

# Year 3 Summer Curriculum Letter

St Lawrence CofE (VA) Primary School  
Dog Lane  
Napton-on-the-Hill  
CV47 8LU

30<sup>th</sup> April 2021

Dear Parents and Carers,

I hope you all had a good Easter. We have an exciting term in store with some stimulating topics to cover, as well as some planned activity days. Our topic for the term is **The Viking & Anglo-Saxon Struggle** and will influence work across the curriculum. Below is some information relating to the learning and activities that I have planned for your child, as well as information regarding your child's homework routine.

## English

We have just finishing our current class book: **Flotsam**, which leads nicely into our *seaborne* theme. (I'm sure your child has already been telling you about all the mysterious photographs they have investigated?) Our next class book will be **Arthur and the Golden Rope** by Joe Todd Stanton which will provide opportunities to develop skills of retrieval, inference, summarising and sequencing through taking part in class discussions, completing practical activities and answering questions. Children will also explore the meanings of new vocabulary in context and be able to draw links with other areas of the curriculum, for example the study of the Vikings in History.

Thereafter, we will be navigating the non-fiction text called **Viking Voyagers**, where the children will discover more facts about Vikings as well as their artefacts, mythology, religions and social structures through a range of engaging activities and comprehension tasks and questions that will support their reading of the text.

We will finish the term with **I Am the Seed That Grew the Tree: A Nature Poem for Every Day of the Year** by Fiona Waters and Frann Preston-Gannon which will explore poetic language and terminology and have the opportunity to explore the different seasons through each of the sessions as well as listening to music to evoke atmosphere. Links will be made back to all the original work we completed, during transition into year 3, with 'Cody the Caterpillar' ... as I've always said to the children, "*We are not caterpillars anymore, but becoming beautiful butterflies!*"

Children will also learn how to spell words from the DfE year 3/4 **spelling list**. They will learn how to use a range of strategies to spell unfamiliar words. It is important that children learn to spell these words (seen weekly on Google Classroom) at home in order to achieve age-related expectations within their independent writing.

Moreover, please listen to your child **read as much as possible** as this affects every area of the curriculum. We will have guided reading sessions on four days each week and your child will have many occasions to read throughout the week in various subjects. In KS2, children are encouraged to become independent in their reading choices and are asked to select their own reading books within a certain reading band once they have finished reading a book. It is our aim to get children reading a wide variety of texts and we greatly value any comments you make in their **Google Classroom Reading Record**. As homework books should be taken home every night, signed and brought back the following school morning.

## Maths

As a result of the most recent lockdown, our maths will be taught via the DfE's '**ready to progress**' criteria, focusing on the most important conceptual knowledge and understanding that pupils need as they progress to year 4. This recovery curriculum will provide a coherent, linked framework to support pupils' with our original primary curriculum. We have already started to look at 'place value' and aim to quickly move towards 'addition and subtraction'. Later in the term, we will be covering multiplication and division and then finish with measurement, fractions, shape and statistics. Children will be moving towards using formal written methods to help them and these skills will then be transferred into other areas allowing opportunity for children to complete maths investigations as part of their lessons.

Moreover, children will be regularly using their Key Instant Recall Facts (KIRFs) and times tables knowledge. Please support children by continuing to practise times tables regularly. As well as previously learnt x2s, x5s and x10s - the main focus for year 3 is recalling the **x3, x4 & x8 times tables**. They will need to use these number facts when doing the written method for multiplication and division. Children will also have the opportunity to take part in our whole school Maths Times Table Challenge.

