



# Year 3 Curriculum Newsletter: Summer 1



Below are the key learning links for each subject that will be covered in Year 3 this half term.

## English

### Story or Novel Film and Playscript

- Explore and identify main and subordinate clauses in complex sentences.
- Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually.
- Read and analyse plays in order to plan and write their own versions.
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of playscripts.
- Discuss and record ideas for planning.
- Generate and select from vocabulary banks e.g. synonyms for said appropriate to text type.
- Proofread to check for errors in spelling, grammar and punctuation in own and other's writing



- Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction.
- Discuss and record ideas for planning, e.g. boxing up a text type
- Generate and select from vocabulary banks e.g. technical language appropriate to text type.
- Use headings and sub headings to organise information.

### Non-Chronological Reports

- Explore and identify main and subordinate clauses in complex sentences.
- Explore, identify and create complex sentences using a range of conjunctions e.g. since, until, before, after, although, as.
- Read and analyse non-fiction in order to plan and write own versions.
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction.
- Discuss and record ideas for planning, e.g. boxing up a text type
- Generate and select from vocabulary banks e.g. technical language appropriate to text type.
- Use headings and sub headings to organise information.

## Physical Education

### Athletics

These lessons give children the opportunity to develop the skills in order to pass & receive a baton whilst travelling at speed as well as continue to develop awareness of distance.

### Striking and Fielding

This unit gives children the opportunity to develop their knowledge of striking different sized objects and balls, focusing on making 'clean' contact. They will be encouraged to evaluate one and other's performances

**Please make sure that children have full PE kit in school and children do NOT wear earrings/sharp hair accessories on PE day.**

## Science

### Light

Light and Dark - I can recognise that I need light to see things, and that dark is the absence of light.



Reflective Surfaces - I can investigate which surfaces reflect light.

Mirrors - I can use a mirror to reflect light and explain how mirrors work.

Sun Safety - I know that light from the sun can be dangerous and that there are ways we can protect our eyes.

Making Shadows - I can investigate which materials block light to form shadows.

Changing Shadows - I can find patterns when investigating how shadows change size.

## RE

### 3.5 Rules for Living: Which rules should we follow?

- the Old Testament contains the stories of the people of God

- Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai

- world faiths have rules to follow that have been given to them a long time ago.

- Christians try to live out the commandments given by God and Jesus.

- the commandments are the foundation of Christian and Jewish societies.



## Routines to Remember

PE: Weekly Full PE Kit should be in school (white t-shirt, black shorts/leggings, trainers)

Reading: 3 times per week is an essential part of home reading learning



Spellings: Handed out weekly for a quick test at the end of the week.

TT Rockstars: To be completed during the week. Children to reach 100 points target. If children do not have access to internet at home, there will be time in school for them to take part.

## Art

### Craft – Ancient Egyptian Scrolls

- Exploring Ancient Egyptian Art - To investigate the style, pattern and characteristics of Ancient Egyptian art

- Designing Scrolls – To apply design skills inspired by the style of an ancient civilisation

- Making Paper – To apply understanding of ancient techniques to construct a new material

- Scroll Making – To apply drawing and painting skills in the style of an ancient civilisation



## History

### Anglo-Saxon Britain

- I can describe why, where and when the Scots and Anglo-Saxons invaded Britain

- I can understand how the Anglo-Saxons have influenced Britain

- I can describe a typical Anglo-Saxon village and explain what jobs the people did.

- I can analyse and describe Anglo-Saxon artefacts

- I can explain the religious beliefs and practices of the early Anglo-Saxon people

- I can explain the work of people who helped convert the Anglo-Saxons to Christianity



## Maths

### FRACTIONS

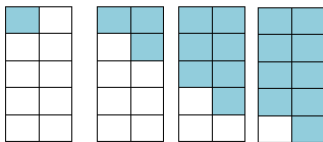
- Recognise and show, using diagrams, equivalent fractions with small denominators.

- Compare and order unit fractions, and fractions with the same denominators.

- Add and subtract fractions with the same denominator within one whole [for example,  $5/7 + 1/7 = 6/7$ ]

- Solve problems that involve all of the above.

$$\frac{1}{10} \quad \frac{3}{10} \quad \frac{7}{10} \quad \frac{9}{10}$$



### MEASUREMENT and TIME

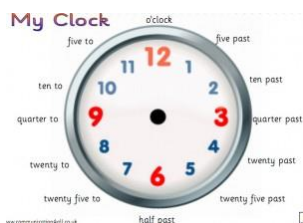
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.

- 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.

- 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].



## PSHE – SCARF

### Being my Best

- Give examples what foods might make up a healthy balanced meal

- Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses



## Computing

### Coding

- Children can recognise patterns within simulations and make and test predictions.

- Children can identify the relationships and rules on which the simulations are based and test their predictions.



## French

### Introducing Myself

- To ask someone their age and say own age, exploring the circumflex accent.

- To discuss where someone lives.

- To find out and talk about landmarks in Belfast.

- To find out and talk about landmarks in Cardiff.

## Christian Values

**Endurance**  
**Forgiveness**  
**Friendship**  
**Koinonia**  
**Peace**  
**Thankfulness**  
**Trust**

## British Values

**Democracy**  
**The rule of law**  
**Individual liberty**  
**Mutual respect**  
**Tolerance of those of different faiths and beliefs**