

## Lower KS2 Half Termly Curriculum Overview

### Year 3 2015/2016 - Summer 2

Dear Parents,

Welcome back after the Whit break. I hope you enjoyed the break and are looking forward the last six weeks of the school year. 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, Mrs Foy

#### Catholic life of the school

Each Tuesday two classes will join with the parish to celebrate Mass at 9am. Year 6 and Reception, Year 5 and Year 1, Year 3 and Year 2 and Year 4 will join the parish. Please look out for dates on the weekly newsletter or on the school website.

Each day the children will take part in collective worship. Whole school collective worship begins our week every Monday, followed by class collective worships led by the teachers and children on Tuesday, Wednesday and Thursday. On Fridays there is a key stage assembly.

The Wednesday Word is available for every child to take home every Wednesday. Please look out for this and share it with your child.

On Wednesday 29<sup>th</sup> June, St. Oswald's and St. Benedict's schools will come together at St. Oswald's Church, to celebrate Mass at 10.15am for the feast of St. Peter and St. Paul. We are also looking forward to Padgate Walking Day when local schools and churches come together to celebrate the annual Walk of Faith.

Also we will be taking part in the 'Day of Many Colours' in support of Mission Together's fundraising '*to provide a safe and loving environment for children around the world to receive an education*'. See the Mission Together website for further information. Please return 'Missio' money boxes by 1<sup>st</sup> July.

#### 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 Friday and the children will be given the opportunity to eat their snacks during morning playtimes.

Please continue to bring an extra snack for afternoons on Tuesdays for after swimming and Wednesday after tennis.

#### Information and dates to remember

Walking Day – Sat 25<sup>th</sup> June  
St Peter and Paul Celebration – Wed 29<sup>th</sup> June  
Year 5 school trip- Tues 5<sup>th</sup> July  
Parents Evening- Wed 13<sup>th</sup>/Thurs 14<sup>th</sup> July  
Sport's Day- Fri 15<sup>th</sup> July  
Year 6 Leavers Mass – Tues 19<sup>th</sup> July, 9.30am  
Year 6 Leaving assembly- Thurs 21<sup>st</sup> July  
School closes for the summer holidays - Thurs 21<sup>st</sup> July at 3.30pm

#### Homework information

- **English homework** will be given out on a Friday and is to be handed in the following Tuesday.

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

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

- **Reading** Each child should read for a minimum of 15 minutes per night and complete their reading records.

#### 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!*

#### Times Tables

The children are continuing to learn times tables , the following are the age related expectations:

Year 3 - should know 2s,5s,10s,3s,4s and 6s.

Year 4 will learn 7s, 8s and 9s.

Year 5 will learn 11s and 12s.

#### 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!

#### Grammar Hammer

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

Each child will continue to keep their SPAG folders (Spelling, Punctuation and Grammar) 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 be focusing on one grammar aspect each week.



**RE – Summer 2**

We will be looking at the Universal Church in RE focusing upon 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.

On Monday 18<sup>th</sup> July we will celebrate Spirituality day/Day of Many Colours.

**Science****Light**

- To recognise that they need light in order to see things and that dark is the absence of light.
- To notice that light is reflected from surfaces.
- To recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- To recognise that shadows are formed when the light from a light source is blocked by a solid object.
- To find patterns in the way that the size of shadows change.

**English****Reading**

- Continue to listen to and discuss a range of fiction and non-fiction texts.
- Prepare play scripts and poems to read aloud and to perform through tone, volume and action.
- 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 (e.g. 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.
- 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 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**

- Plural words
- Revision of apostrophes for omission
- I sound spelt as y coming elsewhere in words e.g. myth
- Prefix - in
- Revision of prefixes and suffixes

**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.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

**Measurement**

- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year.

**Geography**

- 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 develop an awareness of different weather in different parts of the world, especially Europe.

**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.

**PE**

**Dynamic balance to agility and social skills**

This half term the children will continue to work 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).

***What was the school and church like 50 years ago?***

- To use various sources of evidence to answer questions.
- To use various sources to piece together information about a period in history.
- To research a specific event from the past.
- To use their 'information finding' skills in writing to help them write about historical information.
- To begin to use more than one source of information to bring together a conclusion about an historical event.
- To use specific search engines on the Internet to help them find information more rapidly.
- To look at the structures of the buildings and say why they are useful for their purpose.
- To understand why people celebrate these events.

**Topic Title**

***What was the school and church like 50 years ago?***

**Music**

- Perform songs 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.

**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.