







Curriculum Information Sheet Summer Term 1 2019-2020

Gentle Giraffes & Kind Kangaroos Year 3

THEMES	This half term is based around the theme of New Beginnings	
ENGLISH 	<p>During the half term we will be studying the myth Romulus and Remus, speech-writing, Pandora's Box, play-writing, discussion texts and creating own myths.</p> <p>We will be focusing on using a variety of sentence structure in our writing. We will continue to work on improving our own writing through weekly planning and editing. In reading, emphasis will continue to be placed on improving children's comprehension skills, particularly inference and deduction. We will also be focusing heavily on spelling, punctuation and grammar (SPAG). The key areas we will be covering are listed below:</p> <p>Consistent use of capital letters, full stops, question marks, exclamation marks and speech marks in writing. Consistent use of a range of conjunctions to join words and clauses.</p> <ul style="list-style-type: none"> • Create compound and complex sentences • Use fronted adverbials • Effective use of heading and sub-headings • Effective use of paragraphs to summarise the key points • Use of an introduction and conclusion • Technical vocabulary • Present Perfect and Simple Past tense <p>Handwriting Increase legibility, consistency and quality of handwriting.</p> <p>Spelling All children have a spelling book where they can look, say, cover, write and check their spellings.</p>	
MATHS 	<p>Each week the children will be challenged on the key areas of Year 3 maths. The principal focus is to ensure the children become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value.</p> <p>This half term we will be developing their skills in fractions and measurement of Time (including Roman numerals), including duration of time and being able to use 12hr and 24hr clock.</p> <p>Timetables Please continue to practice these to develop a 3 second recall amongst the children.</p>	
SCIENCE 	<p>We will be continuing to learn about Forces and Magnets for our Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations.</p> <ul style="list-style-type: none"> • To compare how things move on different surfaces. • To see that some forces need contact between two objects but magnetic forces can act at a distance. • To observe how magnets attract or repel each other and attract some materials and not others. • To compare and group some materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials. • To describe magnets as having two poles. • To predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>The principal focus of science teaching in lower Key Stage 2 is to enable pupils to broaden their scientific view of the world around them. They will do this through exploring, talking about, testing, developing ideas about everyday phenomena.</p>	
TOPIC WORK 	<p style="text-align: center;">History</p> <p>Our History topic for this half term is 'Invaders and Settlers- Romans.'</p> <p>Through this topic the children will travel back to Roman Britain as they will explore why Britain was invaded and settled by the Romans and what effects this had on the future of Britain. This topic teaches children everything they need to know about the rise of the Roman Empire in Britain, opposition from the Celts, the legacy that was left behind when they went home, and much more.</p>	<p style="text-align: center;">Art</p> <p>Our topic this half term is Investigating Patterns.</p> <p>This fun and creative 'Investigating Patterns' topic enables children to explore, create and manipulate a variety of different kinds of patterns. Starting with patterns found at home and in the environment, children then move on to study how shapes can be rotated and reflected to create interesting patterns. They will also have the chance to explore making patterns with stencils and printing and looking at artists such as Bridget Riley.</p>

<p><u>Philosophy Religion and Ethics Education</u></p> <p>Focus: Courage (Justice)</p> <p>Pupils will consider the question: how come good things happen to people who act badly? How come bad things happen to those who act well?</p> <p>They will consider the notion of equality and fairness, exploring issues and events in their own contexts. Informed by circle time and PSHE teaching strategies, pupils will experiment with different outcomes of scenarios that challenge their understanding of Justice. They will build on their introduction to Karma from the previous term, and discuss and evaluate what this means in relation to the question of suffering and injustice in the material world. They will compare this view with the notion of heaven and hell in Abrahamic traditions (focused on Christianity)</p>	<p>MUSIC & PERFORMING ARTS</p> <p>Music</p> <p>This half term Year 3 are working with a specialist teacher from Harrow Music Services. Skills they will be learning include singing development, rounds and singing games and teacher led percussion. They will also be learning the recorders.</p>
<p>Computing</p> <p>Theme: iAlgorithm</p> <p>Reinforcing the concept of algorithms being a set of instructions that can be followed to complete a task. The unit extends iProgram where algorithms are used to write computer programs.</p>	<p>PSHE</p> <ul style="list-style-type: none"> • What positively and negatively affects their physical, mental and emotional health • How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle • To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
<p>HEALTH & WELLBEING</p> <p>Physical Education</p> <p>Team sports/Athletics</p> <p>Most children will be able to run at a fast, medium and slow speed. They should be able to change speed and link jumping and running activities to their activities.</p> <ol style="list-style-type: none"> 1) Throwing 2) Throwing practice 3) Running 4) Jumping <p>Meditation</p> <p>Meditation is practiced in the morning and half way through the day to reflect on learning.</p>	<p>SANSKRIT</p> <p>Written: Matra Abhyasah</p> <ul style="list-style-type: none"> • Extended vowels and Halants <p>Verbal: Bhagwat Gita verses + Samskrita Vidhyarambha</p> <ul style="list-style-type: none"> • Unit 8, Food • Unit 9, Colours <p>YOGA</p> <ul style="list-style-type: none"> • Pranayama: Nadi shodhana • Mudra: Jnaana Mudra - attainment of knowledge. • Surya namaskar sequence: focussing on Padahastasana, Ashwasanchalan asasna and Chaturanga dandasana • Introduce Trataka: eye exercises <p>TRIPS & OTHER EVENTS</p> <p>tbc</p>