



St Gregory's Catholic Primary School

Curriculum Information

Year 3 Summer Term 2020

| Subject | What are we doing in school? | How can you help at home? |
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| <p data-bbox="383 459 472 496">Topic</p>  | <p data-bbox="689 451 920 478">Around the World:</p> <p data-bbox="689 488 965 515">Bright Lights, Big Cities</p> <p data-bbox="689 525 1245 624">This topic will incorporate more than one area of the curriculum including geography, history, art and design and technology.</p> <p data-bbox="689 633 1290 983">We will looking at the physical and human features of a locality, weather conditions and patterns, learning to use 8 points of a compass, analysing aerial photographs/pictures (e.g. population, temperatures etc.) of different landscapes, identifying where counties are within the UK and the key topographical features, naming and locating cities in the UK and also learn to recognise that there are similarities and differences between places.</p> <p data-bbox="689 992 1267 1126">Our class book, linking in with the theme is Heidi by Johanna Spyri. We will be using many things from this book as inspiration for our own writing within our Theme and Literacy lessons.</p> | <p data-bbox="1317 451 1989 550">To help your child/children at home, you could research different cities in the UK and research landmarks around the world.</p> <p data-bbox="1317 560 2022 659">If your child/ children has been anywhere /is going on holiday they could do some research about the country and things to do there.</p> |



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Numeracy



In Maths, we are working hard to ensure the children are prepared for life in Year Four. We will be covering units of work on fractions, ensuring that we can add and subtract fractions with the same denominator and identify equivalent fractions, as well as shape, measurement – including time and money – and statistics.

Each week the children will complete an Arithmetic Test to revise and consolidate key mathematical skills. Another of our key focuses is ensuring that the children are able to answer reasoning questions effectively and with confidence, for example explaining how to solve a problem, or why an answer is correct. Each lesson the children have the opportunity to practise their fluency, reasoning and problem solving skills.

All children must continue to practise and consolidate their knowledge of times tables in order to be able to answer questions quickly and fluently.

It will be really useful for your children to practise their Maths skills in everyday life. Please help them to practise telling the time daily; all children need to be able to tell the time on analogue and digital clocks to at least the nearest five minutes by the end of Year Three. It would also be useful for them to calculate how long something takes to do, for example: 'It's 6pm now and our dinner will be ready in 25 minutes, what time will it be when we eat?' Another way to do this would be by asking your child to calculate how long it has taken to travel somewhere, asking them what the time is when you leave and arrive at your destination and then, 'What's the difference between these times?'

It would be useful if the children have the opportunity to use cash when you are shopping. Ask your child how much money they will need to pay for the items you are buying and how much change they expect you to receive. When you are cooking, are they able to work out how much of the ingredients you would need if you were making double, a half or a quarter of the quantity?

There are lots of ideas of simple Maths games to aid children's fluency on Pinterest, for example addition and multiplication snap. These, along with traditional board games, will improve the children's speed and accuracy. Each child has their own log in for Times Tables Rockstars which is a fantastic resource that the children really enjoy using. This will help them become fluent when answering questions relating to their tables.



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Topmarks is a brilliant website that the children can use to practise all different aspects of maths.

<https://www.topmarks.co.uk/maths-games/7-11-years/>

http://www.abcya.com/base_ten.htm

<http://www.ictgames.com/resources.html>

<https://play.ttrockstars.com/>

<http://www.primaryhomeworkhelp.co.uk/maths/>

Science



Light

The topic this term links with our class topic of Big City, Bright Lights.

The children will be learning different forms of light, how light is formed and how things are affected by different lights.

To recognise that we need light to see things when it is dark, seeing that light is reflected from surfaces, learning that light from the sun can be dangerous and how to protect our eyes, recognising how shadows are formed and finding patterns in the way that the size of shadows change.

We will also be designing and making and completing circuits.

You can help your child/children by looking at different light forms. E.g. car headlights, why are they used? For safety in the dark. How we have progressed from the candle as our only light source to light bulbs. Maybe spend one night using a candle instead of the house light bulbs, did you do anything differently, how did you find the experience?



