

## Lower KS2 Half Termly Curriculum Overview

### Year 3 2014/2015 - Summer 1

Dear Parents,

Welcome back after the Easter break. I hope you enjoyed the break and are looking forward to a fun summer term. For this half term I am pleased to provide you with information about what the children will be covering in the different subjects. We are continuing with the new curriculum this academic year. If you wish to know more about it visit the DfE website, the school website or speak with me. Kind Regards. Miss Morris

#### Catholic life of the school

Each Friday two classes will join with the parish to celebrate Mass at 9am. Year 3 will be next joining the parish on Friday 17<sup>th</sup> April and Friday 15<sup>th</sup> May.

The Wednesday Word is available for every child to take home every Wednesday. Please look out for this and share it with your child. Additional copies are available at the school office.

This term we are looking forward to the May Procession when we crown Our Lady. Later in the term, we will take part in the annual Walk of Faith when local schools and churches come together to celebrate Padgate Walking Day. Also our Year 4 children will be receiving the Sacrament of Confirmation and Communion in May and then celebrating this special time with all of the school on St Peter's and Paul's Celebration Day later in the term. Please keep the children in your thoughts and prayers at this special time.

#### Healthy School Initiative

As part of the healthy school initiative, we will continue to encourage the children to be active at playtimes. Children will be encouraged to drink water throughout the day; therefore it is important that the children have their bottles in everyday! It makes it easier for the children if the bottles have a sports top, as it would prevent any unnecessary spillage.

Healthy snack days will continue to be Monday to Thursday and the children will be given the opportunity to eat their snacks during morning playtimes.

#### Information and dates to remember

School is closed for the Bank Holiday on Monday 4<sup>th</sup> May and for Polling day on Thursday 7<sup>th</sup> May.

May Procession - 21<sup>st</sup> May

#### Homework information

- English homework will be given out on a Friday and is to be handed in the following Tuesday.  
- Each child should read for a minimum of 15 minutes per night and complete their reading records.

- Maths homework will be given out on a Tuesday and is to be handed in on Friday of the same week.

- Spellings will be given out on a Wednesday and tested the following Wednesday, in addition to a focus on the children embedding their spellings into their written work and working in their Spelling Logs.

#### Concerns and messages

If you have any concerns or problems, please do not hesitate to come in and see me at the end of the school day.

Any messages in the morning must be left with a Teaching Assistant on the Junior gate and they will be passed directly to me that morning.

**Year 3**  
**General Class**  
**Information**

**Big Maths**

The children will continue to complete a weekly 'Big Maths' assessment and will be assessed at the end of the half term on their progress.

Each child will continue to keep their Big Maths files in their book bags so that they can share their assessments with you and work on the types of questions that they find more challenging. The children will continue to split into smaller groups and work with a Big Maths teacher once a week.

Please encourage your child to use their Maths skills at every opportunity.

*Remember we are going for green!*

**Reading**

In line with our school policy the children will develop their reading in class throughout the week through shared reading and guided reading sessions and I shall be monitoring their reading progress carefully each week with my own records.

The reading records are for parents to record your child's reading at home. We ask all our Junior children to read for 15 minutes each night. Although I will be keeping my own record of your child's reading progress it would be really helpful if you could make comments in your child's reading record book each time they read, to let me know how they have coped with a book at home. Home reading records are checked and once a week their home reading is acknowledged and a target will be highlighted in the book.

If your child reads any other reading material as well as their reading book from school please also make a note of it in their reading record. The home reading record is also a good way to make contact with me if you wish to send me a message and cannot get into school.

This half term our class reader is Charlie and the Chocolate Factory by Roald Dahl. Each day, we will be sharing this book and reading for pleasure.

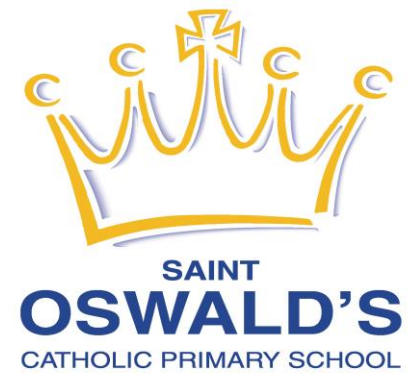
This year as part of our new 3 year Improvement Plan, we are particularly focusing on 'Reading'. As well as our reading activities in class, we ask that in addition to hearing your child read, you share books and read to them and explore the pleasure of reading with your child.

The school continues to run an early doors reading club (£2) 8am - 8:45am each morning and reading clubs at lunch time. Open to all!

**Collective Worship**

In class the children will continue to plan and lead Collective Worship Tuesdays, Wednesdays and Thursdays.

They will also take part in a whole school Collective Worship every Monday to start the week and end the week with a Key Stage assembly or link with the parish for a Mass celebration with their partner class.



**RE - Summer term topics**

**Energy** - The children will be learning about the power and wonder of the Holy Spirit. They will also learn about the importance of Pentecost which is a time when we remember the Gospel message being spread through the Holy Spirit.

**Choices** - The children will learn that choices have consequences. They will learn about the examination of the conscience and the sacrament of Reconciliation.

