

Work to be covered by Y3 - Summer

This information has been provided so that you are fully aware of the work your child will cover over the next term.

We hope that it will also enable you to support your child at home in their studies.

If there is anything contained within this leaflet that you don't understand, please contact your child's class teacher

English

Non Fiction (Instructions and Persuasion)

- To use a range of independent research techniques.
- To locate information in non-fiction texts
- To select key information from non-fiction texts
- To recap the features of persuasive and instructional writing.

Poetry

- To know key features of poetry, including rhythm, rhyme and repetition.
- To understand and use similes
- To write using a range of expressive language, including alliteration.
- To perform poetry with confidence and expression.

Letters

- Know the conventions of formal and informal letters
- Write letters for a variety of purposes

Adventure Stories

- Know the text and language features of adventure stories
- Write using appropriate story structure
- Discuss a range of adventure stories and express their opinions about the story

Reading

In Year 3 we would expect most children to:

- Be able to comment on the way characters relate to one another.
- Know which words are essential in a sentence to retain meaning.
- Use dictionaries to find the definition of words.
- Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.
- Recognise how commas are used to give more meaning.

Writing:

In Year 3 we would expect most children to:

- Use conjunctions including subordinating conjunctions (joining words such as: when, so, before, after, while, because).
- Use adverbs (words that describe a verb e.g. then, next, soon).
- Use a range of openers to start sentences including adverbial openers
- Use prepositions (words that show position e.g. before, after, during, in, because of).
- Experiment with adjectives to create impact.
- Correctly use verbs in 1st, 2nd and 3rd person.
- Use inverted commas for speech.
- Use commas in a list.
- Organise their ideas into paragraphs.
- Use headings and sub-headings.
- Have legible, joined handwriting.

Maths

- Describe and explain methods, choices and solutions to puzzles and problems, orally and in writing, using pictures and diagrams
- Round two-digit or three-digit numbers to the nearest 10 or 100 and give estimates for their sums and differences
- Partition two-digit (three-digit) numbers into multiples of 10 and 1 in different ways
- Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts; recognise multiples of 2, 5 or 10 up to 1000
- Use formal written methods to add and subtract.
- Use informal written methods to multiply and divide (arrays and number lines).

- Relate 2-D shapes and 3-D solids to drawings of them; describe, visualise, classify, draw and make the shapes
- Use a set-square to draw right angles and to identify right angles in 2-D shapes; compare angles with a right angle; recognise that a straight line is equivalent to two right angles
- Follow a line of enquiry by deciding what information is important; make and use lists, tables and graphs to organise and interpret the information
- Know the relationships between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres; choose and use appropriate units to estimate, measure and record measurements
- Answer a question by collecting, organising and interpreting data; use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate observations; use ICT to create a simple bar chart

In Year 3 we would expect most children to:

- Compare & order numbers up to 1000.
- Read & write all numbers to 1000 in digits & words.
- Find 10 or 100 more/less than a given number.
- Count from 0 in multiples of 4, 8, 50 & 100.
- Recall & use multiplication & division facts for 3, 4, 8 tables.
- Recognise place value of any 3-digit number.
- Add & subtract:
 - 3-digit nos & ones
 - 3-digit nos & tens
 - 3-digit nos & hundreds
- Add & subtract:
 - Numbers with up to 3-digits using efficient written method (column).
- Use inverse to check.
- Multiply:
 - 2-digit by 1-digit
- Count up/down in tenths.
- Compare & order fractions with same denominator.
- +/- fractions with same denominator

