

# 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.

### Short Stories and 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 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> 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, 8 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
- Tell the time using analogue, digital Roman Numeral and 24hour clock to the nearest minute.
- Use calendars and timetables
- Use an apply knowledge of time telling to solve problems
- 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><b><u>Science</u></b></p> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>• To know the functions of different parts of a plant.</li> <li>• What do plants need to grow well? Leaves. Roots.</li> <li>• To know that water is taken in through the roots and the water is transported through the stem to other parts of the plant.</li> <li>• To know that plant growth is affected by temperature, water and light. To suggest how a fair test could be carried out.</li> <li>• To plan and carry out investigation.</li> <li>• To know the stages of growth in the lifecycle of a plant.</li> <li>• To understand why seed dispersal is so important.</li> </ul> <p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>• To notice that light is reflected from surfaces</li> <li>• To find patterns that determine the size of shadows</li> </ul> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• To recognise and explore how sounds can be organised and used expressively</li> <li>• To listen and describe dynamics</li> <li>• To listen and describe instrumental choices</li> <li>• To listen and describe texture</li> <li>• To listen and describe pitch</li> <li>• To listen and describe rhythm</li> </ul>	<p><b><u>Geography</u></b></p> <p><b><u>Spectacular Spain – Why do people visit the Mediterranean for their holidays?</u></b></p> <ul style="list-style-type: none"> <li>• Use maps and atlases to explore location</li> <li>• Explore the variety of ways of travelling to the Med.</li> <li>• Research similarities and differences between life in Spain and the UK</li> <li>• Find out about Spanish traditions and cultures</li> </ul> <p><b><u>History</u></b></p> <p><b><u>Romans</u></b></p> <ul style="list-style-type: none"> <li>• To use maps to obtain evidence. To examine the reasons and characteristics of some Roman settlements.</li> <li>• To know about the resistance to the Roman invasion.</li> <li>• To learn about aspects of Roman Britain using a variety of resources.</li> <li>• To identify Roman settlements for their place names.</li> <li>• To understand who the Romans worshipped. To explore how religion affected their lives.</li> <li>• To research leisure and entertainment lifestyles of the Romans.</li> <li>• To explore what the Romans left behind – their legacy.</li> </ul>	<p><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>• To know how to recognise and say colours in French</li> <li>• To revise birthdays and months</li> <li>• To learn how to say how old they are.</li> <li>• To learn the numbers 1 – 30</li> <li>• Talk about their immediate family in French</li> </ul> <p><b><u>PE – Outdoor Athletics</u></b></p> <ul style="list-style-type: none"> <li>• To sprint, walk and hop at speed</li> <li>• To perform and refine simple jumping skills</li> <li>• To consider and select the most effective throwing position.</li> <li>• To make simple tactical decisions</li> </ul> <p><b><u>Indoor – The Human Engine, Dance.</u></b></p> <ul style="list-style-type: none"> <li>• Perform dance actions with greater control, fluency and co-ordination.</li> <li>• Shape movement into a whole dance with simple structure.</li> <li>• Observe each other dancing and use a range of descriptive language.</li> </ul>
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<p><b>Computing</b></p> <p><u>Email</u></p> <ul style="list-style-type: none"> <li>• Know how email and video conferencing work on the Internet</li> <li>• Send information using email or video conferencing.</li> <li>• Follow school rules for using email and video conferencing safely</li> <li>• Explain some of the dangers in using email and opening attachments</li> </ul> <p><u>Data</u></p> <ul style="list-style-type: none"> <li>• Use software to collect data through the internet.</li> <li>• Use software to present the results of data</li> <li>• Look at data and explain what it shows</li> <li>• Analyse at data to see what doesn't look right</li> <li>• Judge how useful survey forms and presentations are</li> <li>• Explain how Google Data Centre Server works</li> <li>• Know that it is important to keep a person's data private.</li> </ul>	<p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Study the paintings of Winifred Nicholson</li> <li>• Learn about colour and how it can be used</li> <li>• Experiment with colour mixing to create paintings of flowers and plants.</li> <li>• Discuss Light and Shade in a drawing</li> <li>• Use charcoal to create light and shade in works of art.</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• To describe a range of emotions (surprise, disappointment)</li> <li>• To know how to act assertively</li> <li>• To describe something that has made them Proud this year.</li> <li>• To think about worries and decide how what to do about them</li> <li>• To describe how to relax</li> </ul> <p><b><u>Safeguarding – Curriculum Links</u></b></p> <ul style="list-style-type: none"> <li>• Dangers in using E mail</li> <li>• Keeping private data secure</li> <li>• Use of passwords to protect ourselves online</li> <li>• Sign posting outside agencies during assertiveness training in PSHCE</li> </ul>	<p><b>D.T</b></p> <p><u>Levers:</u></p> <ul style="list-style-type: none"> <li>• <u>Examine simple picture frames</u></li> <li>• <u>Design, make and evaluate a frame for weaving</u></li> </ul> <p><u>Food Technology</u></p> <ul style="list-style-type: none"> <li>• Taste and evaluate Spanish food and design menu.</li> <li>• Develop ideas &amp; explain clearly, putting together list. Plan a Spanish Menu.</li> <li>• Use lists to communicate ideas.</li> <li>• Evaluate and test samples of food.</li> </ul> <p><b>RE</b></p> <ul style="list-style-type: none"> <li>• <u>Hindu Beliefs:</u> How can Brahman be everywhere and in everything?</li> <li>• <u>Sharing and Community:</u> Do Sikhs think it is important to share?</li> <li>• <u>Pilgrimage to the River Ganges:</u> Would this be special to a non Hindu?</li> <li>• <u>Prayer and Worship:</u> What is the best way for a Sikh to show commitment to god?</li> </ul>
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