



## Curriculum Information Sheet Summer 1

Year3: 3GG Gentle Giraffes and 3KK Kind Kangaroos

April 2025

Dear Year 3 parents/carers,

We hope that you all had a lovely Easter Holiday eating lots of chocolate! We look forward to seeing you all back in class.

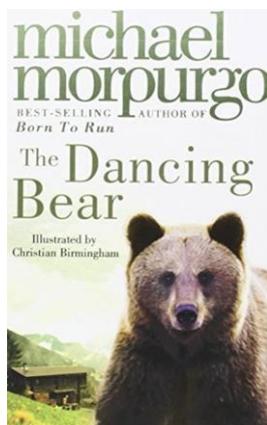
Kind Regards,

Mrs Uppal, Mrs Das & Ms Patel

ENGLISH



### Our Guided Reading text



### Writing Skills

#### **Third person narrative**

The children will learn: How to form the third person perspective. How to construct regular and irregular past tense verbs. A range of descriptive devices.

#### **Formal letters to complain**

The children will learn:

The structure and conventions of a formal letter. A paragraph is a group of related sentences. The correct perspective for a formal letter

### Speaking, Listening and Responding

Children will have opportunities to work in groups of different sizes, independently and in pairs or as a whole class. Through discussions children will be encouraged to use both in spoken language and in their writing:

- Speak with clear diction, choose words with precision and organise what they say.
- Compose sentences for writing using the correct tense.
- Adopt the role of different characters and use vocabulary associated with them.
- Tell real and imagined stories using the conventions of familiar story language.
- Explain ideas and processes using language and gestures appropriately.
- Discuss similarities and differences between the different stories.

- Interpret illustrations.

### Reading

- To find clues in the text and be able to talk about what children think.
- Sequencing a story and retelling it.
- Fluency in reading known and unknown texts.
- To infer and explain thoughts using evidence from the text.
- Retrieve information from a text.
- Make links to other themes and conventions.

Children will be listening to, sharing and discussing a wide range of books in class with the teacher, other adults and each other through a variety of lessons, guided reading sessions and individual reading.

Pupils will be encouraged to participate actively in discussions of new word meanings so that they can build up a wider range of vocabulary and understand what they hear or read. Emphasis will continue to be placed on improving children's comprehension skills, particularly their inference skills.

### Spellings

The children will continue to revise homophones in the first week.

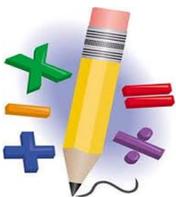
<b>Block 12</b>
<b>Concept:</b> Homophones
<b>Etymology:</b> aqua

<b>Block 13</b>
<b>Concept:</b> Prefixes – un– (revisited), dis–, mis–, in–, il–, im–, ir–
<b>Etymology:</b> mech

<b>Block 14</b>
<b>Concept:</b> The suffix –ation
<b>Etymology:</b> para

<b>Block 15</b>
<b>Concept:</b> The suffix –ly
<b>Etymology:</b> dict

## MATHS



### Number - Fractions

- add and subtract fractions with the same denominator within one whole [for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above

### Measurement - Time and Money

- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.
- know the number of seconds in a minute and the number of days in each month, year and leap year.
- compare durations of events [for example, to calculate the time taken by particular events or tasks]
- add and subtract amounts of money to give change, using both £ and p in practical contexts

<p style="text-align: center;"><b>SCIENCE</b></p> 	<p><i>We will conclude our learning of Rocks before moving onto our new unit, Animals including humans.</i></p> <p><b><u>Rocks</u></b></p> <p>To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>To describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>To recognise that soils are made from rocks and organic matter.</p> <p><b><u>Animals including humans</u></b></p> <p>To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food (unlike plants); they get nutrition from what they eat.</p> <p>To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
<p style="text-align: center;"><b>PSHE</b></p> 	<p><i>We will conclude our unit on Citizenship before moving onto our new unit of Economic Wellbeing</i></p> <p><b><u>Citizenship</u></b></p> <p>Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.</p> <ul style="list-style-type: none"> <li>• Explain that children have rights and how these benefit them.</li> <li>• Explain the responsibilities adults have for supporting children's rights.</li> <li>• Discuss the benefits of recycling.</li> <li>• Recognise some of the different groups within the local community and how they use local buildings.</li> <li>• Explain how charities support the local community.</li> <li>• Describe how democracy works locally and how this affects us.</li> <li>• Recognise the need for rules and the consequences of breaking rules.</li> </ul> <p><b><u>Economic Wellbeing</u></b></p> <p>Recognise some different ways to pay for items.</p> <p>Explain that money is needed when paying for items using a cheque, bank transfer or card.</p> <p>Create a simple budget.</p> <p>Explain how situations involving money can affect our feelings.</p> <p>Understand that a range of things might influence our spending choices.</p> <p>Recognise that there is a wide range of jobs available, and that personal skills and interests affect career choices.</p> <p>Understand that stereotypes sometimes exist about the jobs people do.</p>
<p style="text-align: center;"><b>Computing</b></p> 	<p><b><u>E-safety and espresso coding</u></b></p> <p>Children will continue using Espresso coding and working on projects.</p> <p>Children will learn to make things happen in a sequence, creating simple animation and simulations.</p> <p>Children will learn to code with "if" statements which select different pieces of code to execute depending on what happens to other objects.</p>