<p>RE</p>  <p>Christian</p>	<p>For the first half term, we will be considering what we can learn from religions about deciding what is right and wrong. This provides lovely opportunities for discussion, children to express arguments, consider other people's viewpoints and develop citizenship. After half term, we will be talking about People of God. The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. We will learn how it involves choosing a people who will model a restored relationship with God, who will attract all other people back to God.</p>	
<p>Science</p> 	<p>We have already started looking a '<b>plants</b>' unit. We aim to learn the names of different parts of plants, and the jobs they do. As well as working scientifically and collaboratively to investigate what plants need to grow well, and will present their findings to our classmates. Furthermore, we will have chance to predict what will happen in an exciting investigation into the transportation of water within plants. We will then look at '<b>light, reflections and shadows</b>', where we will learn about different sources of light, and that we need light to see. We will work in a hands-on way to play a range of mirror games, finding out more about reflective surfaces. Furthermore, we will learn that the sun's light can be dangerous, and will create an advert for a pair of sunglasses or a sun hat that we have designed. In addition, we also hope to revisit our work on fossils with a <b>visit to Cross Hands Quarry</b> where we will learn how to be archaeologists for the day.</p>	<p><i>If you have access to the internet, any research or science games linking to the topic, would help further their knowledge.</i></p>
<p>Topic</p> 	<p>Building upon our Viking performance, we will be learning about the raids and invasions by <b>Vikings in Anglo-Saxon Britain</b>. We will learn more about who the Vikings were, and when and where they raided and settled. As well as learning about significant events from the period and order these chronologically on a timeline. We plan to have a real <b>virtual visit from Alfred the Great</b> who will tell us more about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, we will learn about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern-day equivalents. Children will also have the opportunity to learn about different aspects of everyday Viking life, as well as explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.</p>	
<p>Art/D&amp;T</p> 	<p>Inspired by our English book: <i>Flotsam</i>, we will begin by <b>designing a poster</b> to encourage recycling. We will include a lever bar that is attached to a pivot and a linkage which is joined together to change movement. We also aim to look at <b>Viking art and design</b> via some fun activities, with a focus on improving drawing and shading techniques, to not only help us become more immersed in our Viking topic but to also help improve our art knowledge, understanding and skills. We will draw Viking knots, sketch fierce warriors, and create our own Viking jewellery!</p>	<p><i>We ask if your child could please bring in an old shirt they can wear over their uniform in art so their uniform does not get messy. These shirts can be stored in school.</i></p>
<p>Music</p> 	<p>Our talented <b>Mrs Todd</b> will begin our sessions by providing experiences and opportunities to engage with music from around the world through song and dance. Children will get the chance to compose and perform their own music with an emphasis on creating drama to tell a story through music. We will also link music with topic as children will discover more about sounds and understand how sounds are made and heard, and how we can vary the pitch and volume of a sound.</p>	

<b>PE</b> 	<p>Our PE sessions will take place on <b>Wednesday</b> and <b>Friday</b>, however some changes may occur, so please ensure children have a suitable PE kit in school every day. Games will take place outside, weather permitting. Our gifted <b>Mr Shillitoe</b> will be taking the children's PE lesson on a Friday. For the first half term, children will be developing their fitness and athletic skills of running, reaction times, throwing and jumping. After half term, children will be developing striking and fielding skills through rounders.</p>	<p><i>Please make sure your child has their PE kit in school and that it is <b>clearly named</b> to avoid confusion.</i></p>
<b>Computing</b> 	<p>We have already started an exciting project involving a <b>BBC micro:bit</b>: a pocket-sized, codable computer that allows us to get creative. We have already made an interactive badge, and have started to make a frustration game (i.e. guiding a wand along a course without making contact). Other future projects may include using the micro:bit to read the future, make a timer, finding compatibility with friends and a game to see who has the fastest reactions.</p> <p>Near the end of term, we aim to become <b>Comic Book Heroes</b> where we will use software to create a storyboard sequence for a comic and then create a story of a familiar topic in the form of a comic, i.e. A Viking Adventure. We will reinforce online safety rules throughout.</p>	<p>Discussions surrounding online safety will reinforce the messages children receive at school. It is also helpful for children to access Scratch to practise their programming (<a href="https://scratch.mit.edu">scratch.mit.edu</a>). Please note that the tool is available to use without creating a 'login' and we would advise that children should not be registering for the site.</p> <p><a href="https://projects.raspberrypi.org/en/codeclub">https://projects.raspberrypi.org/en/codeclub</a> is an excellent resource for additional home-learning.</p>
<b>PSHE</b> 	<p>We will be looking at <b>families and friendships</b>, via what makes a family and features of family life. This will lead into a look at <b>growing and changing</b>, via personal strengths and achievements and managing and reframing setbacks. Moreover, strong links will be consistently made to our <b>Taking Care</b> project.</p>	<p><i>Encourage your child to think about challenges and successes. Help them to consider different ways of dealing with any issues that might arise.</i></p>
<b>MFL</b> 	<p>Children will continue to work on <b>greetings</b> and <b>numbers</b> as we also aim to consolidate counting. As well as learning colours, days of the week, months and seasons in French. Emphasis is on oral skills (listening and talking) but children may also learn to read and write French words.</p>	

(Additional information about the curriculum is also on the school website)

#### Homework

**Reading:** Please support your child by hearing them read EVERY DAY. It is helpful if you ask your child questions about the book as they read, to ensure they understand the text/s. Please let me know what book/s are being currently enjoyed, by updating your Google Classroom Reading Record.

**Spelling:** Each Thursday, children will be given spelling words to learn. As well as the Google Classroom link to Spelling Shed, these words should rehearsed home. To be tested the following Tuesday.

**Maths:** Maths homework will be set in Google Classroom, via a link to MyMaths, every Thursday to be completed by the following Tuesday. Children must also be given regular opportunities to recite their times tables and KIRFs.

**Non-core:** Look out for additional task/s set via Google Classroom.

I thank you for your continued support and co-operation. If you have any queries or concerns, please do not hesitate to contact me. If you prefer a face-to-face meeting, please check with the office to check if I am free before or after (pref.) school, and make an appointment. I will always do my best to be available.

Kind regards,

*S. Delaney*

(Class Teacher)