

Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 3

Summer 2

writing

Keywords

diary
non-chronological report
recount
similes
expanded noun phrases

subordinate clauses
fronted adverbials
adverb openers
conjunctions
emotive language

punctuation
commas

In school we will be learning

This term in writing, children will build upon the skills they've acquired earlier this year. They'll concentrate on writing various forms of writing, such as

- diary
- non-chronological report
- recount

While exploring these text types and the purposes of each the children will also recap previously covered skills and developing others. These include understanding and using:

- subordinate clauses
- similes
- expanded noun phrases
- fronted adverbials
- Adverb openers
- conjunctions
- formal language
- emotive language



Writing to entertain



Writing

to inform



Writing to persuade



Writing to discuss

At home you can

- Practise using a range of [subordinate clauses](#). Challenge: How many different subordinate clauses can you use correctly?
- Practise the year 3 common exception words. This can also be a chance for children to improve their handwriting too. These words can be found in the reading record.
- Practise using fronted adverbials to further enhance sentence structure.

Useful websites



subordinate clauses



fronted adverbials



context for writing

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reading

Keywords

retrieval
inference
prediction
scanning
question word

scanning
vocabulary
read around
infer
fiction

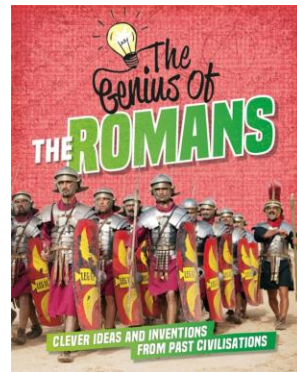
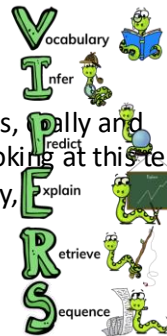
explain
punctuation
tone
pace
key words

In school we will be learning

This term, our class will explore a non-fiction text called "The Genius of The Romans". This text will be the focus to our learning.

The children will focus on enhancing various skills by answering different types of questions, such as multiple choice, constructing short and open responses, rationally and through multiple choice. The skills we will be looking at this term are: making inferences, understanding vocabulary, explaining, predicting, retrieving, and sequencing outcomes and summarising.

Additionally, during guided reading sessions, children will continue to build upon their fluency and self-correction skills. In these sessions, the children will focus on developing their intonation, tone, and reading at a good pace whilst remaining accurate. while also enhancing their comprehension skills through a range of questions linked to the text types.



At home you can

- [Read with your child](#) daily (class text/levelled book and library book). Ensure a comment is written in their reading journal each time you do. Ask them questions based on what they have.
 - How might the character be feeling?
 - Summarise what has happened?
 - Can you think of another word for...
- Write a [book review](#) about the book that you have read. You can also write one on the [Heathfield Book Review](#) Page!
- Identify unfamiliar words – use a dictionary to find the meaning or read around the word to find it.

Useful websites



Book review tutorial



Heathfield Book Review

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Maths

Keywords

millimetres
litres
capacity
volume
compare

clockwise
anti-clockwise
quatre
direction
3D shapes

faces
vertices
fractions
denominator
numerator

In school we will be learning

In this term, the children will be focusing on:

Measurement:

In this term, the children will focus on measuring capacity and volume in millilitres and litres, including comparing and adding volumes of different containers. We will then progress to comparing time, solving various problems related to years, leap years, months and days.

Numbers:

Following that, we will delve into the direction of movement and following instructions. We will introduce concepts of turns, including clockwise and anti-clockwise rotations. The emphasis will be on understanding half, quarter and three-quarters.

Geometry:

Towards the end of the term, our focus will shift to the properties of 3D shapes. Children will learn about the characteristics of these shapes, utilising appropriate mathematical vocabulary. Additionally, they will practise recognizing 3D shapes in various orientations.



Fractions:

Lastly, we will revisit fractions. Children will learn to find fractions of a set of objects and confidently add and subtract fractions.

At home you can

- Practise times tables and division for each times table up to 12.
- Measure different liquids at home. Can you order a range of different liquids in order from the highest amount to the least?
- Create a set of instructions for a family member to follow to get from one place to another. Make sure to use the correct vocabulary (clockwise, anti-clockwise).

Useful websites



measuring liquids



movement



hit the button

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science

Keywords

artificial
block
darkness
energy
light
light source

mirror
Moon
natural
opaque
ray
reflect

In school we will be learning

Light and Shadows

In the Light and Shadows project, your child will learn that light is a form of energy essential to life on Earth. They will learn that dark is the absence of light and that the Sun is Earth's main source of light and heat. They will identify light sources and reflectors and discuss their differences. They will investigate materials to discover which are reflective and which are non-reflective. They will use their results to identify the qualities of reflective and non-reflective materials and discuss the need for reflective materials in everyday life. They will learn the importance of staying safe in the Sun and investigate sun creams. They will learn about shadows and how they change shape when a light source moves. They will investigate whether transparent, translucent and opaque materials cast shadows and discuss their uses. They will ask scientific questions about light, reflectors and shadows and research to find the answers. They will complete their learning by investigating how shadows change during the day.



