



## Year Three

### Summer 1

#### English

Our class text this half term is 'Varjack Paw' by S.F Said. This book is full of adventure and mystery. It is an excellent story with plenty of opportunities to look more closely at characterisation.

In our English lessons, we will be continuing to develop our story writing. The fiction model text that we will be learning about is a 'finding tale'. We will be exploring the story 'Ben and the stolen diamond'. Our toolkit focuses on action. Children will be provided with short burst writing activities to explore different ways to add action. This includes starting sentences with an -ing opener which takes the reader straight into the action. Children will also experiment with ways that they can show how a character is feeling by their actions and reactions. Children will then apply this toolkit when writing their own stories.

We will also be exploring non-chronological reports as part of our non-fiction learning. Children will learn a model non-chronological report text. They will apply features from the toolkit within short burst writing activities. Children will get a better understanding of layout and will organise their ideas into related paragraphs. Children will be able to use these skills to write a non-chronological report independently.

We will be consolidating spelling rules and ensuring that children can confidently spell words from the Year 3 / 4 spelling list. As the term progresses, children will be introduced to the /u/ sound spelled 'ou', words with /ei/ sound spelt ei, eigh or ey and will continue to develop a better understanding of suffixes with work on the suffixes -ally and -ation.

Children are now familiar with our handwriting scheme from Cambridge Pen pals. Children are developing a cursive join during two handwriting sessions per week and are encouraged to use this in their writing across the curriculum.

#### Science

In science, children will be learning all about light and dark.

Children will learn that we see objects because our eyes can sense light and will understand that dark is the absence of light. Children will explore different sources of light. For example, the sun, light bulbs and candles are sources of light. Objects are easier to see if there is more light. Children will learn that some

#### Mathematics

At the start of this half term, children will be working on Unit 10 Capacity. This unit explores capacity and comes after other units about measure. It asks children to interpret a range of scales and apply their knowledge of place value and the number system. Children will learn to compare and order measurements, and convert between millilitres and mixed units of litres and millilitres. They will then use knowledge of all four operations to solve problems involving capacity.

Following on from Unit 10, children will be working on Unit 11 which is further learning on fractions. In this unit, children will learn to add and subtract two or more fractions with the same denominator, answering questions in more than one way and comparing the efficiency of each method. They will develop their understanding of solving fraction problems and will learn to solve problems involving fractions of an amount. They will use bar models and other representations to help them to find a unit fraction of an amount and then to find any fraction of an amount. Children will be able to use this knowledge to reason and problem solve – for example, finding the whole if they know a part

#### Vocabulary

There is some key language that children will need to know as part of the learning in this unit:

capacity, amount, measurement litre (l), millilitre (ml)  
scale, number line, interval compare, convert, order

part, whole, equal parts, unit fraction, non-unit fraction, denominator, numerator, equivalent fraction partition, split, share, count on, count back, compare, measure, calculate, method whole number, add, subtract, difference, multiply, divide, equal to, greater than (>), less than (<)

#### History

Children will focus on this key question 'Who were the Romans?' and will explore the impact which they had on Great Britain. This builds on prior learning as children will be able to discuss how people lived before the Romans invaded and will learn about a famous Celt called Boudicca who rebelled against the Romans. Children will be able to put dates on a timeline and identify when the first Roman invasion took place. They

