

# Curriculum Guide for Parents



Year 3

Summer Term 1

<p style="text-align: center;"><b><u>English</u></b></p> <p><b>Reading</b> – Planet Omar and various small poems. Using VIPERS style questions to explore the texts. Vocabulary Inference Prediction Explain Retrieve Summarise</p> <p><b>Writing</b> – With the purpose to inform the readers. <b>Poetry</b> – Using the poem, ‘I asked the Boy who could not see’ for inspiration. The children will write their own poem using various grammar focuses. UN Outright Project – Health 2023 Focusing on Children’s rights, the children will inform the readers about the issues that effect children around the world.</p>	<p style="text-align: center;"><b><u>Maths</u></b></p> <p><b>Unit fractions</b></p> <ul style="list-style-type: none"> <li>• Identify whole and parts of a fraction.</li> <li>• Calculate equal or unequal parts in a whole.</li> <li>• Use fraction notation to describe equal parts of a whole.</li> <li>• Represent unit fractions in different ways.</li> <li>• Find parts and wholes in different contexts.</li> <li>• Compare and order fractions looking at the denominator.</li> <li>• To identify when unit fractions cannot be compared.</li> <li>• To use knowledge of the relationship between parts and wholes in unit fractions.</li> <li>• Calculate the value of parts by using knowledge of division and division facts.</li> </ul>
<p style="text-align: center;"><b><u>Science</u></b></p> <p style="text-align: center;"><b><u>Light</u></b></p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p>	<p style="text-align: center;"><b><u>Computing</u></b></p> <p><b>Scratch:</b> Creating an algorithm to manipulate a sprite, e.g. move, spin, change colour, etc.</p>
<p style="text-align: center;"><b><u>History</u></b></p> <p><b><u>Romans</u></b></p> <ul style="list-style-type: none"> <li>-The spread of the empire and invasion of Britain</li> <li>-Emperor Hadrian and why he built a wall</li> <li>-Queen Boudicca</li> <li>-Roman beliefs</li> </ul> <p>Roman impact on modern Britain e.g. roads</p>	<p style="text-align: center;"><b><u>Art</u></b></p> <p>Textiles and Collage</p>
<p style="text-align: center;"><b><u>P.E.</u></b></p> <p>Swimming and Lacrosse</p>	<p style="text-align: center;"><b><u>Music</u></b></p> <p>Charanga</p>
<p style="text-align: center;"><b><u>R.E.</u></b></p> <p>What does it mean to be a Christian in Britain today?</p>	<p style="text-align: center;"><b><u>PSHCE</u></b></p> <p>Heart Smart</p>

	Votes for schools RRS – Article 24 – The right to good health
Presenting myself <u>Spanish</u>	<u>Enrichment Opportunities</u> Literacy and Arts Festival Trip to Deva Roman experience