

Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 3

Summer 1

writing

Keywords

biography
expanded noun phrase
subordinate clause
fronted adverbials
similes

conjunctions
paragraphs
proof reading
organisational features
punctuation

grammar
handwriting
capital letters

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

- biography
- setting description
- adventure narrative

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



At home you can

- Look at [what a biography](#) is and what features are needed to write an effective biography. Have a go at writing a biography about a family member, or yourself!
- Practice using a range of [subordinate clauses](#). Challenge: How many different subordinate clauses can you use correctly?
- Practice 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.

Useful websites



[context for writing](#)



subordinate clauses



biographies

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reading

Keywords

retrieval
inference
prediction
scanning
question word

scanning
vocabulary
read around
infer
fiction

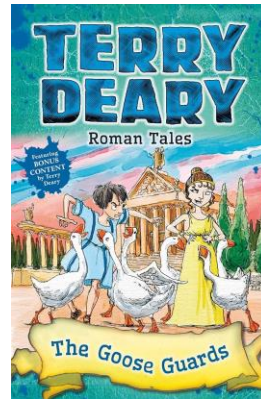
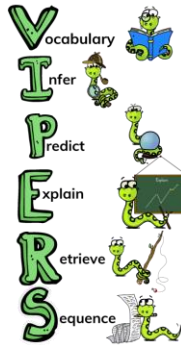
explain
punctuation
tone
pace
key words

In school we will be learning

This term, our class will explore a fiction text called The Goose Guards. 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, orally and through multiple choice. The skills we will be looking at this term are making inferences, understanding vocabulary, predicting 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

measurement
centimetre
millimetre
perimeter
lengths

convert
Roman numerals
intervals
hour
minute

volume
capacity
litre
comparing
fractions

In school we will be learning

In this term, the children will be focusing on:

Measurement

The children will begin learning about perimeter, how to measure it, and how to calculate it. Towards the end of the term, the children will further develop their knowledge of time, including Roman numerals, estimating and reading time to five-minute intervals, and distinguishing between AM and PM.

Fractions

To begin with, the children will learn about what a numerator and denominator are. Children will use this to support their understanding of what constitutes a whole. Then, the children will compare and order a range of unit and non-unit fractions. This will help them count up in fractions.

Measurement

Towards the end of the term, we will revisit measurement and explore measuring mass in grams and kilograms. Once the children have grasped this knowledge, they will begin comparing masses, as well as adding and subtracting them. Finally, we will also look at measuring capacity and volume in millilitres and litres, comparing and adding both capacity and volume.

At home you can

- Learn what [perimeter](#) is and how to measure it.
- Practice telling the [time](#) at home.
- Have a go at weighing different items at home. Can you convert from [grams to kilograms](#)?

Useful websites



perimeter



how to tell the time



measuring in grams and kg

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Keywords

taproot
fibrous root
nutrients
roots
transport

function
leaves
condition
compare
patterns

life cycle
flower
pollination
seed formation
dispersal

In school we will be learning

Plant Nutrition and Reproduction

In this science project, children revisit what plants need to grow, plant parts and their primary functions. They identify and observe root types, including taproots and fibrous roots and learn how water and nutrients enter vessels in the roots. They identify and observe the function of vessels within the stems of celery and conduct a comparative test into what happens if these vessels are blocked from transporting water, observing changes over time. They learn about the functions of leaves and investigate how some leaves vary in size depending on whether they grown in full sun or shade. They do this by collecting leaves growing in different conditions, comparing and looking for patterns in their size and colour.

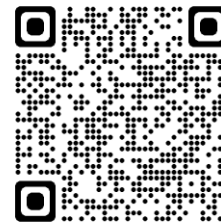
They will also learn about the stages and processes of a flowering plant's life cycle. They explore real flowers, identifying their parts and functions and looking for patterns in the number of the flower parts. They understand the role of flowers in plant reproduction and learn about the processes of pollination, seed formation and dispersal. They ask questions about pollination and pollinators and research to answer their questions. Finally, they identify and classify seeds according to their dispersal methods.