**Special places** - The children will learn that everyone has a special place to them. They will then learn about the places that were special to Jesus and are now special to the Christian community. The children will also look at the world as a special place and why we should look after it

**English****Reading**

- Continue to listen to and discuss a range of fiction and non fiction texts.
- Understand what they read by: checking that the text makes sense to them, asking questions to improve their understanding of a text, identifying main ideas from one paragraph, participate in discussion about books, identifying themes and conventions in a wide range of books, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, and identifying how language, structure and presentation contribute to meaning.

**Writing**

- Assess the effectiveness of their own and others' writing, and suggest improvements.
- Propose changes to grammar and vocabulary to improve consistency (eg. the accurate use of pronouns in sentences).
- Proof-read for spelling and punctuation errors.
- Compose and rehearse sentences orally (including dialogue), building a rich vocabulary and range of sentence structures.
- Use organisational devices (eg. headings and sub-headings).
- Create settings, characters and plot.
- Use paragraphs as a way to group related material.

**Grammar and punctuation**

- Use noun phrases appropriately and consistently.
  - Write two-clause sentences with subordinate clauses beginning with the connectives: *when, as, while, before* and *after* (time); *because, so* (cause); *if* (reason); *even though* (opposition).
  - Know what a possessive pronoun is (my, his, her, our, their, its, your) and use them appropriately.
  - Use the determiners 'a' or 'an' according to whether the next word begins with a vowel sound (an elephant, an orange, unvoiced 'h' honest).
  - Recognise prepositions as words indicating place (eg. *above, along, around, behind, between, in front of*) and use them appropriately.
  - Use paragraphs as a way to group related material.
  - Use speech marks to demarcate the spoken word.
  - Use apostrophes for omission accurately and consistently.
  - Know that a main clause is a part of a sentence that makes sense on its own.
  - Know that a subordinate clause is a part of a sentence that does not make sense on its own.
- Use fronted adverbials for when (*As they left...*).

**Spelling**

- Words with the k sound spelt ch
- Words with the sh sound spelt ch
- Words with the ai sound spelt ei, eigh, or ey
- Plural words
- Revision of apostrophes for omission

**Science****Plants**

- To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves.
- To 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.
- To investigate the way in which water is transported within plants.
- To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- To ask relevant questions, use enquiries to answer them and make careful observations.
- To record data in a variety of ways using simple scientific language, drawings and labelled diagrams.
- To identify differences and similarities related to simple scientific processes.
- To use straightforward scientific evidence to answer questions.

**Mathematics****Number - number and place value**

- Find 10 or 100 more/less than a given number.
- Count from 0 in multiples of 4, 8, 50 and 100.

**Fractions**

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Recognise and show, using diagrams, equivalent fractions with small denominators.
- Add and subtract fractions with the same denominator within one whole.
- Compare and order unit fractions, and fractions with the same denominators.
- Solve problems that involve all of the above.

**Multiplication and division**

- Write and calculate multiplication and division for the times tables they know.
- Estimate and use inverse to check.
- Multiply 2-digit number by a 1-digit using mental methods and formal written methods.
- Solve problems, including missing numbers, involving  $\times$  and  $\div$ .
- Recall multiplication and division facts for 2, 3, 4, 5, 8 and 10 times tables.

**Geometry - properties of shapes**

- Draw and make 3-D shapes using modelling materials.
- Recognise 3-D shapes in different orientations and describe them.
- 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.

**Statistics**

- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

**Geography**

*To understand geographical similarities and differences through the study of human and physical geography of an area of the UK and an area in a European country.*

- To use the correct geographical words to describe the physical and human features in a locality.
- To identify the key features of a locality by using a map.
- To use some basic OS map symbols.
- To make accurate measurements.
- To use maps and atlases appropriately by using the contents and indexes.
- To locate the Mediterranean and explain what it is a popular destination.
- To explain why a place is like it is and why it has certain human features.
- To explain how the lives of people living in the Mediterranean would be different to their own.
- To name and locate some well-known European countries and capital cities of neighbouring European countries.
- To develop an awareness of different weather in different parts of the world, especially Europe.

**Art - European artists**

- To record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing and painting.
- To learn about great artists in history, with a focus in Monet.

**PSHCE - Looking after our world**

- Know about recycling and why it is important.
- Know which materials can be recycled and which can't.
- Explore ways to protect the world.
- Explore ways of helping our local environment.

**Topic Title**

***Why do lots of people visit the Mediterranean for their holidays?***

**Music**

- Listen to and appraise several Reggae songs.
- Create vocal improvisation to add to the song.
- Perform song with accompaniments and improvisation added to it.
- Listen and appreciate a range of music from around the world.
- Sing everyday new and known songs.

**Computing**

- To select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- To work with various forms of input and output.
- To use technology safely, respectfully and responsibly.

**PE**

**Dynamic balance to agility and social skills**

This half term the children will be working on dynamic balance to agility and developing their social skills.

They will do this by:

- learning different jumps and landings
- turning in jumps
- balancing
- praising other children
- showing patience to support other children.

They will develop these skills through skills based activities, competitive games and ball games.

Please ensure that your child has the correct PE in school (blue shorts, white t-shirt, pumps and trainers).

**DT - Food technology**

- To choose the right ingredients for a product.
- To select the correct equipment and use it safely.
- To grow cress to use with the product.
- To create a design to meet set requirements.
- To put together a step by step plan which shows the order and what equipment is needed.
- To describe a design using labels.
- To know how to change their design for the better.