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| | <p>Magnets will also feature in our science. We will discover their uses in everyday life and how to make them.</p> | |
| <p>Reading</p>  | <p>We love reading! Children read in class every day. They read in a variety of ways including whole class, small group and individual reading. Children have found great enjoyment in accepting the challenges given by the Accelerated Reader programme and time is given on a daily basis to complete the quizzes. There can be accessed from home too and all children have the login details in their reading records.</p> <p>We will also do weekly comprehension lessons. These will enhance the children's reading skills. We will look at different texts related to Japan that give the children the opportunity to build inference and prediction skills. The children will also learn to extract information from non-fiction texts and how to summarise information from texts.</p> | <p>We hope you will support us in listening to children read at home, if possible, <u>a minimum of three times a week.</u></p> <p>Your comments are a valuable contribution to the reading record so once you have read together with your child please record your experience which helps us to know when to change books.</p> |
| <p>Literacy</p> | <p>We will be having a strong focus of Spelling Punctuation and Grammar to improve your child's writing as much as possible. We aim to give children a variety of opportunities to practise their existing SPAG knowledge and to gain /fill the gaps by learning new SPAG skills.</p> <p>As with their maths, the children will have a daily</p> | <p>http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar</p> <p>https://www.roythezebra.com/</p> <p>http://www.crickweb.co.uk/ks2literacy.html</p> |



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SPAG or dictionary starter which will consolidate the skills they have been learning and will support them with applying the skills to their independent writing.

During this time, the children will learn how to use the present perfect tense in their writing, headings and subheadings to aid presentation and use conjunctions in their work.

This term, we will be covering a variety of text types including:

- Setting descriptions
- Narrative – adventure stories
- Non-fiction – recounts, information texts and instructions

Our Literacy lessons will be linked, where possible, to our topic.

At St Gregory's we encourage the children to develop their Literacy skills in all areas and they will therefore be applying their skills to cross curricular writing in RE, theme and Science.

<http://www.primaryhomeworkhelp.co.uk/literacy/>

Spelling



The children are going to be revisiting some of their common exception words from year 2, and learn prefixes such as; 'pre-' 'dis-' 'mis-' 're-'. Children are then going to be able to apply the prefix to words. E.g. 'disown, disobey, disqualify' - understanding and reasoning that 'dis' is negative. Children are going to be re-visiting homophones. Children will also receive homework once a week.

There are different ways to help remember spellings. Try looking at the word first of all, sounding out the letters and then covering up the word before your child writes it down. Memory recall of all the spellings given. Finding other words with the same pattern. Finding the longest word with this pattern. Drawing the letters and decorating them. Making up silly rhymes using each word, for example TEAM = Together Every Ant Munches.



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| | <p>In class children will have the opportunity to complete a word search to find their spellings, as well practise handwriting using the spellings.</p> | |
| <p>RE</p>  | <p>This term we will be focusing on Pentecost, exploring the attitude of the disciples after they had received the Holy Spirit.</p> <p>In the final half term, we will be looking at Reconciliation and the Universal Church.</p> | <p>If your child is making their Holy Communion it would be worthwhile linking their experiences of their communion classes to what they have learnt at school.</p> <p>Ask your child to recall the events of Pentecost. What did the Holy Spirit bring to the disciples? How can a person show that they have the energy of the Holy Spirit within them?</p> <p>During our Reconciliation topic, 'Choices', we will explore how and why we made good choices. We will consider the fact that the Sacrament of Reconciliation is a celebration of God's love and mercy. When at Mass on a Sunday, ask your child to consider which points are about the forgiveness of sin and being reconciled with God and one another.</p> <p>Our Universal Church topic will focus on Special Places. Help your child to consider somewhere which is special to them and the reasons for this. If you are visiting somewhere you have never been before, perhaps you could explore any special places you come across.</p> |
| <p>PE</p>  | <p>PE is timetabled on Mondays.</p> <p>We have made an impressive start to regular swimming sessions at Barry Road aiming to swim 25m with confidence by the end of swimming in Year 4.</p> <p>Girls will need a proper swimsuit, not a bikini and will need to make sure their hair is tied up and earring removed. All children need to make sure they have swim hats as well.</p> | <p>There are occasions when extra PE slots are available so it is always a good idea to have kit at school all week.</p> <p>A plain white T-shirt, white shorts and black plimsolls are required for indoor P.E. and we would like the children to wear plain dark tracksuit bottoms and trainers for P.E. outside and for the colder weather.</p> <p>Please remove earrings, jewellery and watches at home on PE day. Children are required to remove their own earrings because teachers are not authorised to remove them.</p> <p>Please name your child's kit and PE bag.</p> |



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| <p>Music</p>  | <p>The children will start by identifying different musical instruments, and thinking about the sounds they make. We will begin to create our own musical score using instruments to replicate the sounds of a city.</p> | <p>It would be brilliant if the children could be encouraged to listen to a range of musical genres at home and discuss the features such as the rhythm, tempo, pitch, dynamics (volume), melody and harmony.</p> |
| <p>Homework</p>  | <p>The children will bring home Learning Conversations each week based on what we have been doing in class. We would be grateful if you would discuss these with your children each weekend. On occasion, there will be a written outcome for this which they will need to bring into school, but this will be stated on the sheet. The children are expected to read at least three times a week and have this recorded in their Reading Record books. They will also be expected to practise their spellings and times tables at home.</p> | |