At home you can

- Plant two pots of seeds and grow one in the sun and one in the shade. What differences to you see as they grow?
- Learn about [plants](#).
- Look in the local park, community and garden and note the different types of plants you can see. Can you [group](#) them?

Useful websites



Learn about plants



grouping plants

Humanities History

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

Emperors and Empires is the name of the topic the children will be studying this term.

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

- Create a timeline of the Roman invasion of Britain.
- Draw and label a map of Britain to show where the Romanisation of Britain took place. Label the map with new names and Roman names of places.
- Write a diary from a Roman soldier's point of view – describing the invasion of Britain/ battle (e.g. battle of Boudicca).
- Design a shield for a Roman Soldier. Label the design to explain your choices.

Useful websites



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



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

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computing

Keywords

text	font	placeholder	copy
images	style	template	paste
advantages	landscape	layout	purpose
disadvantages	portrait	content	benefits
communicate	orientation	desktop publishing	

In school we will be learning

Desktop publishing

The children will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software (**Microsoft Word**) and consider careful choices of font size, colour and type to edit and improve premade documents. The children will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. The children will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.

At the beginning of the project, the children will look at desktop publishing. The children will think about how to make careful choices regarding font size, colour, and type in an invitation. The use of the Return, Backspace, and Shift keys will be explored and children will be taught how to type age-appropriate punctuation marks. This will build on the typing skills learned in the Year 1 'Digital painting' unit.



At home you can

Introduction to Text and Images:

- Gather a variety of printed materials like books, magazines, and newspapers.
- Discuss with your child how text and images are used to convey messages and information.
- Have them identify examples of text and images in different contexts and discuss their roles in communication.

Desktop Publishing Software Exploration:

- Introduce your child to desktop publishing software like Microsoft Word.
- Show them how to open, navigate, and use basic functions such as creating a new document, inserting text, and inserting images.
- Allow them to experiment with changing font size, colour, and type to edit and improve premade documents,

Useful websites



[Microsoft Word basics for kids](#)



[desktop publishing and design](#)

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art

Keywords

Botanical Illustration
Maria Sibylla Merian
Georg Dionysius Ehret
Katie Scott
Margaret Mee

nature
scientific
sketches
weaving
two-colour print

colour study
fruit
observations

In school we will be learning

In this project, children revisit the idea of nature as a starting point for art. They explore the genre of botanical illustration and use natural materials from the local environment to create a botanical illustration and use natural materials from the local environment to create a botanical weaving. They investigate the botanical subject matter by making sketches and colour studies. Children are introduced to the work of botanical artists and make observations about the similarities and differences across the genre. They use their drawings as inspiration for a two-colour botanical print and use what they have learned throughout the project to create a detailed botanical painting of fruit.

We will be looking at Botanical Illustrations within this project. They are scientifically accurate drawings of botanicals. We will look at two of the historically well-known botanical artists Maria Sibylla Merian and Georg Dionysius Ehret. As well as two current artists Katie Scott and Margaret Mee to inspire our work.



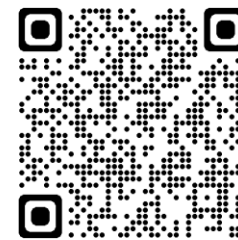
At home you can

- Look at Katie's botanical [illustrations](#) and discuss the detail, colour and shapes you can see.
- Go outside into your garden or local park or local green space and look at the flowers and plants growing. Draw your favourite plants or flowers that you find.
- Find out about [Maria Sibylla Merian](#) - one of the first botanical illustrators.

Useful websites



Kate's illustrations



Marie Sibyllia Merian

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Music

Keywords

disco	Whitehead	drums	fingering	rests
Nile Rodgers	Rose Royce	percussion	notes	beat
Chaka Khan	horns	electric guitar	notation	bar
Sister Sledge	synthesizer	recorder	cross head crotchets	
McFadden and	keyboard	woodwind	minims	

In school we will be learning

This half term year 3 will be listening to the song “Bringing Us Together” This is a disco song. We want pupils to have some knowledge of this type of music, knowing it is short for discotheque and that it is dance music from the 1970s, characterized by hypnotic rhythm, repetitive lyrics and electronically produced sounds.

