

<p>English</p> <p>Shape Poems In this unit, the children will learn about calligrams, practising reading different ones created by poets, before writing their own. They will go on to look at and explore shape poems, writing their own both as a whole class and individually.</p> <p>Word Detective Week It's Word Detectives week! Children take on the role of word detectives to investigate spelling patterns and generate their own spelling rules.</p> <p>The Lost Happy Endings Within this story, Jub has the important job of ensuring all the Happy Endings of stories are in the right part of the forest when bedtime arrives. She scatters the golden words into the air from a sack. Then one night as Jub traverses the forest, a scary woman snatches the sack from her. How will Jub restore the Happy Endings to their rightful place? Children will be encouraged to explore, interpret and respond to this picture book, considering ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader's experience. They will be writing in a role in order to explore and develop empathy for characters and explore interpretations of themes, plots and characters' actions and motivations through discussion and debate.</p> <p>SPaG We will continue with spelling, punctuation and grammar lessons each Friday. Weekly spellings will be tested each Friday.</p>	<p>Maths Time This unit is important because it will help to develop children's understanding of the length of a day, and their awareness of times of day. Children will build on their knowledge of reading clocks, including those that feature Roman numerals. They will tell the time to the nearest minute, using 'past' and 'to' language. They will read times from digital clocks and understand when a time is am and when a time is pm. Finally, children will find durations of events, including those that cross the hour.</p> <p>Angles and Properties of Shapes This unit explores the concept of right angles. Right angles are linked to the concepts of parallel, perpendicular, vertical and horizontal lines and are linked with the angle properties of 2D shapes. Vertical and horizontal lines of symmetry are also explored and, finally, children describe and construct 3D shapes. Angles are introduced to children as a measure of a turn. Children will learn that angles less than a right angle are called acute angles and angles greater than a right angle (but less than two right angles) are called obtuse angles. Children will revise the names of 2D and 3D shapes.</p> <p>Statistics This unit presents children with a range of ways in which information and data can be presented and interpreted. Children will explore pictograms in detail, including exploring the use of keys where symbols represent more than 1. Children will be introduced to data presented in bar charts and more complex tables. The unit also provides a good opportunity for children to practise and apply their calculation and reasoning skills, including addition and subtraction and counting in multiples of 2, 5 and 10.</p>	<p>Science</p> <p>Plants In this topic, children will build on their learning from previous years. They will be able to identify and describe the functions of different parts of a flowering plant. They will dissect and complete detailed drawings of flowers to support this understanding. The children will explore and understand the requirements of plant life growth whilst exploring the importance of water and how it is transported through plants. Finally, children will develop an understanding about pollination, seed formation and seed dispersal.</p> <p>Art Roman Mosaics- Collage, Painting, Sculpture Our art topic runs alongside our History Romans topic. The children will understand the historical and cultural development of art forms mosaics. They will make observations and comment on the design of textual art. Collage will be used as a means of collecting ideas and information and building a visual vocabulary. The children will use several brush techniques with thick and thin brushes to produce shapes, textures, patterns and lines. The children will have opportunities to plan, design and make models from observation or imagination using both malleable and rigid materials.</p> <p>Music Singing French- (Pitch) A mixture of lively singing games introducing French greetings, vocabulary and numbers. (Cross curricular link- French)</p> <p>Communication- (Composing) Children learn to make music inspired by technology and computing composing sounds for aircons, emoticons, ringtones, computer games and apps. (Cross curricular link- Computing)</p>
<p>PSHE How do we cope with change? We will be exploring the unit 'How do we cope with change?'. We will think about how changes in our lives may impact upon us and healthy ways to manage our feelings when these changes occur. We will explore these key themes:</p> <ul style="list-style-type: none"> • Independence • Target setting • Aspirations • Target-setting • Goals <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. 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 style="text-align: center;"><u>Year 3 Curriculum Map- Summer 2</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>RE How and why do people try and make the world a better place?</p> <p>In our RE lessons, we will be exploring our big question: How and why do people try to make the world a better place? We will begin by looking at what is wrong with the world and learn about 'the golden rule'. The children will explore a range of religions including Christianity, Judaism, Islam, Buddhism and Sikhism and what these religions do to help make the world a better place.</p>	<p>History- Why did the Romans invade and settle in Britan? In this topic, children will be able to:</p> <ul style="list-style-type: none"> • Explain what was important to people in Ancient Rome. • Explain the meaning of the words 'empire', 'invasion' and 'settlement'. • Analyse the different reasons for the Roman invasion of Britain. • Explain how the Celts responded to the Roman invasion. • Explain how the Roman army's structure, discipline and equipment made it so successful. • Use artefacts to make deductions about the lives of Roman soldiers in Britain. • Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance. 	<p>Computing- Unit 3.6 - Programming B - Events and actions</p> <p>This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program.</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>