

Year 3 Summer Curriculum Letter

St Lawrence CofE (VA) Primary School
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May 2022

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 exciting days planned. Our topic for the term is **The United Kingdom** 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

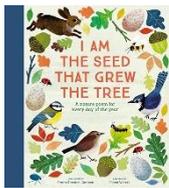
We are just finishing our current poetry book: *Funky Chickens* by **Benjamin Zephaniah**, which I'm sure the children have already mentioned to you. We aim to use this to create some 'performance poetry' and also link to a short film called: **Dangle** - with its a red rope dangling from the sky.



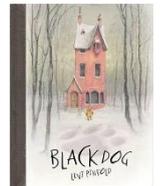
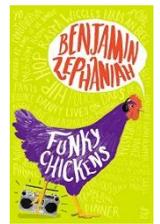
Additional writing outcomes will work towards a dilemma, a persuasive letter, and sentences to reflect thoughts and feelings.

We will also reading **Black Dog** by *Levi Pinfold* and identifying the structure of the text. We will write our own story with suspense based on a fear we might have using the structure of the book. We will have opportunities to embed speech, and adverbials for how, where and when, which we will apply within our own writing.

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 (set 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, reading books should be taken home every night, signed and brought back the following school morning.

Maths

This term we will be recapping, comparing and ordering fractions before moving onto adding and subtracting fractions with the same denominator. We will be using our times tables and related division facts to help us multiply 2-digit numbers and begin to divide numbers beyond the times tables. We will also be introducing the concept of remainders following division. Additionally, we will be looking at pictograms and bar charts, beginning to interpret these, alongside comparing and measuring weights. In preparation for year 4, we will be consolidating all known areas.

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

<p>RE</p>  <p>Christian</p>	<p>This term we'll be looking at Jesus's ascension and the beginnings of the Christian church. Later, we'll be following the topic of 'Why do some people think life is a journey?'. There'll be opportunities to make links between different beliefs and their similarities and differences; the importance of ceremonies of commitment and marking of milestones for religious and non-religious people; and debating 'life is a journey' on a personal level.</p>	
<p>Science</p> 	<p>We have already started looking at 'plants'. 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 our 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 'light, reflections and shadows', 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. We will also be celebrating a STEM week in June, so look out for more details describing a whole week themed around science and engineering. As well as 'The Great Science Share' on Tuesday 14th June.</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>This will be chiefly a geography topic called: The United Kingdom. We will be looking at recalling the key countries and regions of the UK, and knowing that countries are divided into counties and city areas. We plan to study a range of key cities or towns and compare them, as well as locate key physical features of the UK including rivers, hills, mountains and seas, using different sources. Moreover, we will eventually be learning what different parts of the country are famous for - for industry, tourism, farming, mining, centres of religion and culture. And possibly understand how transport links have been built in the UK and how it has impacted our trade links with the rest of the world. dialogue, retelling, description</p>	
<p>Art/D&T</p> 	<p>We aim to make some UK themed 'Pencil Cases' to lean about working with textiles. We will learn how to use a variety of stitches including running stitch, whip stitch and back stitch, as well as how to decorate. We also aim to look at some fun art activities linked to our topics, with a focus on improving drawing and shading techniques to also help improve our art knowledge, understanding and skills.</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>We will begin our sessions by providing experiences and opportunities to engage with music from around the UK 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>	
<p>PE</p> 	<p>Our PE sessions will now take place on <u>Wednesday and Thursday</u>, however some changes may occur, so please ensure children have a suitable PE kit in school every day. On a Thursday with Mr Shillitoe. children will be working on striking and fielding skills for rounders and cricket. They will be developing key skills required for these sports as well as applying them in competitive matches. After half term they will move on to Athletics in preparation for local area competitions and sports day. This will incorporate fitness, jumping and throwing. Southam Leisure Centre have agreed to honour and secure a new swimming slot on Wednesday mornings instead. Do look out for any further letters.</p>	<p><i>Please make sure your child has their PE kit in school and that it is clearly named to avoid confusion.</i></p>

<p>Computing</p> 	<p>We have already started an exciting project involving a BBC micro:bit: 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 Comic Book Heroes 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. 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 (scratch.mit.edu). 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. https://projects.raspberrypi.org/en/codeclub is an excellent resource for additional home-learning.</p>
<p>PSHE</p> 	<p>This term we'll be learning that there are different types of families and there are many positive aspects of being part of them. We'll be celebrating and respecting that everyone is an individual, has unique and valuable contributions to make, has personal strengths and interests, and is part of a wider community. We'll also consider how we can overcome setbacks and challenges and build up our resilience, confidence in seeking help and managing our frustrations. Moreover, strong links will be consistently made to our Taking Care 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>
<p>MFL</p> 	<p>Children will continue to work on greetings and numbers 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,
Mr Delaney
 (Class Teacher)