

English

In school your child will experience a rich English curriculum with reading, writing and speaking and listening activities from:

Narrative Unit: Myths

Children are moving towards:

Understanding the features and structure of myths.

- Producing a written retelling of a myth.
- Being able to generate ideas to create a myth.
- Creating their own story/text map to plan their own myth,
- Using talk to organise roles and actions .
- Actively including and responding to all members of a group.
- Writing their own myth using story/text map for support with organisation/structure.
- Writing a complete quest myth that includes: key features of a quest myth, clear sequence of events, composition and punctuation of simple and compound sentences, subordination/connectives to show time, reason and cause.
- Using beginning, middle and end to write narratives in which events are sequenced logically and conflicts are resolved.
- Signaling sequence, place and time to give coherence.
- Editing and re-drafting their own writing to improve the quality of the writing for the reader.
- Spelling high and medium frequency words .
- Recognising a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words
- Spelling unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules .

Books include: [Theseus and the Minotaur](#), [Heracles](#)

Poetry

Children are moving towards:

- Sustaining conversation and explaining reasons for their views.
- Exploring how different text appeal to readers using varied sentence structures and descriptive language.
- Identifying features that writers use to provoke reader's reactions
- Using layout, format, graphics and illustrations for different purposes
- Identifying examples where language is used to create a specific effect in a poem.
- Composing sentences using adjectives, verbs and nouns for precision, clarity and impact
- Writing a poem that uses language to create an effect.

Text- [The Dragon with a Big Nose](#).

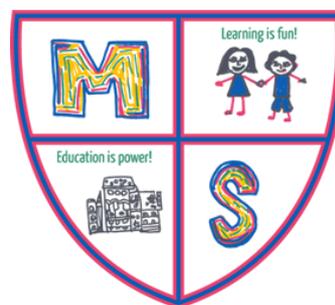
Narrative Unit:

Children are moving towards:

- Using the language of possibility to investigate and reflect on feelings, behaviour or relationships.
- Empathising with characters and debating moral dilemmas portrayed in texts .
- Using drama strategies to understand stories or issues.
- Identifying story elements: characters, settings and key events
- Plan/story map own story .
- Use beginning, middle and end to write narratives in which events are logically sequenced conflicts are resolved.
- Signal sequence, time and place to give coherence.
- Group related material into paragraphs.
- Writing a complete story using story plan , making use of features from reading to make it sound like a story.
- Show relationships of time, reason and cause, through subordination and connectives.
- Compose sentences using adjectives, verbs and nouns for precision, clarity and impact .
- Clarify meaning through the use of exclamation marks and speech marks.
- Revise/Edit own work and make suggestions for improvement.

Text- [Selection of books by Oliver Jeffers](#).

There will be an emphasis on sentences that make sense including capital letters, full stops, punctuation and .

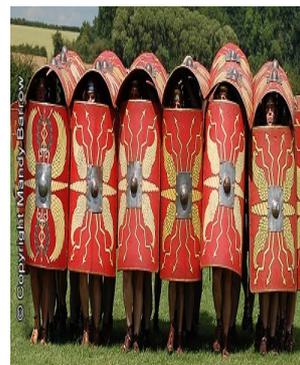


Curriculum Information for Parents

Year 3
Summer Term
2020-2021

Our curriculum theme this term
is...

The Romans



Important information...

PE:

Monday -children are to come to school in their PE kits.
They will be learning:
Athletics; sprinting, throwing for accuracy, sprinting and changing pace, jumping: take off and landing; relays and simple shuttle take-over, throwing for distance.
Why fitness and healthy eating is important.

Homework:

Your child must read at home each night for at least 20 minutes with a book; bug club, books from school, the library or home.
Maths homework online given by class teachers.
TTRS/Numbots or ttrs, daily 10 or hit the button.

Topic

The Romans:

In Geography, we'll be:

- Learning how particular localities have been affected by human activities.
- Learning how particular localities have been affected by natural features and processes.
- Learning how the nature of particular localities affect the lives of people.
- Learning how to use geographical terms.

In History we will also be learning:

- About the main events, dates and characteristics of the past societies. (Romans)
- About the lives of people in those periods.
- About the main similarities and differences between the past societies.
- To be able to give some reasons for particular events and changes.
- To be able to gather information from simple sources
- To be able to use their knowledge and understanding to answer simple questions about the past and about changes.
- To understand that the past can be considered in terms of different time periods.
- To understand that the past has been recorded in a variety of different ways.

In Art/Design and Technology we'll be:

- Exploring teamwork and creating 3D works of art.
- Using art as a means of self expression
- Exploring Roman art: mosaics
- Able to choose materials and techniques for different task (create a catapult)
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In Science, we'll be finding out about:

- How to carry out simple investigations and the skills are need to do this.
- How things move on different surfaces noticing that some forces need contact between two objects, but magnetic forces can act at a distance.
- How magnets attract or repel each other and attract some materials and not others.
- How to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- How to describe magnets as having two poles.
- How we need light in order to see things and that dark is the absence of light
- How light is reflected from surfaces.
- How light from the sun can be dangerous and that there are ways to protect their eyes
- How shadows are formed when the light from a light source is blocked by an opaque object.
- How there are patterns in the way that the size of shadows change.

Mathematics

In Year 3 we will be teaching a number of mathematical concepts based on number, data, shape, time, addition, subtraction, statistics, multiplication, and length.

These include being able to:

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Extension to 6 and the remaining times tables.
- Be familiar and use different strategies to solve multiplication and division questions.
- Recognise angles as a property of shape or a description of a turn.
- Identify right angles, recognise that two right angles make a half-turn, Three make three quarters of a turn and four a complete turn;
- Identify whether angles are greater than or less than a right angle.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- Draw 2-D shapes and make 3-D shapes using modelling materials.
- Recognise 3-D shapes in different orientations and describe them.