

## Year 3

## Summer Term

This term we will be learning the following things. Here are some useful hints and tips for helping at home!

### English



#### Overview of Learning

To start the summer term, the children will explore haiku poetry based around nature. They will explore vocabulary choices and choose precise verbs, adjectives and adverbs to make their poetry as effective as possible, while sticking to the syllable requirements for haiku.

The children will then explore the text, 'I Need My Monster' by Amanda Noll which is about a little boy, Ethan who cannot fall asleep without the ragged breathing and claw-scratching of his favourite monster, Gabe. The children will learn how to punctuate speech sentences and will aim to entertain the reader through writing a new monster episode.

After half term, the children will draw on their learning in history lessons to help them write a non-chronological text about Ancient Egyptians. Following this theme, the children will then explore the text 'The Egyptian Cinderella' by Shirley Climo which is an Egyptian spin on the classic Cinderella tale. The children will aim to entertain the reader through writing a version of a traditional tale.

To end the year, the children will explore the picture book 'The Flower' by John Light about a young boy who lives in a grey city. The children will write persuasively as the young boy in the story to convince the mayor to change things to improve the lives of his citizens.

The children will explore the following class novels throughout the summer term:



The children will also be enjoying a variety of other texts including picture books, novel extracts and non-fiction texts in our daily reading lessons and our regular 'We Love to Read Time' sessions.

#### Ideas for Learning at Home

Our first topic about haiku poetry is a good chance to encourage your child to explore and enjoy different types of poetry.

The children may want to do some extra research about Ancient Egyptians to help them write their non-chronological text or they may want to explore some other alternative versions of traditional tales. Here are a few they may enjoy:



Please continue to encourage your child to read at least three times each week and to bring in their completed reading record so that they can earn for their weekly reading worm and entry into our reading raffle.

Children will be given weekly spelling homework to complete and will earn dojos for doing so. Steps to Success are awarded for getting full marks or for getting a higher score than the previous week on their weekly spelling tests too!

## Maths



### Column Subtraction

The children will learn to subtract 2 and 3-digit numbers involving exchanging. They will also explore when column subtraction is not needed and a mental method is more efficient to use.

### Parallel & Perpendicular Sides in Polygons

The children will explore the difference between horizontal and vertical and will learn the difference between parallel and perpendicular lines. They will then apply this knowledge when exploring quadrilaterals.

### Time

The children will learn to tell the time to o'clock, half past, quarter to, quarter past and to five minutes. They will also explore time durations including end and start times.

### Problem Solving

This term, the children will explore 2-step problems, visualising, conjecturing and generalisation,

As well as daily maths lessons, the children will also complete Flashback 4 daily which will help them to revisit and consolidate prior knowledge. They will also have a daily times table lesson focusing on a different times table fact each day. Throughout these lessons, the children will explore a range of strategies to help the children develop quick fact recall.

### Light

The children will finish their light topic through learning about how shadows are formed, how to make shadows bigger or smaller and will sort materials into those that are opaque, translucent and transparent.

### Rocks, Fossils and Soils

This unit is all about rocks, fossils and soils. The children will compare and group together different kinds of rocks based on their simple physical properties. They will learn about how fossils are formed when things that have lived are trapped within rock and they will explore different types of soils to help them to be able to recognise that soils are made from rocks and organic matter. They will also learn about Mary Anning as a significant individual and all about her work around fossils.

## Science



Please encourage your child to practise their times tables at home as this will significantly benefit their learning in various areas of maths.

This term, we will be consolidating our knowledge of the 2, 5 and 10 times tables and will learn the 4 and 8 times tables.

We recommend that your child practises their times table facts on Times Tables Rock Stars at least 3 times per week.







The children will be aiming to turn their heat maps green for the 2, 5, 10, 4 and 8 times tables by the end of Year 3. They can do this by playing in the 'garage' setting on Times Table Rock Stars.



White Rose 1 Minute Maths is also a fantastic free app which the children enjoy using to practise times tables, number bonds and addition and subtraction facts.





[1-minute maths app](#) | [White Rose Education](#)

Can your child identify different light sources in your home?

Can your child identify different types of rocks when they are out on a walk? Can they describe some of their physical properties?

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| <p><b>History</b></p>                    | <p><b><u>What were the achievements of Ancient Egypt and what did they lead to?</u></b><br/>Throughout this topic, the children will learn the importance of the River Nile for the Egyptians, how advances in agriculture helped them as a civilisation, how the society was structured and what their beliefs were about life and death. We will explore the advancements of the Egyptians in medicine, engineering and writing and what these led them to accomplish.</p>   | <p>Why not go to the library to borrow some books about Ancient Egypt or do some online research together? Bringing in research from home is an excellent way to earn more Steps to Success stickers! We already have one child who has researched this era and who has prepared some facts to share with the class.</p> <p>Horrible Histories' Awful Egyptians (in paper form or on Youtube) will prove entertaining and educational!</p> |
| <p><b>Geography</b></p>                  | <p><b><u>What is the geography of Europe?</u></b><br/>In this topic, the children will learn about countries within Europe and the capital cities of Europe. They will learn what the climate is like in Europe. They will then focus on Italy and its geographical features and the key physical features and key settlements in Campania, Italy and how they compare to our region.</p>  | <p>Has your child visited any other countries in Europe or would they like to? Can they research about these countries finding out the capital cities and explore key geographical and physical features?</p>  |
| <p><b>Art &amp; Design</b></p>           | <p><b><u>Collage: Illustrations</u></b><br/>Our Art topic this term will be focussed on using collage to create an illustration. The children will analyse artwork by the artists Andrea D'Aquino, Henri Matisse and Lois Ehlert. The children will learn that they can create collages by tearing, cutting, sticking down and overlapping materials to create a new image. The children will learn which technique to use depending on the desired effect and that drawing, painting or using photographs can help to add detail to collages.</p>   | <p>Why not explore some different pieces of art at home or in your local environment. Can your child identify any collages and the techniques used to create the desired effect?</p>   |
| <p><b>Design &amp; Technology</b></p>  | <p><b><u>Cooking: Bread and Butter</u></b><br/>In this unit, the children will learn to cook wholemeal bread and make butter. They will concentrate on how dairy products are made, as well as learning about different types of flour used to make bread. The children will explore where milk comes from and how it can be made into butter and that wheat is processed to make flour which can be made into bread. The children will make the bread and butter and evaluate what they have made.</p> <p><b><u>Cooking: Pasta</u></b><br/>In this unit, the children will make a vegetable and pasta bake. They will be introduced to pasta as a product, how it is made and that Italy is famous for it. They will practise using a peeler and will revisit how to chop vegetables with a knife. The children will then follow the recipe to make their pasta bake and will taste and evaluate what they have made. Children will participate in serving the pasta bake and will think about how to present it so that it looks appealing to eat.</p> | <p>Can your child use their new cooking skills at home?</p> <p>Explore new recipes with your child and let them get involved in family cooking time! We would love to hear about what they have helped to make.</p>  |