<p style="text-align: center;"><b>Art</b></p> 	<p><b><u>Sculpture and 3D</u></b>  Abstract shape and space.  Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.  Make a structure that holds its 3D shape.  Explain in simple terms the difference between 2D and 3D art.  Combine shapes together to make an interesting free-standing sculpture.  Try out more than one way to create joins between shapes.  Identify familiar 2D shapes in photographs.  Identify shapes in the negative space between objects.  Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.  Plan an abstract sculpture based on play equipment.  Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).  Choose appropriate methods for joining elements in their sculptures.  Show that they have thought about how to improve their sculptures and made choices about what to add.  Work cooperatively in pairs to add detail to their artwork.</p>
<p style="text-align: center;"><b>Humanities</b></p> 	<p><i>We will conclude our learning of the Romans before moving onto our new unit, OS Maps.</i></p> <p><b><u>The Romans and their impact on Britain</u></b>  In this unit, we take children to Rome, they will learn about the impact Rome had the western world. Children will learn:  Who the Romans were.  What life was like in Rome.  Recapping who lived in Britain before the romans invaded.  When the Romans invaded Britain.  Who resisted the Roman invasion?  How Britain changed technologically due to the Romans.  What the Romans believed.</p> <p><b><u>OS Map Skills and Fieldwork</u></b></p> <p>Human and physical geography - describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>
<p><b>Philosophy Religion and Ethics</b></p>	<p><b><u>Rehearsal for Lord Nrsimha play</u></b>  Pupils will be preparing, rehearsing and understanding the story of Lord Nrsimhadev in honour of Nrsimha Caturdasi which will be celebrated on Sunday 11<sup>th</sup> May 2025.</p>

	<p>The children will learn about the 9 processes of devotional service as stated in Shrimad Bhagvatam by Bhakt Prahlad.</p> <p>In the <i>Śrīmad-Bhāgavatam</i> (7.5.23-24), Prahlāda Mahārāja describes the <b>nine processes of devotional service</b> (<i>navadhā-bhakti</i>) as the most effective way to develop love for Krishna. These are: <b>śravaṇam</b> (hearing about Krishna), <b>kīrtanam</b> (chanting His glories), <b>smaraṇam</b> (remembering Him), <b>pāda-sevanam</b> (serving His lotus feet), <b>arcanam</b> (worshipping Him), <b>vandanam</b> (offering prayers), <b>dāsyam</b> (serving as His devotee), <b>sākhyaṁ</b> (developing friendship with Him), and <b>ātma-nivedanam</b> (fully surrendering to Him). By sincerely engaging in any or all of these processes, one can develop a deep, personal relationship with Krishna and experience true spiritual happiness</p>
<p>Sanskrit</p> 	<p><b>Reading &amp; Writing:</b> We will be learning how to join vowels I and II to consonants using special symbols.</p> <p><b>Conversation:</b> We will learn how to name Krishnas family members in the target language.</p> <p><b>Storytime:</b> Tucket the Bucket: We will be extending our Vocabulary Bank through storytime.</p> <p><b>Scriptural Verse:</b> Bhāgavat Gita Chapter 7 Verse 4 - <i>bhūmir-āpo</i>: We will be developing the pronunciation of the target language through verse recitals.</p>
<p>Spanish</p> 	<p><b><u>The weather</u></b>  To name types of weather.  To describe places by its weather.  To express the weather of each season.  To express the weather each day of the week.</p> <p>To make a forecast map of different Spanish speaking countries, write it and explain it to the class.</p> <p><b><u>The clothes</u></b>  To name pieces of clothes.  To identify the gender and the number of clothes depending on their article.</p>

<b>HEALTH &amp; WELLBEING</b>	
<p><b><u>Physical Education</u></b></p> <p><b>Tennis</b>  The unit of work will explore how to apply the principles of attack vs defence in order to win a game of tennis. Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques.</p> <p><b><u>Meditation</u></b>  Meditation is practised in the morning and halfway through the day to reflect on learning.</p>	<p><b><u>Yoga</u></b>  In Yoga the children of Year 3 learn the postures/aasnas: Trikonasana (triangle), Utkatasana (chair pose), Naukasana (boat) and Paschimotanasa (sitting hand to feet pose). Along with this they will practise sun salutations (Surya Namaskar) which have 10 postures in total.</p> <p><b><u>Music</u></b>  Year 3 will be working with a specialist teacher from Harrow Music Service to develop their musical skills.</p>

Some meditation techniques will also be taught in yoga class.	
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Thank you,

**Mrs Uppal (3GG) and Mrs Das/Ms Patel (3KK)**