

## Year Three Curriculum Information Summer Term 2019

<b>English</b>	<b>Text Work</b>	<b>Fiction</b>	<p>Performance poetry - pupils share and enjoy poems identifying and giving reasons for their likes and dislikes. They discuss poetic features, structure and language choices. They look at personification then draft and write their own version of the sound collector.</p> <p>Ottoline and the Yellow Cat - Mystery story</p> <p>The children start by listening to Ottoline and the Yellow Cat, asking and answering questions and making predictions. They focus on the characters' thoughts and feelings, and on the features of mystery stories and how the author builds up tension and uses illustrations. They revise their knowledge of different types of sentence and clause. The writing tasks include writing a newspaper report, a postcard to Ottoline's parents and an extract from her notebook and a 'lost dog' poster.</p>
		<b>Non-fiction</b>	<p>Was Tutankhamen killed?</p> <p>In this unit, the children explore the Big Question: Who killed Tutankhamen? They read the interactive eBook, retrieving and collating information and identifying evidence in the text to support their theories. They investigate main and subordinate clauses and are introduced to the perfect tense. In their writing tasks, they write letters, paragraphs, and finally compose an explanation text in response to the Big Question.</p>
	<b>Sentence Work</b>		Nouns, Adjectives, Prepositions, Capital letters, Sentences, Adjectives, Clauses
	<b>Word Work</b>		Spelling patterns and rules, High frequency words, Using a dictionary and thesaurus.
<b>Maths</b>	<p><b>Statistics:</b> Interpret and present data using bar charts, pictograms and tables; Solve one-step and two-step problems such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts, pictograms. Draw 2-D shapes and make 3-D shapes and describe them. Recognise angles are a property of a shape and identify right angles. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p><b>Continuous objectives:</b> Solve number problems and practical problems involving the ideas from number and place value; Estimate the answer to a calculation and use inverse operations to check answers; Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction; Solve problems, including missing number problems, involving multiplication and division; Solve problems involving fractions</p>		
<b>Science</b>	Light and Shadow; Movement and Feeding		
<b>Computing</b>	Producing a film; Creating databases and QR codes		
<b>History</b>	How much did the Ancient Egyptians achieve?		
<b>Geography</b>	Seaside towns in the UK		
<b>Art</b>	Collage/Op Art (Paul Klee and Victor Vasarely, Henri Matisse)		
<b>Music</b>	African drumming and singing; Performing together		
<b>P.E.</b>	Outdoor and adventurous activities; Orienteering, Olympic games		

<b>R.E.</b>	Called by <i>God</i> ; Which rules should we follow?
<b>Technology</b>	Cross stitch
<b>Weekly Homework</b>	<ul style="list-style-type: none"> <li>• A short piece of English and Maths homework will be set each week to support activities carried out in the classroom. This must be returned by the latest <b>Tuesday</b> of the following week.</li> <li>• Spellings will be taught during basic skills lessons and children will bring home spellings to learn for a test which normally takes place on a Friday.</li> <li>• Times tables - Please help your child to learn all of their times tables.</li> <li>• Please continue to help your child to read every night, encouraging the use of expression and asking questions about what has been read. Please continue to sign the reading diary. It is vital that your child has his/her reading book in school <b>every day</b>, as reading activities take place most days.</li> <li>• Year 3 have P.E <b>every Thursday</b>, so should come to school that day wearing their school tracksuits and trainers.</li> </ul>
<p>Please do not hesitate to contact us if you have any concerns or queries.  Thank you for your support  Mrs Bennett and Mr Lineton</p>	