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| <p>RE</p>      | <p><b><u>Does praying at regular intervals help Muslims in their everyday lives?</u></b><br/>In this unit, the children will explore how making a regular commitment to something increases its effectiveness. The children will explore how Muslims might pray, how they prepare for prayer and how prayer helps them. They will learn why Muslims might want to pray in a Mosque and how they will be helped in their everyday lives. To finish the topic, the children will think about regular actions that are important to them.</p> <p><b><u>Does completing a pilgrimage make a person a better Muslim?</u></b><br/>In this unit, the children will reflect on how they prepare for a special journey and how special experiences shape how we are. They will learn about different stages of Hajj and how it affects Muslims.</p>   |  |
| <p>PE</p>      | <p><b><u>Athletics</u></b><br/>The children will learn to control movement in response to instructions, demonstrate agility and speed, jump for height and distance and throw with speed and power applying appropriate force.</p> <p><b><u>Rounders</u></b><br/>The children will develop skills and strategies in order to play simple rounders games. They will apply some rules to competitive games.</p> <p><b><u>Tag rugby</u></b><br/>The children will handle a rugby ball with more confidence, evade attackers using footwork and body control. They will link skills to perform as a team in attack and use basic game principles of tag rugby and play within simpler rules.</p> <p><b><u>Outdoor Adventurous Activities</u></b><br/>The children will learn how to work with others to solve problems. They will describe their work and use different strategies to solve problems. They will lead others and be led by others. They will also learn to differentiate between when a task is competitive and when it is collaborative.</p> | <p>Can your child demonstrate their problem solving skills by leading an outdoor activity at home?</p>   |
| <p>PSHE</p>  | <p><b><u>What can we do about bullying?</u></b><br/>In this unit, we will cover themes such as the value of friendships, overcoming challenges and how to respond to bullying behaviour.</p> <p><b><u>What jobs would we like to have?</u></b><br/>In this unit, we will look at different career opportunities, children's aspirations for the future and role models.</p>  | <p>Encourage open and supportive communication with your child about their relationships and friendships. Talk to your child about their talents and interests and what careers may fit with these. Do they know about your job and what it entails?</p> |

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| <p><b>Music</b></p>                                | <p><b><u>Composition</u></b><br/>The children will continue to develop their music appreciation skills in assembly. They will continue to enjoy singing warm up songs in rounds, maintaining a steady pulse and, in class, will explore composition using percussion instruments.</p>  | <p>Can your child listen to and appraise songs at home? Can they identify musical instruments they can hear in music they are listening to?</p>   |
| <p><b>Computing</b></p>                            | <p><b><u>Coding</u></b><br/>In this unit, the children will learn what a flowchart is and how flowcharts are used in computer programming. They will learn that there are different types of timers, how to use the repeat command, the importance of nesting when coding as well as testing and debugging. To end the unit, the children will design their own program.</p> <p><b><u>Micro:bit</u></b><br/>This unit introduces children to micro:bits and the coding program used to give it instructions to work. They will create an electronic name badge, code it to show animations and different images on its LED display as well as to make sounds when movements are detected.</p> <p><b><u>Touch Typing</u></b><br/>The children will learn typing terminology. They will learn the correct way to sit at the keyboard. They will learn how to use the home, top and bottom row keys and will practise typing with both their left and right hand.</p> | <p>Always encourage your child to stay safe online. We recommend showing interest and opening up conversations with your child about their online world and how they use it.</p> <p>Can your child practise their touch typing skills at home? The children can access Purple Mash at home too using their school log in details.</p> |
| <p><b>Spanish</b></p>                             | <p><b><u>Fruits and Vegetables</u></b><br/>This term, we will be learning about fruits and vegetables. Children will learn the names of different fruits and vegetables and will be able to say whether they like or dislike them. They will learn some basic transactional language to allow them to carry out role play buying items from a market.</p>  | <p>Duolingo is a fantastic free app that would support your child's Spanish learning at home. It covers reading, writing, speaking and listening and adjusts the difficulty level to reflect your child's progress.</p>   |
| <p><b>Trips, Experiences and Enrichment</b></p>  | <p>Wilderness Camping (Residential)<br/>Teessmouth Field Centre (Science)<br/>Walk to Neasham (Enrichment)</p>   |   |

Within school we have 6 values: **Kindness, Respect, Resilience, Fairness, Teamwork and Ambition.**  
These are interwoven through our curriculum and everyday practice.