



Curriculum Information Sheet Summer 2

Year3: 3GG Gentle Giraffes and 3KK Kind Kangaroos

June 2025

Dear Year, 3 parents/carers,

We hope that you all had a pleasant and restful half term! We look forward seeing you all for the final half term of the year.

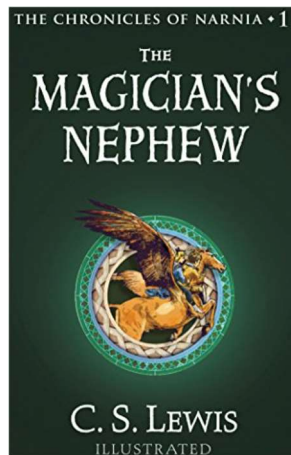
Kind Regards,

Mrs Uppal, Mrs Das & Ms Patel

ENGLISH



Our Guided Reading text



Writing Skills

Dialogue through narrative

The children will learn: Inverted commas are used to punctuate direct speech. Dialogue can be used to convey character and plot. How to form the present perfect tense.

Poetry based on a theme- emotions

The children will learn:

How to form and use: alliteration, rhyme, assonance, simile.

Advance instruction writing

The children will learn: The structure and layout of an instructional text. How to maintain a formal tone.

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





Please check the school website and weekly homework on Google Classroom for more information on the spellings we will be focusing on weekly. Children should also be revising and learning Year 3 & 4 Statutory Spellings.

Block 15	Block 16
Concept: The suffix -ly	Concept: The /ʌ/ sound spelt ou
Etymology: dict	Etymology: phon(o)

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

<p>MATHS</p> 	<p><u>Measurement - Time</u></p> <ul style="list-style-type: none"> 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] <p><u>Geometry: Properties of Shape</u></p> <ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines <p><u>Statistics</u></p> <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables
<p>SCIENCE</p> 	<p><u>Animals including humans</u></p> <p>There is an emphasis on asking scientific questions, developing investigative skills, and writing up investigations. For this topic, we will be learning how:</p> <p>To identify that animal, 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>Some topics in Science are longer than 6 weeks giving us time in the Summer 2 term to evaluate and revisit some topics.</p>
<p>PSHE</p> 	<p><u>Economic Wellbeing</u></p> <p>Children will be continue their learning about budgeting, the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers.</p> <ul style="list-style-type: none"> Recognise some different ways to pay for items. Explain that money is needed when paying for items using a cheque, bank transfer or card. Create a simple budget. Explain how situations involving money can affect our feelings. Understand that a range of things might influence our spending choices. Recognise that there is a wide range of jobs available, and that personal skills and interests affect career choices. Understand that stereotypes sometimes exist about the jobs people do.

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Computing 	<p><u>E-safety and espresso coding</u> 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>This topic is continued on from Summer 1 giving children the opportunity to practise and expand on their skills.</p>
DT 	<p>DT: Pneumatic Toys</p> <p>In this unit children will learn to:</p> <ul style="list-style-type: none"> • Draw accurate diagrams with correct labels, arrows and explanations. • Correctly identify definitions for key terms. • Identify five appropriate design criteria. • Communicate two ideas using thumbnail sketches. • Communicate and develop one idea using an exploded diagram. • Select appropriate equipment and materials to build a working pneumatic system. • Assemble a pneumatic system within the housing to create the desired motion. • Create a finished pneumatic toy that fulfils the design brief
Humanities 	<p><u>Human and physical geography – describe and understand key aspects of:</u></p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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 <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • 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
Philosophy Religion and Ethics 	<p><u>Philosophers and their questions</u> Pupils will explore the different arguments for and against the existence of God.</p> <p>Pupils will explore what the concept of faith means. They will be invited to practice and reflect upon common practices in the Vaishnava tradition (e.g. Japa meditation, Kirtan, deity worship) and the 9 processes of devotional service.</p> <p>Pupils will begin to learn how to reference from the Bhagvad Gita to support their arguments for the existence of God.</p> <p><i>They will further study the life of Chaitanya as Krishna incarnate and the ideal devotee and learn what the key messages of his philosophy are.</i></p>
Sanskrit	<p>Reading & Writing: We will be learning how to join vowels I and II to consonants using special symbols.</p> <p>Conversation: We will learn how to name Krishnas family members in the target language.</p> <p>Storytime: Tucket the Bucket: We will be extending our Vocabulary Bank through story time.</p>



Scriptural Verse: Bhāgavat Gita Chapter 7 Verse 4 – *bhūmīr-āpo*: We will be developing the pronunciation of the target language through verse recitals.

HEALTH & WELLBEING

Physical Education

Hockey

The unit of work will explore how to **apply** the principles of **attack** vs **defence**, with a particular focus on passing and moving and dribbling.

Pupils will learn how to keep **possession** and eventually score in order to win a modified game.

Meditation

Meditation is practised in the morning and halfway through the day to reflect on learning. Some meditation techniques will also be taught in yoga class.

Yoga

Theme: Mindful Breathing

Objective: Explore different breathing techniques for calmness.

- Asana: Mountain Pose, Seated Forward Bend, and Breath-Body Connection movements.
- Pranayama: Ocean Breath and Belly Breathing
- Philosophy: Exploring the concept of Dhyana (meditative absorption).
- Meditation: Breath awareness meditation.

PRE link: Meditate using breath awareness and 9 processes of devotional service

Music

Year 3 will be working with a specialist teacher from Harrow Music Service to develop their musical skills.

Thank you,

Mrs Uppal (3GG) and Mrs Das & Ms Patel (3KK)