and 24 hour clocks.
Estimate and read time 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.
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).
Summer 2
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.
Draw 2-D shapes with straight sides measured in cm and make 3-D shapes using modelling materials.
Recognise 3-D shapes in different orientations and describe them.
When solving reasoning and problem solving challenges, solve problems that have missing numbers, missing symbols and missing information.
When solving reasoning and problem solving challenges work backwards / use the inverse.
When solving reasoning and problem solving challenges, create fact families from what they know already.
When solving reasoning and problem solving challenges, explain thinking to someone else.

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 learn to identify and describe the functions of different parts of flowering plants (the roots, stem/trunk, leaves and flowers), explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant, 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, snail look like with no skeleton?' The children will identify that humans and some other animals have skeletons and muscles for support, protection and movement. The children will also learn that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

In addition, children will be expected to develop their scientific skills by setting up simple, practical enquiries as well as carrying out comparative and fair tests.

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

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 this to every child's right to be safe. 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).

Following on from this, we will be improving keyboard skills and children will learn how to use a desktop publishing package. They will improve their skills of designing, inputting text and pictures (Summer 1). 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 and places of interests, 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:

- chronology, key features and achievements of the ancient Egyptians;
- 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 designed to develop our physical fitness, knowledge and practical skills this term:

- Outdoor and Adventurous Activities – 'Safely Across' – planning a task, selecting appropriate equipment, route and people to solve a problem.

- Athletics – ‘Off, Up and Away’ – using a variety of styles of throwing using a range of equipment and developing aim and accuracy.

We will also be looking at Physical Health and Mental Wellbeing, where 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 using 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

In Music, the children will appraise a wider range of compositions using musical terms to describe and evaluate each piece. They will learn to recognise the work of a famous composer as they begin to understand the history of music. They will learn about the difference between pulse and rhythm. In Summer 2, the children will consolidate their learning from Year 3 in a unit called ‘Reflect, Rewind and Replay’.

French

This term, the children will learn about ‘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 Mind Set;
- 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 continue to 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 Growth Mindset Tree.

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