**Maths**

**Fractions and Time**

We will continue to use White Rose Maths to support our maths teaching in year 3. The children will focus on Fractions; including tenths as decimals, fractions on a number line and as a set of objects. This will lead into equivalent fractions, comparing fractions and adding & subtracting fractions. Children recap and move forward with time; this includes months and years, telling the time to 5 minutes and to the minute, using a.m & p.m and the 24 hour clock. This topic will end with problem solving with time.

We want the children to be able to explain their reasoning so using appropriate mathematical vocabulary will become a clear focus within the classroom. Homework will be given to support the key skills being taught in school. TTRockstars will be used both at home and in school to enhance their times tables recall. This will be assessed three times a week during TTRockstars sessions – against the clock.

**Our Curriculum**

**The Roman Empire**

**Summer Term 1: Year 3**

 

**English**

**Class novel:**

**A boy in a dress – David Walliams**

**Key texts:**

Pugs of the Frozen North – by Philip Reeve

**Key Skills**

-To explore, interpret and respond to illustrations in a book

-To enjoy a story and discuss its meanings

-To build an imaginative picture of a fantasy world, based on real life experiences

-To explore these through role-play and through writing in role

-To write own stories based on the story read from another character’s point of view

**Science**

**Plants**

In this unit children will learn about the names of different parts of plants, and the jobs they do. The children will work scientifically and collaboratively to investigate what plants need to grow well, and will present their findings. The children will have the chance to predict what will happen in an investigation into the transportation of water within plants. They will work in a hands-on way to identify the parts of a flower, and will explore the different stages of the life cycle of a flowering plant.

#### **Key Skills**

-Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

-Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

-Investigate the way in which water is transported within plants

-Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

**How you can help**

* Read at home with your child and record in their reading records – both books from school and home.
* ebooks available [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)
* Encourage children to log onto <https://ttrockstars.com/>
* <https://www.purplemash.com/login/>
* Create opportunities to make links to our ‘Rainforest’ topic (see optional homework)
* Practise weekly spellings using ‘look, cover, write, check.’

[www.corbridgefirst.northumberland.sch.uk](http://www.corbridgefirst.northumberland.sch.uk)

Twitter - @CorbridgeFirst

**RE**

**Diocesan Syllabus:**

What does it mean to be a Sikh in Britain today?

#### **Key skills and learning**

#### Pupils will identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service. They will make clear links between the Mool Mantar and Sikh beliefs and actions. Children will offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.

They will give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs. Also making links between key Sikh values and life in the world, identifying which values would make most difference in pupils’ own lives and in the world today. They will talk about what they have learned and whether they have changed their thinking.

**Art and Design**

**Key artist: Helen Miles**

Children will explore, discuss and respond to the work of Helen Miles. They will create printing blocks and use these to create repeated patterns. Children will replicate patterns from observations and have the opportunity to make links with their topic ‘The Roman Empire.’

**Key Skills –** Printing

▪ Blending two colours when printing

▪ Forming repeated patterns

▪ Make printing blocks

▪ Exploring overlays; use more than one colour to layer in a print

▪ Replicate patterns from observations

**History**

**The Roman Empire**

In this unit the children will learn about the legend of Romulus and Remus and the expansion of the Roman Empire. We will think about the power of the Roman Army and the reasons for this. Whilst also looking at British resistance with a focus on Boudicca and the Celts. Following on from this we will learn about the impact the Romans made in terms of technology, culture and beliefs.

**Key Skills and knowledge -**

▪ The Roman Empire and its impact on Britain

▪ The Roman Empire by AD 42 and the power of its army

▪ British resistance, for example, Boudicca

▪ ‘Romanisation’ of Britain: sites such as Vindolanda and the impact of technology, culture and beliefs, including early Christianity

**P.E.**

The children will now have 2 PE lessons each week. PE kit MUST be in school for the whole half term and be **suitable for outdoor sessions**. No jewellery must be worn on PE days which are Tuesday and Wednesday.

Tuesday’s session will be delivered by Mr Thompson and will mainly take place outdoors. Please ensure your child’s PE kit is appropriate for this. Our focus will be athletics, striking and fielding games. The key skills will include teamwork, target skills, precision and catching a ball. They will learn skills to be able to stop and start running quickly and to change direction easily. Being able to communicate with their team members and understanding their role in the game.

The Children have a weekly swimming lesson. They will need their swimming kit in school every Wednesday.

**Music**

This half term the children's learning will continue to focus on the song ‘Livin’ On a Prayer’’ – by Bon Jovi. They will be carrying out warm up games such as finding the pulse or copying the rhythm and musical activities, allowing them to play instruments alongside the song.

The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.

Children will also continue to learn and sing a variety of school hymns and music in our daily worship.

**PSHE**

**Why should we wat well and look after our teeth?**

This half term children will learn:

▪ How to eat a healthy diet and the benefits of nutritionally rich foods

▪ How to maintain good oral hygiene and the importance of regular visits to the dentist

▪ How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health

▪ How people make choices about what to eat and drink, including who or what influences these

▪ How, when and where to ask for advice and help about healthy eating and dental care

Other PSHE opportunities:

• Special Person

• Classroom buddies

• Environmental links through global goal keepers

**Computing**

**Branching Database**

This half term the children will use branching databases to classify groups of objects. They will sort objects using YES and NO questions, complete a branching database using 2Question and then create a branching database of their choice.

Children will be able to explain why they chose a particular question to split their database. They will be challenged to use ‘or more’ and ‘or less’ in their questioning.

The children will have the opportunity to see a ‘spoof’ website and create their own ‘spoof’ webpage.