

Termly Curriculum Plan for Parents Summer Year 3

<p>Religious Education</p>	<ul style="list-style-type: none"> • Easter - This unit explores the Story of Easter through the Story of Emmaus and the Story of Breakfast at the Shore. It is designed to help the children realise how the Apostles became aware of the presence of the Risen Christ in these events. • The Eucharist is a thanksgiving to God - In this unit the children are provided with opportunities to deepen their knowledge and understanding of the Liturgy of the Eucharist. They will think about why this is such an important celebration in the life and worship of Catholic Christians and prepare to receive the Sacrament of the Eucharist. • Pentecost - In this unit children learn about the gift of the Holy Spirit and the change it brought to the lives of the Apostles. They will think about the presence of the Holy Spirit in the Sacraments the Church celebrates. • Prayer - In this unit children will learn that Jesus valued His relationship with God His Father in prayer. They will understand that people can pray in different ways.
<p>Maths Skills</p>	<ul style="list-style-type: none"> • Read, write, order and round two and three digit numbers. • Solve multiplication and division problems using written methods. • Add and subtract three digit numbers and 1s, 10s and 100s. • Add and subtract two and three digit numbers using columns. • Identify horizontal, vertical and curved lines in shapes. • Measure using millilitres and litres. • Use the method for short multiplication and division. • Recognise equivalent fractions and add and subtract within 1, finding tenths. • Read and write the time using the 12 and 24 hour clock. • Construct and interpret bar charts using scales.
<p>English Skills</p>	<ul style="list-style-type: none"> • Understand the terms: noun, prefix/suffix, heading and subheading and use examples in their work. • Understand the terms main clause and subordinate clause. • Plan their writing and then once they have written it, edit it to make improvements. • Use different sentence openers. • Use alliteration, adjectives and similes effectively. • Write sentences that include: conjunctions, adverbs, correctly punctuated direct speech, clauses and adverbial clauses. • Use paragraphs as a way to group related material. • Read aloud their writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • Increase the legibility, consistency and quality of their handwriting. • Genres - Information texts and non chronological reports, adventure stories, stories from other cultures, traditional poetry, stories about imaginary worlds.
<p>Homework</p>	<ul style="list-style-type: none"> • Library books will be changed on a Monday. Please ensure they are in school every day. • English homework and Maths homework will be set on a Monday and will be due in

	<p>on a Friday (unless stated otherwise, where a note will be sent home).</p> <ul style="list-style-type: none"> • Spellings will be given on a Monday to learn at home and will be tested on the following Friday at school. These should be revised in the blue spelling book using the ‘look, cover, write, check’ method. • Reading diaries and books will be sent home on Monday and need to be back in by the following Monday to ensure they can be checked and changed if necessary. <p>Please be aware that the children’s reading books may not be changed every single week; this is due to curriculum guidelines that children should re-read texts to aid fluency and expression and re-read for understanding and comprehension.</p> <p>A selection of questions and tasks to enable the children to build comprehension and word reading skills are listed below:</p> <ul style="list-style-type: none"> • Who is the main character? • What makes this plant grow? • Why is this mark used ‘!’ ? • What word is used to describe? • What does the author want you to think? • What type of book is this? • Find the words that tell you.... • What does this phrase mean? • Use the context and index in books. • Why does the author use...(a particular adjective)? • What does the author like/dislike? • In what time is the book set? How do you know?
<p>Topic Work</p>	<ul style="list-style-type: none"> • Science: Plants, Light • ICT: Scratch programming to code. • History: Local history study of Sutton Coldfield • Geography: Local geographic study of Sutton Coldfield/ Physical geography studies • French: songs and games/ celebrations and achievements. • Art: Drawing, Collage • DT: Picture frames • P.E: Athletics, Swimming and Outdoor and Adventurous activities, • Music: Performing and composing music/understanding the language of music. • PSHE: How do Rules and Laws affect me?/Respect for Property/Local Democracy /Citizens/Moving On
<p>How you can help your child</p>	<ul style="list-style-type: none"> • Continue to read to your child, with your child and listen to him/her read to you. Your comments in the reading record book are welcome and will be acknowledged. • Please return reading books when asked to ensure that we can hear your child read regularly in school. • Please ensure that your child has a full P.E. kit that is in school every day, including named P.E. socks. In winter children can wear a tracksuit over their PE kit if they wish. • Any water bottle your child brings into school, please ensure it has a sports cap. <p style="text-align: center;">Thank you for your support.</p>