At home you can

Identifying Light Sources:

Go on a light source scavenger hunt around the house. Have your child identify different light sources like lamps, flashlights, natural sunlight and even electronic devices. Discuss with them how each light source works and its purpose.

Reflective Material Hunt:

Gather various materials from around the house and garden and explore their reflective properties. Use a flashlight to shine light onto different surfaces and observe how they reflect or absorb light. Discuss the qualities of reflective and non-reflective materials.

Useful websites



BBC bitesize



Schoolrun –
what is light?

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Humanities

Keywords

invade
invasion
romanisation
conquer
invent

impact
dominate
army
location
Britannia

cavalry
consequences
fortress
conquest
Londinium

rulers
emperor
senate
general
legionary

In school we will be learning

The children in YR3 will continue to learn all about the Roman empire through their topic called - Emperors and Empires.

This topic teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain. They will be introduced to term invade and conquer; they will explore what the impact of some of these invasions were.

The children will also learn about some of the Roman inventions and their everlasting impact on Britain.

The children will develop their historical skills of chronology, cause and consequences, how to explore sources of evidence, what are some of the similarities and differences from that period to now.



At home you can

- To design a new coin for the roman times.
- To write a description about what a Roman town was like during the ancient Roman times.
- Draw a picture/ portrait of a roman soldier and decorate using paint or fabric (collage).
- Make a fact file about all the things the romans did for Britain.
- Using the internet locate where Rome is in the world today and write a description to compare ancient and modern Rome.

Useful websites



[How the Romans conquered Britain](#)
- BBC Bitesize



[5. How the Romans changed Britain](#)
- BBC Teach

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computing

Keywords

motion,
event,
sprite,
algorithm,
logic,
move,

resize,
extension block,
debugging,
errors,
setup,
code,

test,
debug,
actions

In school we will be learning

Programming B – Events and actions in programs

This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Children begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of **Pen** blocks. The children are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.

At the beginning of the project, the children will investigate how characters can be moved using 'events'. They will analyse and improve an existing project and then apply what they have learned to their own projects. They will then extend their learning to control multiple sprites in the same project.



At home you can

- **Maze Exploration:**
Create a simple maze using household items like books, pillows or cardboard boxes. Encourage the child to navigate through the maze using verbal instructions e.g. "Move two steps forward, then turn left".
- **Sprite Design:**
Get creative with sprite design by drawing different characters on paper or using digital drawing tools. Discuss with the child the characteristics of each sprite and how they might be suited to different tasks within the project.

Useful websites



scratchJr



ScratchJr
Tutorials -
click on
'Tutorials' ta
b at the top
of the
webpage

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D & T

Keywords

biome
Butt joint
cloche
Triangular corner
Cold frame

conservatory
Design criteria
Diagonal strut
Glue gun
Frame structure

rigid
stability
strength
Transparent
translucent

In school we will be learning

In this unit, the children will develop their knowledge of structures. This project teaches children about the purpose, structure and design features of greenhouses, and compares the work of two significant greenhouse designers. The children will learn the importance of strengthening structures and various techniques that can be applied to do this.

They will focus on creating and meeting design criteria to ensure their structure is functional, strong and aesthetically pleasing.

In conjunction to this, the children will continue to develop the vital skill of working well as a team. They will be looking to improve their communication skills so that they effectively produce a structure together.



The practical skills they will focus on are:

will be taught the importance of safety when

sawing, sanding and joining. They



At home you can

- Look at various structures in and around your home (tables, sheds, doors/door frames etc.) and discuss with your child how these structures can stand. What makes them strong?
- If you have a greenhouse, discuss with your child how this benefits the growth of certain plants

Useful websites



What is a greenhouse?



Strengthening a frame structure

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Music

Keywords

The planets,
Mars, Venus, Mercury, Jupiter,
Uranus, Neptune,
composing
celebrations
carnivals

emotions
atmosphere
similar
different
Soundscape
circus

mystery
suspense
spookiness
happiness
Movement
peacefulness

In school we will be learning

This half term pupils will be exploring classical music as well as other songs that fit the theme of planets, spaces and different moods.

We want pupils to know that some songs/compositions are written to represent different themes and learn how different musical ideas can represent moods and emotions. Hopefully, pupils will build on their previous knowledge of instruments as we want pupils to be secure in being able to name a wider range of instruments that are used in classical music genre.

By the end of the school year, we want pupils to be able to name a wider range of classical composers and describe the similarities and differences between the compositions of different composers.

During the unit, pupils will sing and recall songs from previous units of work. We also want pupils to create and notate soundscapes and start to use notes to show when or where to play, even if it only makes sense to themselves. Because pupils are in Year 3, it will be great for pupils to be confident to share the sounds they have created with the class and contribute to whole class and be confident in their performance.

We want pupils to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Also, we will be adding to their knowledge and develop an understanding of the history of music.

At home you can

Watch the video on what classical music is. This gives lots of information about the history of classical music.

To help pupils get to know some classical music composers we included a link to a video that gives a lot of information about Johannes Brahms.