<p><u>Science</u></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> • To know the functions of different parts of a plant. • What do plants need to grow well? Leaves. Roots. • To know that water is taken in through the roots and the water is transported through the stem to other parts of the plant. • To know that plant growth is affected by temperature, water and light. To suggest how a fair test could be carried out. • To plan and carry out investigation. • To know the stages of growth in the lifecycle of a plant. • To understand why seed dispersal is so important. <p><u>Light</u></p> <ul style="list-style-type: none"> • To notice that light is reflected from surfaces • To find patterns that determine the size of shadows <p><u>Music</u></p> <ul style="list-style-type: none"> • To recognise and explore what sounds can be organised and used expressively • To listen and describe dynamics • To listen and describe instrumental choices • To listen and describe texture • To listen and describe pitch • To listen and describe rhythm 	<p><u>Geography</u></p> <p><u>Spectacular Spain – Why do people visit the Mediterranean for their holidays?</u></p> <ul style="list-style-type: none"> • Use maps and atlases to explore location • Explore the variety of ways of travelling to the Med. • Research similarities and differences between life in Spain and the UK • Find out about Spanish traditions and cultures <p><u>History</u></p> <p><u>Romans</u></p> <ul style="list-style-type: none"> • To use maps to obtain evidence. To examine the reasons and characteristics of some Roman settlements. • To know about the resistance to the Roman invasion. • To learn about aspects of Roman Britain using a variety of resources. • To identify Roman settlements for their place names. • To understand who the Romans worshipped. To explore how religion affected their lives. • To research leisure and entertainment lifestyles of the Romans. • To explore what the Romans left behind – their legacy. 	<p><u>French</u></p> <ul style="list-style-type: none"> • To know common classroom phrases. • To learn the months in French • To introduce and learn vocabulary for activities/ hobbies. • To recognise and say different praise words. • To rehearse simple sentences in French • To revise birthdays and months • To learn how to say how old they are. • To learn the numbers 1 – 30 <p><u>PE – Outdoor Athletics</u></p> <ul style="list-style-type: none"> • To sprint, walk and hop at speed • To perform and refine simple jumping skills • To consider and select the most effective throwing position. • To make simple tactical decisions <p><u>Indoor – The Human Engine, Dance.</u></p> <ul style="list-style-type: none"> • Perform dance actions with greater control, fluency and co-ordination. • Shape movement into a whole dance with simple structure. • Observe each other dancing and use a range of descriptive language.
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<p><u>ICT</u></p> <p><u>Email</u></p> <ul style="list-style-type: none"> • Know how email and video conferencing work on the Internet • Send information using email or video conferencing. • Follow school rules for using email and video conferencing safely • Explain some of the dangers in using email and opening attachments <p><u>Data</u></p> <ul style="list-style-type: none"> • Use software to collect data through the internet. • Use software to present the results of data • Look at data and explain what it shows • Analyse at data to see what doesn't look right • Judge how useful survey forms and presentations are • Explain how Google Data Centre Server works • Know that it is important to keep a person's data private. 	<p><u>Art</u></p> <ul style="list-style-type: none"> • Create paintings of matadors in the style of Picasso. • Investigate and combine visual elements and match to purpose. • Apply experience of processes, developing technique. • Use methods to communicate ideas and make images. • Learn about processes used in art. • Consider roles and purposes of artists. <p><u>PSHE</u></p> <ul style="list-style-type: none"> • To describe a range of emotions (surprise, disappointment) • To know how to act assertively • To describe something that has made them Proud this year. • To think about worries and decide how what to do about them • To describe how to relax <p><u>Safeguarding – Curriculum Links</u></p> <ul style="list-style-type: none"> • Dangers in using E mail • Keeping private data secure • Use of passwords to protect ourselves online • Sign posting outside agencies during assertiveness training in PSHCE 	<p><u>D.T</u></p> <p><u>Levers:</u></p> <ul style="list-style-type: none"> • <u>Examine levers in technology</u> • <u>Design make and evaluate a toy with a lever</u> <p><u>Food Technology</u></p> <ul style="list-style-type: none"> • Taste and evaluate Spanish food and design menu. • Develop ideas & explain clearly, putting together list. Plan a Spanish Menu. • Use lists to communicate ideas. • Evaluate and test samples of food. <p><u>RE</u></p> <ul style="list-style-type: none"> • <u>Hindu Beliefs:</u> How can Brahman be everywhere and in everything? • <u>Sharing and Community:</u> Do Sikhs think it is important to share? • <u>Pilgrimage to the River Ganges:</u> Would this be special to a non Hindu? • <u>Prayer and Worship:</u> What is the best way for a Sikh to show commitment to god?
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