



## 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.

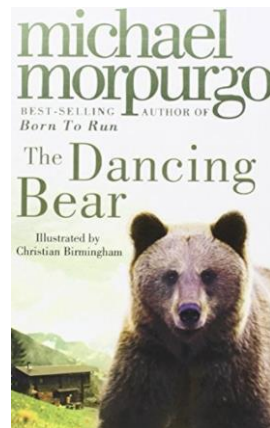
Kind Regards,

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.

<div> <p><b>Block 12</b></p> <p><b>Concept:</b> Homophones</p> </div> <div> <p><b>Etymology:</b> aqua</p> </div>		
<div> <p><b>Block 13</b></p> <p><b>Concept:</b> Prefixes – un– (revisited), dis–, mis–, in–, il–, im–, ir–</p> </div> <div> <p><b>Etymology:</b> mech</p> </div>	<div> <p><b>Block 14</b></p> <p><b>Concept:</b> The suffix –ation</p> </div> <div> <p><b>Etymology:</b> para</p> </div>	<div> <p><b>Block 15</b></p> <p><b>Concept:</b> The suffix –ly</p> </div> <div> <p><b>Etymology:</b> dict</p> </div>

## 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><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><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><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></p> <p>Abstract shape and space.</p> <p>Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.</p> <p>Make a structure that holds its 3D shape.</p> <p>Explain in simple terms the difference between 2D and 3D art.</p> <p>Combine shapes together to make an interesting free-standing sculpture.</p> <p>Try out more than one way to create joins between shapes.</p> <p>Identify familiar 2D shapes in photographs.</p> <p>Identify shapes in the negative space between objects.</p> <p>Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.</p> <p>Plan an abstract sculpture based on play equipment.</p> <p>Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).</p> <p>Choose appropriate methods for joining elements in their sculptures.</p> <p>Show that they have thought about how to improve their sculptures and made choices about what to add.</p> <p>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></p> <p>In this unit, we take children to Rome, they will learn about the impact Rome had the western world. Children will learn:</p> <p>Who the Romans were.</p> <p>What life was like in Rome.</p> <p>Recapping who lived in Britain before the romans invaded.</p> <p>When the Romans invaded Britain.</p> <p>Who resisted the Roman invasion?</p> <p>How Britain changed technologically due to the Romans.</p> <p>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 style="text-align: center;"><b>Philosophy Religion and Ethics</b></p>	<p><b><u>Rehearsal for Lord Nrsimha play</u></b></p> <p>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>sākhyam</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>

HEALTH & WELLBEING	
<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 Paschimotanasana (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)