While listening to the song we will start to sing along and practice using our voices. When we get to know the song we want pupils to describe what the song might be about.

With the instrumental parts, year 3 will play along with the song from notation using up to 3 notes – C, A & G on the recorders. Hopefully, we will be ready to improvise with claps, instruments and voice using notes C and A when we know the song better. After this, we will be asking our budding musicians to compose a simple melody using simple rhythms choosing from the notes G, A + G or C, D, E, G +A. (Pentatonic scale).

In all lessons we will be asking how songs can make you feel different things e.g. happy, energetic or sad.

When playing we will be stressing the importance of performance and getting ready for this, knowing that performance involves communicating feelings, thoughts and ideas about the song/music.

At home you can

- This might be the first time some year 3 have ever listened to disco music so I have included a link to one of the most famous and well know disco bands and songs ever. The Bee Gees – Stayin’ Aline is a disco classic. But what do the people of year 3 thing about it?
- Disco is more then just music but dance moves. I’ve even been told that disco is life by members of my family. However, to experience an aspect of this I have included a link to easy to do dance moves.
- Because disco might be a new genre of music to our children, I have included a video with lots of information about different types of music to learn about.

Useful websites



[Bee Gees - Stayin' Alive](#)



[Easy Disco Moves](#)



[Genres of Music for Kids](#)

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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

healthy
balanced
oral
hygiene
nutrition

choices
influence
word
word
word

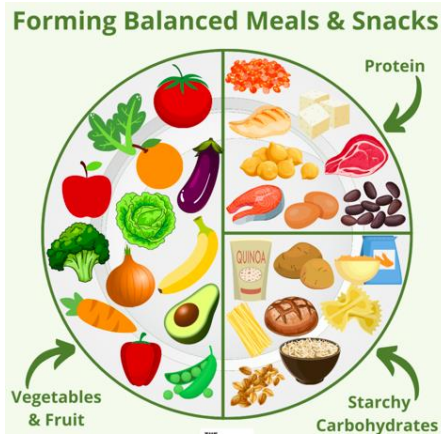
word
word
word
word

In school we will be learning

This half term we will be building on our knowledge from Year 2 about keeping ourselves healthy.

The children will be looking at the question: Why should we eat well and look after our teeth?

They will deepen their knowledge of healthy diets and how to ensure they are nutritionally rich and balanced. The children will also be broadening their understanding of good oral hygiene. They will be learning how to make good and healthy choices and who influences these decisions.



At home you can

- Introduce the concept of MyPlate, which illustrates the five food groups that are the building blocks for a healthy diet. Encourage your child to suggest which food that you eat at home belong in the different parts of the plate.
- Show your child the correct way to brush their teeth using a toothbrush and toothpaste. Use a mirror so they can see what they're doing and ensure they brush for at least two minutes.

Useful websites



[Newsround – top tips for oral hygiene](#)



[My Plate interactive game](#)

PE

Keywords

teamwork
agility
strategy
challenge
balance

speed
sprint
jump for distance
push throw
pull throw

determination
perseverance

In school we will be learning

Problem Solving

In this unit, pupils will develop essential problem-solving skills by working collaboratively to tackle challenges. They will explore different strategies to approach problems, considering how cooperation, communication and responsibility contribute to an effective team. Pupils will be set tasks that require them to think critically, adapt their approach and support one another to find solutions.

Through teamwork-based activities, they will learn the importance of motivating each other, particularly in unfamiliar situations. They will reflect on their problem-solving processes, evaluating which strategies were most effective and how they can improve their collaborative skills. As they progress, pupils will gain confidence in working as a team, developing resilience and perseverance to overcome obstacles together.



At home you can

- Have a go at [catching and throwing](#) with family members and to develop their skills further.
- [Running](#) tips for you to help your child improve.
- Have a go at playing [teamwork](#) games with your family/friends.

Useful websites



teamwork games



catching and throwing



running tips

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