

<p>English Miraculous Journey of Edward Tulane by Kate DiCamillo</p> <p>Edward Tulane is a much-loved china rabbit who falls overboard on a sea voyage, and there follows a picaresque narrative in which our hero falls into many different hands, learning to love as well as be loved on the way, until he reaches a satisfying conclusion to his journey. This complex novel will provide us many opportunities to create writing for different purposes, such as diary entries and story retellings. The children will track how the character changes and develops over time.</p> <p>SPaG We will continue to have a spelling, punctuation and grammar focus each Friday.</p> <p>At home, could you please support your child to learn weekly spellings and recap high frequency words (please ask if you would like copies of high frequency words). The children are encouraged to use cursive writing at school, any support with handwriting at home would be greatly appreciated.</p>	<p>Maths</p> <p>Fractions</p> <p>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.</p> <p>Money</p> <p>In this unit, children convert between pounds and pence for the first time. Although children know from Year 2 that there are 100 pence in one pound, they have not converted between them. Children will move on to converting amounts such as 720p into pounds and pence and vice versa. Notation with the decimal point is not used until Year 4, so children will continue to use the structure of x pounds and y pence or £x and yp. This will help them unitise 100 pence as £1. Next, children solve addition and subtraction problems relating to money. They add the units separately and convert for amounts crossing a pound. Working with money in context is an important skill and questions are asked in money contexts throughout Power Maths. This unit will give children the confidence to deal with problems that arise in future units, and it is vital that they understand the key concepts, particularly around conversion between pounds and pence.</p> <p>Encourage your child to learn their 3, 4 and 8 times tables and work out the corresponding division facts.</p>	<p>Science</p> <p>Animals including humans</p> <p>This half term the children will:</p> <ul style="list-style-type: none"> • Locate and label the bones in humans and animals • Give similarities and differences between human and animal skeletons • Give examples of what supports bones, helps them move and provides protection • Describe how muscles and joints help them to move. • Name nutrients found in food and understand that eating the right type of food helps us to be healthy by eating the correct amount of nutrients • Classify food groups high and low in nutrients, answer questions about nutrients and use data to look for patterns
<p>DT Where in the world?</p> <p>This unit has cross curricular links with science and PSHE. The children will work towards a design brief that will ask them to design, make and evaluate a tart using seasonal fruits and vegetables. Children will learn that:</p> <ul style="list-style-type: none"> • Climate affects food growth. • Know to eat seasonal food from the UK. • Create a healthy and nutritious recipe. • Follow a recipe safely using good food hygiene. • Use cooking equipment safely 		<p>Music</p> <p>Our Ukulele lessons with Mr Doyle from MPN have sadly come to an end for the year! The children will now engage with music through the following two units:</p> <p>Food and Drink- Children will compose word rhythms, sing in a round, and create musical recipes (Cross curricular link- DT).</p> <p>Human Body- Skeleton dances and songs teach children about the human body. Percussion instruments are used to improvise, create word rhythms and build/perform a final skeleton dance (Cross curricular link- Science).</p>
<p>PSHE How can we maintain physical and mental wellbeing?</p> <p>We will be exploring positive and negative habits and how lifestyle and routines can all have an impact on mental and physical health.</p> <p>Additional Units- Health Education</p> <p>Our additional units will explore food choices. The focus for these two lessons is healthier eating, what makes a balanced diet and about making healthy eating choices in situations where choosing the healthier option may be more difficult. Children will explore what people should eat more or less of and consider the issue of hidden sugars.</p>	<p style="text-align: center;"><u>Year 3 Curriculum Map- Summer 1</u></p> <p style="text-align: center;">Miss Oliver emma.oliver-cottrell@cragside.northumberland.sch.uk PE Days: Monday (outdoor) and Wednesday (indoor)</p> <p style="text-align: center;">Mr Freedman Daniel.freedman@cragside.northumberland.sch.uk PE Days: Monday (outdoor) and Friday (indoor)</p>	<p>MFL- French En Ville (Around Town)</p> <p>In this unit pupils will learn the nouns and definite articles/determiners for 10 places around a town in the foreign language. They will learn how to navigate around the town using directions and prepositions to indicate the exact position of a place in relation to another in the foreign language. Pupils will build towards performing an extended role-play in pairs acting as the tour guide, Olivia, and a tourist asking and answering where places are in the town in the foreign language.</p>
<p>Information and Reminders</p> <ul style="list-style-type: none"> • Please ensure your child brings their reading books, diary and water bottle to school each day. • Please read with your child frequently at home and record this in planners. • The children will soon be given 'Bingo Homework' tasks to complete each half term. • Spellings are taught as part of our English lessons and will be assessed through a spelling quiz each Friday beginning on week 2. Please support your child to learn these spellings by practising at home. • Please ensure your child comes to school wearing their PE kit on specified days. 		<p>PE Tennis</p> <p>Pupils develop the key skills required such as the ready position, racket control and hitting a ball. Pupils are given opportunities to play games independently and put their new skills into practice.</p> <p>Hockey</p> <p>Pupils will develop skills for this invasion game such as; sending and receiving a ball, dribbling a ball, use defending skills to delay an opponent, use attacking skills to move towards a goal. Children will apply skills to play a hockey game.</p>
<p>RE What kind of world did Jesus want?</p> <p>By the end of this unit children will be able to identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>Geography</p> <p>What are rivers and how are they used?</p> <ul style="list-style-type: none"> • The children will identify water stores and processes in the water cycle • Describe the three courses of a river and name the physical features • Name and describe the physical and human features of a river • Name some major rivers and their location • Make a judgement on the environmental quality in a river and how it can be improved <p>Additionally, we will visit Valley Park to observe the stream to further our local geographical knowledge relating to rivers.</p>	<p>Computing Unit 3.5 - Programming A – Sequence in music</p> <p>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.</p> <p>Encourage your child to discuss their use of technology in a safe manner, and to use technology to research the topics at home. The CEOP site is useful for this.</p>

