



## Year 3 Curriculum Summer Term 2 2022

We thought you would find it useful to have a clear idea about the skills and vocabulary your child will be learning this term. The information below is, of course, only a starting point, and they will learn much more than we have written down!

### Key Learning: English and maths

Reading	Writing	Maths
<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• reading books that are structured in different ways</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• explaining the meaning of words in context</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• identifying how language, structure and presentation contribute to meaning.</li> </ul>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>• discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• organising paragraphs around a theme</li> <li>• creating settings, characters and plot in narratives</li> <li>• proposing changes to grammar and vocabulary to improve consistency</li> <li>• proofreading for spelling and punctuation errors.</li> </ul> <p>Develop understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• extending the range of</li> </ul>	<p>Geometry: Properties of Shape:</p> <ul style="list-style-type: none"> <li>• Recognise angles as a property of shape or a description of a turn.</li> <li>• Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</li> <li>• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> <li>• Draw 2-D shapes and make 3-D shapes using modelling materials.</li> <li>• Recognise 3-D shapes in different orientations and describe them.</li> </ul> <p>Mass and Capacity</p> <ul style="list-style-type: none"> <li>• Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> </ul>



	<p>sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although (Y3/4)</p> <ul style="list-style-type: none"><li>• using the present perfect form of verbs instead of the simple past tense (Y3)</li><li>• using conjunctions, adverbs and prepositions to express time, place and cause (Y3)</li></ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"><li>• using and punctuating direct speech (Y3/4).</li></ul>	
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### Spellings

Teachers regularly teach spelling strategies to the children. They will focus on sounds, m, n, p, r, s, t, v and how these impact spellings. Some children may have individual spelling programmes that they are following to meet their current needs. The teachers will continue to teach the statutory spellings from the year 3 and 4 list, where meanings of words are also learnt.

### Whole Class Guided Reading

The Twits  
Arthur and the Golden Rope  
Fantastic Mr Fox  
Until I met Dudley



## Summer Term 2 Key Vocabulary and Skills

This is a brief overview of some of the vocabulary the children will learn this half term. It is the minimum we expect all the children to know and understand well by the end of this half term.

### Science – Forces and Magnets

Vocabulary	Skills
<p><b>Magnetism</b> - Magnetism is a force caused by the electrons in the atoms that make up everything around us.</p> <p><b>Force</b> - Forces are the pushes and pulls which act on our bodies and the things around us to make things move and stop moving.</p> <p><b>Magnet</b> - A magnet is an object that has a magnetic field (an invisible pattern of magnetism). A magnet attracts or repels other items.</p> <p><b>Pole</b> - A magnet's north pole is the end of the magnet attracted to the Earth's North magnetic pole; a magnet's south pole is the end of the magnet attracted to the Earth's South magnetic pole.</p> <p><b>magnetic force</b> - Magnetic force is an invisible force created by electrons. Magnetic force controls magnetism and electricity.</p> <p><b>Attract</b> - poles that come together e.g., North and South</p> <p><b>Repel</b> – poles that push away from each other e.g., North and North</p>	<p>Making decisions, asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Making systematic and careful observations using notes and simple tables.</p> <p>Taking accurate measurements using standard units, using a range of equipment, including data loggers and Newton meters</p>

### Computing – ‘We are Opinion Pollsters’

Vocabulary	Skills
<p><b>Data</b> - Data is Information</p> <p><b>Survey</b> - Finding out information from a group of people</p> <p><b>Graph</b> – A mathematical diagram that shows the relationship between two or more sets of data</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals, including analysing, evaluating and presenting data and information</p>



**Chart** – A diagram, picture or graph which is intended to make information easier to understand  
**Research** – Studying something and trying to discover facts about it

### PE - Athletics

Vocabulary	Skills
<p><b>Athlete</b> – a person who is skilled in track and field events</p> <p><b>False start</b> – failed start of a race, usually caused by a runner moving forward before the starting gun is fired</p> <p><b>Lane</b> – each of a number of parallel strips marked on a running track for athletes to run along</p> <p><b>Lap</b> – one circuit of, or one time around, a running track.</p> <p><b>Sprint</b> - a short, fast race run over a distance of 400 metres or less.</p> <p><b>Baton</b> – a short stick or tube passed from runner to runner in a relay race</p>	<p>Uses skills with co-ordination and control.</p> <p>Beginning to run at speeds appropriate for the distance.</p>

### DT – Sewing

Vocabulary	Skills
<p>Tack – a short nail</p> <p>Stitch - uses a needle and thread to join two pieces together</p> <p>running stitch – a single form of hand stitching that consists of small stitches that look the same on both sides of the fabric</p> <p>Pin – small thin pointed bits of metal</p> <p>Join – connect two or more things together</p>	<p>sew – basic techniques e.g., running stitch, thread a needle</p> <p>Measure, pin, cut and join with some accuracy</p>



## **RSHE (Relationships Sex and Health Education), 1 Decision and No Outsiders**

This half term the children will be using the text 'The Hueys in the New Jumper' from our No Outsiders scheme of work.

### **Home Learning**

We would like the children to focus on reading and maths as part of their home learning this year. They should be reading as often as possible, but at least 3 times a week. This should be independent, shared with an adult or being read to by an adult. Usually, they will be reading their Accelerated Reader book, which they can then quiz on in school, but it may also be reading magazines, comics, instructions, or online items.

In maths the children will be expected to complete the online learning set by their teacher. For this half term this will be continuing with NumBots, which the children have been using in class. Some children will begin to use TTRockstars and Mathletics if they have completed NumBots. They should spend 20-30 minutes on this each week. Children should be aiming to complete NumBots by the end of year 3 and may need to spend some extra time on this if they have fallen behind during the year.

If you are having problems with any online learning, including access, please contact your child's teacher.