

Curriculum Notes to Parents Year 3 Summer Term

It's hard to believe that the summer term is here already! It has been great to see all the children back in school, well-rested, ready to learn and to take advantage of all the opportunities available to them in their final term of Y3. We have just 13 weeks to cover a huge amount of work and make sure that our lovely classes are ready to move to Year 4.

As usual, here is a brief outline of the work we will cover this term. It is intended to provide you with an understanding of our learning and enable you to support your children. If you have any questions or queries about any of the work, please do not hesitate to come and talk to us.

We hope that you found the Spring parents evenings useful. Along with the reports and the detailed targets you should have a good idea about the next steps for your child. If not, please come and talk with class teachers.

For many of our Y3 pupils handwriting and spelling are key focus areas. Letters need to be correctly formed, ascenders and descenders need to be obvious and writing should, by now, be joined up. If you have any opportunities at home to supervise your child writing you can quickly make a difference by pointing out irregularities and helping to correct these.

We continue to work on the spelling lists from Y3/4, (common exception words and homophones) but some children have not yet mastered the lists from Y2. Again just 5 minutes a day at home would make a huge difference with this.

Last term we had a big push on reading which paid off with significant improvements. It was great to see how enthusiastic the pupils were becoming about reading new and favourite authors. We will continue to use our core reading resources, the school and class libraries as well as guided reading groups. Any reading that the children do away from school is useful, please listen and read with your child and talk with them about what they have read.

We cannot emphasise enough how valuable fluency with **SMIRFs** is in aiding progress in maths. When number bonds, times tables and key facts are automatic then confidence is boosted and true mathematicians are developed. In class we start each day with **Fluent in 5**, 5 minutes of sums and calculations.

Sumdog has proved popular, this is especially effective for fast mental calculations.

MyMaths supports our maths curriculum superbly, we regularly set homework and the website is also a good source of extra information if parents are not sure 'how' to do something.

We have planned a **Y3 trip** to the '**Countryside Live**' event at The Ledston Estate, Ledsham on Thursday 24th May.

A very valuable **LEARNING OUTSIDE THE CLASSROOM** experience, Countryside Live is a country fair for school children organised by the educational charity Countryside Learning. Many schools have returned to this event year after year and it comes highly recommended.

A number of organisations attend the event and present **HANDS-ON** practical learning experiences for the children that will introduce them to aspects of the Countryside Management, Farming, Food, Conservation, Environment, Woodland, Animals and Country Crafts. This will tie in with our Science and Geography topics this term, and we hope it will really inspire and enthuse the children and make these subjects come to life.

We will be asking if any adults are able to come along and help on this trip, supervising small groups of children around the show. More information will follow soon in a separate letter. We have also planned a day at the Hepworth in Wakefield for 27th June to back up our art work on Sculpture.

The school **Sponsored Walk** organised by Friends of Riverside will take place during the afternoon of **Friday 25th May**.

Our annual **Celebration of Work** evening is planned for **Wednesday 20th June** when you will be able to come to class and see for yourselves what we have been learning as well as visit classrooms for next year and meet the Year 4 staff.

Sports Day for lower key stage 2 is Wednesday 4th July from 1.30pm

<p><u>PE</u> Cricket, Rounders, Athletics, Tennis As we may have opportunities to make use of fine weather could we ask that children have PE kit available all week.</p>	<p><u>Geography</u> Weather and climate around the world. Exploring the question, "Why do so many people go to the Mediterranean for their holidays?" Map skills</p>
<p><u>Science</u> How did that blossom become an apple? Plants, including parts, lifecycle and requirements for life. Study of different soils and growing conditions. The Y3 potato growing challenge. "How far can you throw your shadow?" Sources of light; shadows & reflections</p>	<p><u>ICT</u> Word, Publisher and Powerpoint plus internet research for presenting Geography topic information</p>
<p><u>Art</u> Portraits Sculpture (Moore and Hepworth) Studying the work of famous Mediterranean artists</p>	<p><u>DT</u> Miniature gardens Mediterranean food Story boxes Shadow puppets</p>
<p><u>Music</u> Creating music to suit moods and atmosphere Listening to the work of famous European composers and musicians Study of works of Andersson/Ulvaeus</p>	<p><u>French</u> Tutti Frutti -fruits La meteo - weather</p>
<p><u>RE</u> Does a beautiful world mean there's a wonderful God? Creation stories</p>	<p><u>History</u> Completing our Romans topic: including what happened at Pompeii, and what the Romans did for us?</p>
<p><u>PSHE/British Values</u> What does it mean to be a refugee? Me and my future Becoming an active citizen</p>	

English

Description in fiction writing, mythical creatures. How to correctly include speech in fiction writing. Diary extracts. Newspaper reports and recounts. Changing a story to a play.

Persuasive text (including holiday resort pamphlets)

Author/book study, wider opportunities for supporting texts, story sacks/boxes.

Shape poems calligrams and poetry recital (children need to **learn a poem by heart** to recite after May half-term).

Spelling and grammar: Spelling Bee; spelling common exception words; apostrophes for contractions and possession; commas in complex sentences; conjunctions; fronted adverbials; headings and sub-headings

Maths

Place value to 1000; solving problems including missing number problems using number facts and place value in addition, subtraction, multiplication and division problems; formal written methods of columnar addition and subtraction; written methods of multiplication and division, mental methods of calculations, fractions (comparing and ordering, equivalent fractions, counting up and down in tenths (what this means as a decimal), finding fractions of a set of objects, adding and subtracting fractions.

Recognising and describing the properties of 2D and 3D shapes; horizontal and vertical, parallel and perpendicular lines; angles.

Measuring, adding and subtracting lengths, mass and volume/capacity; telling the time from an analogue clock and 12-hour and 24-hour clocks; solving problems involving measures including time.

Presenting and interpreting data using bar charts, pictograms and tables in many contexts.

As you can see we have a lot of work to do. We would like to thank you for your continued support.

Any queries please do not hesitate to see us.

Miss Penny Elmy, Miss Sarah Cade, Mrs Bev Wallbank