



ST John's Highbury Vale Curriculum Newsletter

Year 3

Summer Term 2 2022

<p>Mathematics</p> <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 - Solve scaling problems - Use formal written methods of multiplication <p>Measures: Time</p> <ul style="list-style-type: none"> - Tell and write the time from an analogue clock - Tell and write the time from 12-hour and 24-hour clocks - Estimate and read time with increasing accuracy to the nearest minute - Compare durations of events <p>The Number System : fractions as numbers</p> <ul style="list-style-type: none"> - Recognise that tenths arise from dividing an object into 10 equal parts. - Add and subtract fractions with the same denominator within one whole <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 Village that Vanished by Ann Grifalconi and Kadir Nelson as well African Tales – A Barefoot Collection by Gcina Mhlophe – The Great Hunter, to guide the students in their writing of a persuasive argument, diary entry, fact file and narratives. 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 - 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 'Forces and magnets ' we will be looking at:</p> <ul style="list-style-type: none"> • comparing how things move on different surfaces • noticing that some forces need contact between two objects, but magnetic forces can act at a distance • observing how magnets attract or repel each other and attract some materials and not others • comparing and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describing magnets as having two poles • predicting whether two magnets will attract or repel each other, depending on which poles are facing <p>Some helpful websites: Forces - KS2 Science - BBC Bitesize</p> <p>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 'Who is Jesus?' focusing on these learning outcomes:</p> <ul style="list-style-type: none"> • To know and remember the core concepts: Incarnation and Gospel. • To know and remember the 'I am' statements and their meaning to Christians. • To consider how the statements may be relevant and applied to their own lives. • I can describe what a Christian might learn from the 'I am' statements. • I can ask important questions about life and can compare my ideas with those of others. <p>Some helpful websites: request.org.uk/ SMSC Links: exploring, improving understanding of and showing respect for different faiths and cultural diversity.</p>	<p>History</p> <p>In history this term we will be focusing on the kingdom of Benin. We will be looking at the history of this kingdom and the chronological events intertwined with the kingdom. We will be looking at artifacts from the kingdom and determine what they can tell us about its history.</p> <ul style="list-style-type: none"> • Confidently sequence several events on timelines from the period studied using the language of BC and AD. • Use evidence to learn about life in the time taught • Identify key information about the time studied • Look for links between the times studied • Offer some simple explanations for events • Use a range of evidence to build up a picture of the past. • Choose relevant material to understand one aspect of life • Ask a variety of questions. • Communicate their knowledge through different means <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/zd9cxyc https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zj89t39</p> <p>SMSC Links: think about and spend time reflecting on the amazing wonders, which occur in our natural world.</p>		
<p>Art</p> <p>We will be learning about sewing and making Binca patterns. During these lessons we will be focusing on these outcomes</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. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <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 continuing our learning of the recorder as well as developing our rhythm and appraising music with a topic 'Reflect, Rewind and Replay.' This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused on revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</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 using scratch to create a sprite and code it to do something. We will be focusing on these learning outcomes:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs, work with variables and various forms of input and output <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>Physical Education :</p> <p>Athletics:</p> <p>We will be practicing for sports day this term, focusing on all of the skills needed to participate, such as throwing, running, jumping and balancing.</p> <p>Dance:</p> <p>We are going to be reviewing our dance skills in preparation for the Primary Dance Festival. We will be building upon our skills of dynamics, balance and confidence to perform.</p> <p>Our PE days are Tuesday and Wednesday please make sure you have your PE Kit.</p> <p>Some helpful websites: Joe Wicks Workouts - https://www.youtube.com/playlist?list=PlyCLOpd4VxBu6-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 'Changing Me' focusing on the changes our bodies go through as we grow and how we develop from being a baby to being an adult</p> <ul style="list-style-type: none"> • I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. • I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. <p>French:</p> <p>We will be continuing our learning in French revising what we have already learnt this year in preparation for French Day!</p>