**Maths**

**Properties of shape and mass & capacity**

We will continue to use White Rose Maths to support our maths teaching in year 3. The children will focus on properties of shape; including turns and angles, drawing shapes with accuracy and lines in shapes (horizontal, vertical, perpendicular, parallel). They will recognise and describe both 2-D and 3-D shapes. Following this, year 3 will compare and measure mass, volume and capacity. We will also incorporate addition and subtraction of mass & capacity and learn about temperature.

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 2: Year 3**

 

**English**

**Key texts:**

**Charlotte’s web – Author E.B. White**

The book supports teaching about character development, though changes in feelings and emotions, and emotional response in narrative fiction, exploring the themes of friendship, the passing of time, and the circles of life through the complex web of relationships portrayed in the text. The

narrative structure offers young readers and writers a good model for their own story planning and descriptive writing.

**Key Skills**

•Discussing writing similar to that which they are planning to write in order to understand and learn

from its structure, vocabulary and grammar;

• Progressively building a varied and rich vocabulary and an increasing range of sentence structures;

• Assessing the effectiveness of their own and others’ writing and suggesting improvements.

**Science**

**Light**

In science Year 3 will learn about light, reflections and shadows. In this unit children will learn about different sources of light and that we need light to see. They will work scientifically to investigate reflective materials.

**Key Skills**

* Recognise that they need light in order to see things and that the dark is the absence of light
* Notice that light is reflected from surfaces
* Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
* Recognise that shadows are formed when the light from a light source is blocked by a solid object
* Find patterns in the way that the size of shadows changes

**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:**

#### How and why do believers show their commitments during the journey of life?

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

Pupils will identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. They will make simple links between these beliefs and how people live (e.g. through celebrating forgiveness, salvation and freedom at festivals). Children will offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non religious people today. Pupils will describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. They will also identify some differences in how people celebrate commitment; giving good reasons why they think these ceremonies are or are not valuable today.

**Art and Design**

**Key artist: Mary Ann Rogers**

**Topic link with science – Plants**

Children will explore, discuss and respond to the work of Mary Ann Rogers. They will experiment with a variety of brush techniques (to create shapes, textures, patterns and lines), mixing colours effectively and using the correct vocabulary; tint, shade, primary and secondary. Children will plan their own artful flower painting – showing the life cycle of their chosen plant. Finally creating their final piece; making links with their topic ‘plants’.

**Key Skills –** Painting

-Discuss and respond to key art works

-Use a sketch book to plan and shape ideas

-Use varied brush techniques to create shapes, textures, patterns and lines

-Mixing colours effectively – using the language of colour accurately

-Experiment with colour for effect and mood

**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 keep active and sleep well?**

This half term children will learn:

-How regular physical activity benefits bodies and feelings

-How to be active on a daily and weekly basis

-How to balance time online with other activities

-How to make choices about physical activity, including what and who influences decisions

-How the lack of physical activity can affect health and wellbeing

-How lack of sleep can affect the body and mood and simple routines that support good quality sleep

-How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

Other PSHE opportunities:

• Special Person

• Classroom buddies

• Environmental links through global goal keepers

**Computing**

**Online Safety**

This half term the children will use the Purple Mash programme to learn about online safety.

They will know what makes a safe password and how to keep passwords safe. To understand how the internet can be used to help us communicate effectively, and how a blog can help us communicate with a wider audience. They will consider if what we read on websites is always true and learn about the meaning of age restrictions symbols on digital media and devices.

The children will continue to work in small groups either in the classroom or in the computer suite on the I-pads to access TTRockstars at least once a week.