



ST John's Highbury Vale Curriculum Newsletter

Year 3

Summer Term 1 2022

<p>Mathematics</p> <p>Geometry Angles & properties of shape</p> <ul style="list-style-type: none"> - Draw 2-D shapes and make 3-D shapes using modelling materials. <p>The Number System: Whole numbers to 1,000</p> <ul style="list-style-type: none"> - Compare and order numbers up to 1,000 – numbers in relation to each other - Solve missing number problems in relation to place value <p>Calculating, Patterns & Algebra + and –</p> <ul style="list-style-type: none"> - Add and subtract three digit numbers using expanded then compact columnar addition - Add and subtract amounts of money to give change, using both £ and p in practical contexts. - Measure compare, add and subtract mass (kg/g) - Measure, compare add and subtract volume and capacity (l/ml) <p>Calculating, Patterns & Algebra: X and ÷</p> <ul style="list-style-type: none"> - Solve problems, including missing number problems, involving multiplication - Solve problems, including missing number problems, involving division <p>SMSC Links: develop deep thinking and question the way in which the world works</p> <p>Some helpful websites: All aspects of maths: Prodigy, BBC Bitesize Maths, Maths Frame For parents: Maths At Home, The School Run, Multiplication tables: Top Marks or hit the button Problem solving & Reasoning: NRICH, Games: Cool Maths Games, Maths Playground</p>	<p>Writing</p> <p>This term, we will be using the story ‘ The Great Kapok Tree’ by Lynne Cherry as well as the poem For Forest by Grace Nichols to guide the students in their writing of an explanation text, performance poetry and debate. We will be focusing on these curriculum outcomes:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas - draft and write by: composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. - using fronted adverbials - learning the grammar for year 3 including adverbs, adjectives, generalisers and conjunctions. <p>Some helpful websites: Every School, BBC Bitesize, Super Sentence Stacking, Pobble365</p> <p>Spelling: Spelling Frame, Sir Linkalot, Oxford Owl</p> <p>SMSC Links: explore and engage with the feelings and values found in a wide range of genre.</p>	<p>Reading</p> <p>We will be using these stories to also develop the children’s reading skills. We will be focusing on these curriculum outcomes:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry • asking questions to improve their understanding of a text • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying how language, structure, and presentation contribute to meaning <p>SMSC Links: explore and engage with the feelings and values found in a wide range of genre.</p>		
<p>Science</p> <p>Our science topic this term is ‘Plants’ we will be looking at how plants grow and link through our class advocacy of rewilding the area through using the school gardening patch to grow a variety of insect friendly plants.</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • 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 • Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p>Some helpful websites: https://www.bbc.co.uk/bitesize/topics/zqtf34j SMSC Links: develop a sense of curiosity and mystery of how and why events in the past happened and examine how other cultures have had a major impact on the development of ‘British’ culture.</p>	<p>Religious Education</p> <p>In RE, we will be exploring the question ‘What is Buddhism?’ focusing on stories that introduce who Siddhartha was and the circumstances that led to him becoming Buddha and achieving enlightenment and an introduction to Buddhist virtues and beliefs using stories that Buddha told.</p> <ul style="list-style-type: none"> • Understand who Buddha is. • Define the word suffering • Understand what the word suffering means to people. • Know what kindness is and how it can be shown according to Buddhist teachings • Determine how Buddhism sets and example for others. • Understand what Buddhists believe about being reflective. <p>Some helpful websites: request.org.uk/, What is Buddhism? - BBC Bitesize SMSC Links: exploring, improving understanding of and showing respect for different faiths and cultural diversity.</p>	<p>Geography</p> <p>In Geography this term we will be focusing on the question “ Why visit Rome for a holiday?” focusing on these points of study:</p> <ul style="list-style-type: none"> • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. • Identify and explain the different environmental regions in Europe • Explain key human and physical characteristics of Europe • Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places • Make comparisons with their own lives and their own situation. <p>Some helpful websites: https://school-learningzone.co.uk/key_stage_two/ks2_geography/volcanoes_and_earthquakes/volcanoes_and_earthquakes.html https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxcy https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zj89t39 SMSC Links: think about and spend time reflecting on the amazing wonders, which occur in our natural world.</p>		
<p>Design and Technology</p> <p>We will be learning about shell structures focusing on these objectives:</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes. • Select from tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately. <p>SMSC Links: work collaboratively with cooperation and communication, linking to the values of trust and compassion.</p>	<p>Music</p> <p>This term we will be learning to play the recorder as well as developing our rhythm and appraising music with a topic ‘Bringing us together’. All the learning in this unit is focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope and unity.</p> <p>Please make sure your child has their recorder on a Wednesday for their lesson.</p> <p>SMSC Links: support spiritual development by encouraging through the experience and emotion of responding to performing, listening and composing music.</p>	<p>Computing:</p> <p>Computing this term will be focused on stop motion animation as well as using Google classroom and word documents recognising and using titles, text and layout effectively to convey information on Google Docs</p> <p>Some helpful websites: https://www.bbc.co.uk/bitesize/subjects/zvnrq6f SMSC Links: completing of group work within lessons as well as practical tasks.</p> <p>French:</p> <p>We will continue our French lessons learning about body parts and colours to create and draw our own monsters.</p>	<p>Physical Education :</p> <p>Tennis</p> <p>pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>Netball</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p> <p>Our PE days are Tuesday and Wednesday.</p> <p>Some helpful websites: Joe Wicks Workouts - https://www.youtube.com/playlist?list=PlyCLOp4VxBu6-kVsU0ULG8i3Wr88uRY Cosmic Kids Yoga</p> <p>SMSC Links: show compassion when assessing the work of others.</p>	<p>PSHE</p> <p>Our PSHE topic this term is Relationships focusing on maintaining relationships with friends and family as well as being safe online and understanding that our actions influence others.</p> <ul style="list-style-type: none"> • Identifying the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • Identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener • Use some strategies for keeping myself safe online • Explain how some of the actions and work of people around the world help and influence my life • Understand how my needs and rights are shared by children around the world and can identify how our lives may be different. • Know how to express my appreciation to my friends and family