Now pupils are Year 3, we would expect them to be developing a good sense of rhythm and be able to hold the beat. It would be great if pupils could make their own instruments at home as demonstrate these skills. Here are a few ideas that could be useful.

Useful websites



[What is Classical Music?](#)



[Johannes Brahms - Classical composers](#)



[5 instruments kids can make](#)

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re

Keywords

open
honest
truth
attentive
sacred

precious
Judaism
Christianity
Sikhism
Jainism

Islam
silence

In school we will be learning

This half term we will be looking at the dispositions of 'being open, honest and truth' and 'being attentive to the sacred as well as the precious'.

Being Open, Honest and Truth

In class, we will be discussing the importance of being truthful and why it matters. We will be studying what Judaism and Christianity teach about behaving honestly. This will include The story of Naboth's Vineyard. Following this, we will find out what Sikhism and Jainism teach about honesty. The children will learn about what Judaism and Islam teach about honesty and truthfulness. Our study of these dispositions will also include Exodus 20, Psalm 139 and The Story of the King's Three Children.

Being Attentive to the Sacred as well as the Precious

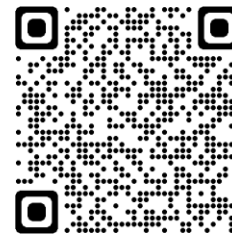
When we cover this disposition, we will focus on The story of Eliiah and silent attentiveness to help children understand. We will look at Sikhism, Christianity, Hinduism and Buddhism to understand how attentiveness is part of their religion.



At home you can

- Watch [Naboth's Vineyard](#) and talk about the key messages in the story with your child.
- Watch [Elijah's](#) story and talk about the key messages with your child.
- Talk about the importance of being honest and truthful with people. Are they truthful? What happens if you are not?

Useful websites



Naboth's Vineyard



Elijah's story

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Keywords

well-being
activities
physical activity
sleep
routine

mood
habits
word
active
health

moods

In school we will be learning

This term, the children will delve into the importance of staying active and maintaining good sleep habits. They'll begin by revisiting why physical activity matters, not just for their bodies but also for their overall well-being. From there, they'll learn how to strike a balance between staying active and other activities, helping them understand the significance of making healthy choices and the impact it can have on their bodies and well-being if they don't.

Towards the end of the term, our focus will shift to the importance of sleep. The children will explore how lack of sleep can affect their bodies, mood and daily routines. They'll also learn about the recommended amount of sleep they need and how to establish a good sleep routine. Finally, we'll discuss what the children can do if they need support with their sleep.



At home you can

- Create a timetable at home for when the children could do some exercise, what type of exercise and include some relaxing activities before bed.
- Create a completion family chart for physical activity. See who can do the most physical activity by the end of the week.
- Watch [PE with Joe Wicks](#) – many different exercises children can do at home.

Useful websites



PE with Joe Wicks

Keywords

underarm throwing
overarm throwing
overarm bowling
batting
two handed pick up

short barrier
sprint
jump for distance
push throw
pull throw

determination
perseverance

In school we will be learning

In 3J Athletics

In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.



In 3B Cricket

Cricket is a striking and fielding game. In this unit, pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.



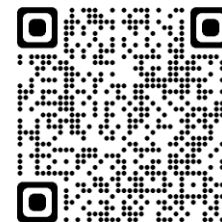
At home you can

- Play different [cricket games](#) as a family.
- Cricket [batting](#) tips for beginners.
- [Running](#) tips for you to help your child improve.

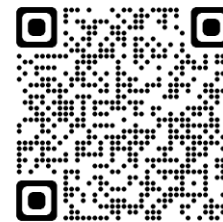
Useful websites



[cricket games](#)
[batting](#)



cricket



[Running](#)

PE

Keywords

underarm throwing
overarm throwing
overarm bowling
standing long jump
two handed pick up

short barrier
sprint
jump for distance
push throw
pull throw

determination
perseverance

In school we will be learning

In this unit, pupils will consolidate and refine their running, jumping and throwing techniques in preparation for a mini athletics competition. The focus is on bringing together the skills developed across previous lessons and applying them in a competitive context. Pupils will explore how to perform each discipline with increased control, power and accuracy, striving to achieve their personal best in speed, distance and technique.

They will also have the opportunity to take on roles of responsibility by timing, measuring and recording performances, as well as selecting which pupils will compete in each event. This encourages teamwork, decision-making and leadership.

Throughout the unit, pupils will be encouraged to demonstrate resilience, good sportsmanship and mutual respect. The final outcome will be a mini athletics competition where pupils put their skills into practice in a fun, inclusive and supportive environment.



At home you can

- Have a go at [throwing and catching](#) to help you improve your skills. Challenge: Can you do it with one hand?
- [Running](#) tips for you to help your child improve.
- Have a go at different types of [jumps](#).

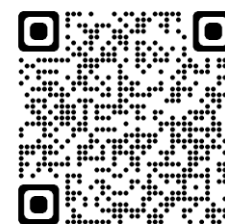
Useful websites



throwing and catching



jumping



running

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