<p>surfaces reflect light. Objects are easier to see when there is less light if they are reflective. Children will think about every day objects with reflective properties and discuss their uses. Children will also learn how shadows are formed and will investigate how the size of the shadow depends on the position of the source, object and surface. Children will learn that the light from the sun can damage our eyes and will think of ways to protect them.</p> <p><b><u>Vocabulary</u></b></p> <p>Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</p>	<p>will understand why the second attempt by Emperor Claudius was more successful. Children will learn about the Roman army and will explore the ways in which they trained, used weapons and wore protective armour. Children will have the opportunity to try out formations which the army used in order to successfully defeat their enemies. Children will explore primary and secondary sources. They will be able to explore artefacts which give clues about Roman life. Children will explore Roman culture and pastimes. They will hear the story of Romulus and Remus to explain how the city of Rome was founded. Children will explore Roman artwork and use this to gain a better understanding of Roman life. Children will explore the significant changes that the Romans brought to Britain.</p>
<p><b><u>Art/Design &amp; Technology</u></b></p> <p>As part of our topic on The Romans, children will be developing their skills to produce a drawing of a Roman soldier in proportion. Children will be recording shapes and lines with some degree of accuracy from observation. They will be recording differences in texture, tone, colour shape and pattern. They will draw accurate facial features and experiment with different grades of pencil to begin to make objects look 3 dimensional. Children will review and refine drawings in sketchbooks to improve before working on a sustained piece.</p>	<p><b><u>Physical Education</u></b></p> <p>In P.E we will be using our P.E scheme, real P.E, to develop reaction and response with a focus on the physical cog. Children will also be working on their floor work balancing skills.</p> <p>We will also be taking part in imoves outdoor and adventurous activities. The aim is to develop pupils' ability to trust and cooperate with each other through simple teamwork activities. We will also be developing pupils' awareness of the outdoors through simple trail-type activities.</p> <p>PE will continue to be held on Thursdays and Fridays. Children should come in appropriate kit and ensure that all jewellery is removed before the lesson starts. As the weather improves, children must also be wearing something which would be suitable to go outside in.</p>
<p><b><u>Personal, Social and Emotional development.</u></b></p> <p>In PHSE the children will be learning about ways to keep themselves safe. Children will explore risks and discuss ways in which they can say no when they don't like something. Children will explore age ranges for films and games and discuss why they have these. This will also include apps on mobile phones. Children will look at the correct way to make clear calls to the emergencies services and will look at the impact that prank calling can have on those services.</p>	<p><b><u>Geography</u></b></p> <p>Geography is not the key focus for this half term. However, we will be making links to this subject during the outdoors and adventurous activities in PE. Children will be reading maps and use compass points to navigate.</p>
<p><b><u>Religious Education</u></b></p> <p>Throughout the final term, children will explore this key question about Christian Worship: How and why do some people find peace and strength by belonging to a Church?</p> <p>This unit enables pupils to explore, question and respond to the practices of worship in Christian communities. The focus is on developing learners' understanding of the ideas of peace and calm, strength and determination, and the possibilities that worship has for inspiring people, as well as on the more factual aspects of 'what happens in a church.'</p>	<p><b><u>Music</u></b></p> <p>Children will be learning songs in preparation for the One Voice event which will be held at Magna. More details of this event will follow and tickets will be available to order on Eventbrite closer to the time.</p> <p>During this term, children will be working with the school music service to learn how to play the recorder. This will continue until the end of the school year where it is hoped that parents/carers will be invited in for a performance.</p>

**Computing**

Children will continue to follow the purple mash scheme. Unit 3.5 is all about emailing. Children will learn how to open and respond to emails and also how to use emails safely. Children will learn how to attach documents and know how to copy other people in, using the term CC and BCC.

Following on from this unit, children will explore branching trees. Children will sort objects using yes or no questions.

**Spanish**

Year 3 are following the ilanguage scheme of work. The children will continue to revise greetings and classroom commands. Children will also continue their learning around pets, Spanish names and colours. During these sessions, children will take part in drama activities where they will introduce themselves and ask for a partner's name. They will play listening games and complete activities in the workbook. Children will begin to gain a better understanding of masculine and feminine words.

Purple mash can be accessed from home and login details can be found at the back of the diary.

**Visits and Visitors**

Science Visit Magna-25<sup>th</sup> April

One Voice at Magna- June

**How can you help at home?**

\*Please encourage your child to participate in our Redscope Reading Challenge. We have a range of fantastic age-appropriate books which are perfect to share as a family. All children should be reading for 15 minutes at least three times per week and these sessions should be logged in their planner.

\*All children will be given appropriate spellings during the week. These may be topic related words or link to a spelling rule they have learnt throughout the week. Please support your child in learning their spellings at home.

\*In maths, please encourage your child to access TT Rockstars to practise the quick recall of times table facts. There will be regular TTRockstars battles available for the children to take part in as well as whole school competitions.

\*As part of our Stone Age topic, all children should complete a project that they are interested in. We have discussed possibilities with the children and a list of some ideas have been attached in their planner.

If you do have any questions about your child's learning, please do not hesitate to contact us through the class email addresses.

[RSP-Class7@nclt.ac.uk](mailto:RSP-Class7@nclt.ac.uk) (Mrs Hipwell) or [RSP-Class8@nclt.ac.uk](mailto:RSP-Class8@nclt.ac.uk) (Mrs Ryott)