

The Best We Can Be

All Saints Church of England Primary School

Summer Term, Year 3 Curriculum 2017 (First Half Term).

Literacy



Year 3 Unit 5 Fiction -Mystery Writing

For the first 2 weeks, year 3 will be studying Fiction texts with a focus on mysteries and using clues within stories.

Key writing purpose:

To write mystery scenes/ a new mystery story that.

- keeps up the suspense and mystery until the end
- gives enough information to engage and inform the reader
- *shows* how a character feels by giving clues, rather than *telling* the reader directly.

Grammar:

- includes speech which is set out and punctuated correctly
- uses carefully chosen adjectives and adverbs, to create accurate images in the reader's mind.

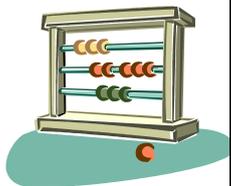
Year 3 Unit 5 Non Fiction - write a non-chronological report.

For the second 2-3 weeks, year 3 will be studying Non-Fiction texts with a focus on non-chronological reports.

The report:

- includes some facts from my notes that the reader will find interesting is structured clearly to help the reader find information, *e.g. with headings and subheadings*
- includes extra information in diagrams and pictures with captions.
- includes conjunctions (*and, so, but etc.*) to make the structure of my sentences varied, clear and interesting.

Mathematics



Number

- To count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number.
- To recognise the place value of each digit in a three-digit number.
- To compare and order numbers up to 1000.
- To identify, represent and estimate numbers using different representations.
- To read and write numbers up to 1000 in numerals and in words.
- To solve number problems and practical problems involving these ideas.

Multiplication & division

- To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- To solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

Addition and Subtraction

- To add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds.
- To estimate the answer to a calculation and use inverse operations to check answers.
- To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Measures - Time

- To link the knowledge that there are 24 hours in a day to a 24 hour clock
- To know that a 24 - hour clock shows how many minutes and hours have passed since midnight and shows the time using four digits
- To tell and write the time from a 24-hour clock

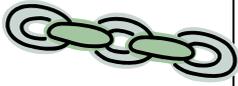
Geometry: properties of shapes

- To draw 2D shapes; recognise 2D shapes in different orientations and describe them with increasing accuracy.
- To recognise angles as a property of shape and associate angles with turning.
- To identifying whether or not a 2-D shape is symmetrical, check using a mirror or by folding

Measures

- To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

**Connected Curriculum
(Topic Theme)**



Are Bugs Important?

This topic has a big emphasis on: **Science and Computing**

Art: Sketch using observation skills/ Create 3d bugs using range of materials.

- I can explore ideas and collect visual and other information for my work (Exploring and developing).
- I can record observations and use them to review and revisit ideas
- I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [
- I can demonstrate my ideas and meanings, and design and make images and artefacts for different purposes. I can comment on
- I can recognise similarities and differences between my own and others' work.
- I can adapt and improve my own work (Evaluating and developing).

Design and Technology:

Research, design, make and evaluate a habitat for a mini-beast.

Geography-Map mini-beast setting

- I can use simple fieldwork and observational skills to study the geography of a place

Science- Learn about plants and mini-beast

Plants

Pupils will be taught to:

- identify and describe the functions of different parts of flowering plants: 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
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Living things and their habitats

Pupils will be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

Animals including humans

Pupils will be taught to:

- construct and interpret a variety of food chains, identifying producers, predators and prey.

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| <p>Computing</p>  | <p>We will use our ICT skills to help us with our topic as well as specific teaching of skills.</p> <p>We will mostly use I pads and apple macs.</p> <p>In this unit children will learn about a number of e-safety matters in a positive way. They will also learn how to use e-mail and video conferencing safely.</p> <p>Using a range of online resources, 3 will work on meeting the following objectives:</p> <ul style="list-style-type: none"> • develop a basic understanding of how email works. • gain skills in using email. • be aware of broader issues surrounding email, including 'netiquette' and e-safety. • work collaboratively with a remote partner. • experience video conferencing. |
| <p>Music</p>  | <p>Year 3 will continue to learn to play the recorder.</p> <p>Key skills initially will include:</p> <ul style="list-style-type: none"> • Using the notes a,b,c,d, g, e, d accurately to play simple tunes (fingering on the recorder plus reading music). <p>Connected Curriculum Music: Children listen to 'Flight of the Bumble Bee' by Rimsky Korsakov. They then create their own mini-beast track using range of percussion instruments.</p> <ul style="list-style-type: none"> • I can recognise and explore the ways sounds can be combined and used expressively. • I can improvise repeated patterns and combine several layers of sound with awareness of the combined effect. • I can recognise how the different musical elements are combined and used expressively. • I can make improvements to my own work, commenting on the intended effect. |
| <p>R.E.</p>  | <p>This terms topic is: How can Brahman be everywhere and in everything?</p> <p>Religion focus: Hinduism.</p> <p>Year 3 will also look at answering the following questions: Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs?</p> |
| <p>P.E.</p>  | <p>PE will be on Tuesdays and Wednesdays.</p> <p>It is advised that all children bring in their PE kits on Monday morning and take them home to be washed on Friday afternoon (if need be).</p> <p>This half term we will be focusing on:</p> <ul style="list-style-type: none"> • Athletics - Jumping, looking at a combination of high and long jumps • Games- Striking and fielding with a focus on 'cricket' • |
| <p>MFL (Key Stage 2)</p>  | <p>During KS2 the children learn French.</p> <p>Each Monday they will have a French lesson. During the Summer term year 3 are learning to say something they are good at, learn how to say party games and invite children to a birthday party.</p> <p>They will also learn body parts and colours.</p> |

Additional Information

Regular reading will support your child's reading, comprehension and their writing. Even though your child can read please still encourage them to read regularly and try to hear them read as often as you can. This will enable you to ask them questions about the text, which is as important as being able to read it.

Spellings

Please continue to help your child learn both the Year 1&2 (if needed) and Year 3&4 spellings. Encourage and support your child in learning to read them, spell them and understand what they mean, including being able to use them correctly in sentences.

Times tables

These are key to all aspects of maths calculating; multiplication, division, fractions and so on.

Please encourage your child to learn these off by heart and the related division facts.