

# Curriculum Newsletter

Year 3 / Summer 2



This half term in Year 3 we will be looking at 'Journeys!'



Some of our amazing Stone Age work from last half-term!

## Home Learning

**Homework** will be set on seesaw on Tuesdays.

Paper copies are available outside Miss Peek's room from Monday. Reading and maths activities should be completed daily and recorded in your child's reading diary. Books should be changed by the children when required and we recommend using MyOn to support reading, as well as the banded reading books. For maths, we recommend daily times table rockstars.

## Upcoming Dates

*Sports day - 15th June*

*Curriculum day 16th June*

*Whitlingham Adventure 23rd June*

*Summer Fair 12th July*


## Key vocabulary

<b>nutrients</b>	a substance that provides <u>nourishment</u> essential for the maintenance of life and for growth
<b>transport</b>	to the movement of water and minerals from the roots to different parts of the plants
<b>pollination</b>	the transfer of pollen to a <u>stigma</u> , <u>ovule</u> , flower, or plant to allow <u>fertilisation</u>
<b>dispersal</b>	the process or result of the spreading
<b>analogue</b>	A clock or watch is called "analog" when it has moving hands and (usually) hours marked from 1 to 12 to show you the time
<b>digital</b>	This type of clock shows numbers to display the time in a digital format
<b>perpendicular</b>	When two lines are perpendicular, they are at right angles to each other.
<b>parallel</b>	Parallel lines are straight lines that always stay the same distance from each other and never meet
<b>quadrilateral</b>	a four-sided figure.

**Topic: Journeys**

This curriculum newsletter provides an overview of your child's learning in Year 3 for the Summer 2 half term.



<p><b>Topic: Journeys</b></p> <p>This curriculum newsletter provides an overview of your child's learning in Year 3 for the Summer 2 half term.</p> 	<p style="text-align: center;"><b>Science</b></p> <p><b>As scientists we will:</b></p> <ul style="list-style-type: none"> <li>★ Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flower.</li> <li>★ 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</li> <li>★ Investigate the way in which water is transported within plants</li> <li>★ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<p style="text-align: center;"><b>Computing</b></p> <p><b>As computer scientists we will:</b></p> <ul style="list-style-type: none"> <li>★ Explore events and actions in programmes</li> <li>★ Write algorithms and programs that use a range of events to trigger sequences of actions.</li> </ul> <p style="text-align: center;"><b>Art and Design Technology</b></p> <p><b>As artists and designers, we will:</b></p> <ul style="list-style-type: none"> <li>★ Make our own healthy wraps</li> <li>★ Consolidate our sculpture skills</li> </ul>
<p><b>English</b></p>	<p><b>PE</b></p>	<p><b>RE</b></p>
<p><b>As writers we will:</b></p> <ul style="list-style-type: none"> <li>● Write to inform</li> <li>● Complete a wanted poster using the key features</li> <li>● Write a newspaper article using the key features</li> <li>● Continue to develop our writing stamina</li> <li>● Explore and create our own poem including onomatopoeia</li> </ul> <p><b>As readers we will:</b></p> <ul style="list-style-type: none"> <li>★ Complete whole class, daily reading lessons</li> <li>★ Develop our reading stamina</li> </ul>	<p><b>As athletes we will:</b></p> <ul style="list-style-type: none"> <li>★ Explore what health and fitness is</li> <li>★ Understand how we can keep ourselves healthy and fit</li> <li>★ Participate in weekly athletic lessons</li> </ul>	<p><b>As theologians we will:</b></p> <ul style="list-style-type: none"> <li>★ Consolidate our learning about Christianity</li> <li>★ Consolidate our learning about Islam</li> <li>★ Be able to compare and talk about Christianity and Islam</li> </ul>

<ul style="list-style-type: none"> <li>★ Consolidate our knowledge of VIPERS (vocabulary, inference, predict, explain, retrieve, sequence)</li> <li>★ Answer questions, in detail, about the text we are reading</li> </ul>		<p style="text-align: center;"><b>Languages</b></p> <p><b>As French language learners we will:</b></p> <ul style="list-style-type: none"> <li>★ Be able to talk about different food</li> <li>★ Express our favourite food and drinks</li> <li>★ Be able to talk about different drinks</li> </ul>
<b>Maths</b>	<b>Music</b>	<b>History</b>
<p><b>As mathematicians we will:</b></p> <ul style="list-style-type: none"> <li>★ Use the NCETM framework to support our learning of time</li> <li>★ Use the NCETM framework to support our learning of parallel and perpendicular sides</li> <li>★ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>★ 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, a.m./p.m., morning, afternoon, noon and midnight</li> <li>★ know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>★ compare durations of events [for example to calculate the time taken by particular events or tasks]</li> <li>★ Make compound shaped by joining two polygons in different ways</li> <li>★ Investigate different ways of composing and decomposing a polygon</li> <li>★ Draw polygons on isometric paper</li> <li>★ Make and draw compound shapes with and without parallel and perpendicular sides</li> <li>★ Extend lines and sides to identify parallel and perpendicular lines</li> </ul>	<p><b>As musicians we will</b></p> <ul style="list-style-type: none"> <li>★ Look at the history of music</li> <li>★ Learn some of the key musical vocabulary</li> <li>★ Reflect on how music makes us feel</li> <li>★ Explore different rhythms using instruments</li> </ul> <p style="text-align: center;"><b>RHE</b></p> <p><b>To understand ourselves and others we will:</b></p> <ul style="list-style-type: none"> <li>★ Look at how we can keep ourselves safe in day to day life</li> <li>★ Know how to ask for help in a range of situations that might make us feel worried</li> <li>★ Explain at what health and wellbeing is and discover ways we can help our own</li> </ul>	<p><b>As historians we will:</b></p> <ul style="list-style-type: none"> <li>★ Explore the following questions:</li> </ul> <p style="text-align: center;">What is the secret of the standing stones? (Bronze Age Britain)</p> <p style="text-align: center;">How do artefacts help us understand the lives of people in Iron Age Britain?</p>