

Our Lady Immaculate Catholic Primary School
Curriculum Information Letter – Year 3 April 2024

Dear Parents ,

We would like to welcome you back to school for the Summer Term and hope that you had a happy and peaceful Easter break.

In this letter you will find an overview of the work that your child will be completing during this SummerTerm in school. Please find opportunities to support your child’s learning by doing additional research on new topics (pre-tutoring). It is really important to read/share books daily with your child. Reading books must be in school every day whether you read at home or not. Please encourage your child to fill in their reading log regularly.

<p>RE</p>	<p>This term’s topics in RE will be:</p> <ul style="list-style-type: none"> • Energy • Choices • Special places • Islam
<p>English</p>	<p>Phonics Focus:</p> <ul style="list-style-type: none"> • Identify phonemes in words • Reading: Class core text “Journey” by Aaron Becker “Tilly Mint Tales” by Berlie Doherty Zeraffa Giraffa by Dianne Hofmeyr • Reading fluently and with expression. Understand the context of what is being read. • Checking that reading makes sense, asking questions, Interpret character feelings, thoughts and actions. and justifying with evidence, making predictions and summarising the main ideas within a section of text. • Record written answers to comprehension tasks. Use a dictionary to understand meaning of words not known <p>Spelling Weekly spellings will be sent home for the children to learn – having worked on the spelling patterns in school.</p> <p>Writing: Pathways To Write</p> <ul style="list-style-type: none"> • The core text and other curriculum subjects will be used as a stimuli for writing tasks. These genres will include e.g. character descriptions, diary writing extracts, instructions, nonchronological reports, letter writing. The writing process will include planning, drafting, editing and evaluating. • Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, • apostrophes for contraction and singular noun possession) • Use subordination (when, if, that, because) and coordination (or, and, but) • Use present and past tenses consistently and correctly and present perfect form • Use progressive forms of verbs • Use expanded noun phrases • Write sentences with different forms: statement, command, question, exclamation • Group related ideas into paragraphs • Build a varied and rich vocabulary • Use prepositions to express time, place and cause • Introduce inverted commas to punctuate direct speech <p>Write in the first person and the third person</p> <ul style="list-style-type: none"> • Use apostrophe in contractions • Provide detail through use of prepositions to express time, place and cause • Use a variety of sentence forms including statements and questions • Write in consistent past and present tense including progressive forms • Use some future tense verbs • Use layout and structure of a letter

- *Ensure chronological order to explain sequence of events*

**Maths
NCETM**

Column Subtraction

Pupils identify the minuend and the subtrahend in column subtraction

Pupils explain the column subtraction algorithm

Pupils subtract from a 2-digit number using column subtraction with exchanging from tens to ones

Pupils subtract from a 3-digit number using column subtraction with exchanging from hundreds to tens (1)

Pupils subtract from a 3-digit number using column subtraction with exchanging from hundreds to tens (2)

Pupils evaluate the efficiency of strategies for subtraction

Unit Fractions

Pupils identify a whole and the parts that make it up

Pupils explain why a part can only be defined when in relation to a whole

Pupils identify the number of equal or unequal parts in a whole

Pupils identify equal parts when they do not look the same (i)

Pupils explain the size of the part in relation to the whole

Pupils construct a whole when given a part and the number of parts

Pupils identify how many equal parts a whole has been divided into

Pupils use fraction notation to describe an equal part of the whole

Pupils represent a unit fractions in different ways

Pupils identify parts and wholes in different contexts (i)

Pupils identify parts and wholes in different contexts (ii)

Pupils identify equal parts when they do not look the same (ii)

Pupils compare and order unit fractions by looking at the denominator

Pupils identify when unit fractions cannot be compared

Pupils construct a whole when given one part and the fraction that it represents

Pupils use knowledge of the relationship between parts and wholes in unit fractions to solve problems

Pupils identify the whole, the number of equal parts and the size of each part as a unit fraction

Pupils quantify the number of items in each part and connect to the unit fraction operator

Pupils calculate the value of a part by using knowledge of division and division facts

Pupils calculate the value of a part by connecting knowledge of division and division facts with finding a fraction of a quantity

Pupils find fractions of quantities using knowledge of division facts with increasing fluency

Non Unit Fractions

Pupils explain that non-unit fractions are composed of more than one unit fraction

Pupils identify non-unit fractions

Pupils identify the number of equal or unequal parts in a whole

Pupils use knowledge of non-unit fractions to solve problems

Pupils use knowledge of unit fractions to find one whole

Pupils place fractions between 0 and 1 on a numberline

Pupils use repeated addition of a unit fraction to form a non-unit fraction

Pupils use repeated addition of a unit fraction to form 1

Pupils compare using knowledge of non-unit fractions equivalent to one

Pupils compare non-unit fractions with the same denominator

Pupils compare unit fractions

	<p><i>Pupils compare fractions with the same numerator</i></p> <p><i>Pupils add up fractions with the same denominator</i></p> <p><i>Pupils add on fractions with the same denominator</i></p> <p><i>Pupils add fractions with the same denominator using a generalised rule</i></p> <p><i>Pupils subtract fractions with the same denominator</i></p> <p><i>Pupils identify the whole, the number of equal parts and the size of each part as a unit fraction</i></p> <p><i>Pupils explain that addition and subtraction of fractions are inverse operations</i></p> <p><i>Pupils subtract fractions from a whole by converting the whole to a fraction</i></p> <p><i>Pupils represent a whole as a fraction in different ways and use this to solve problems involving subtraction</i></p> <p>Parallel and perpendicular sides in polygons</p> <p><i>Pupils make compound shapes by joining two polygons in different ways (same parts, different whole)</i></p> <p><i>Pupils investigate different ways of composing and decomposing a polygon (same whole, different parts)</i></p> <p><i>Pupils draw polygons on isometric paper</i></p> <p><i>Pupils use geostrips to investigate quadrilaterals with and without parallel and perpendicular sides</i></p> <p><i>Pupils make and draw compound shapes with and without parallel and perpendicular sides</i></p> <p><i>Pupils learn to extend lines and sides to identify parallel and perpendicular lines</i></p> <p><i>Pupils make and draw triangles on circular geoboards</i></p> <p><i>Pupils make and draw quadrilaterals on circular geoboards</i></p> <p><i>Pupils draw shapes with given properties on a range of geometric grids</i></p> <p>Time</p> <p><i>Pupils tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</i></p> <p><i>Pupils 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, a.m./p.m., morning, afternoon, noon and midnight</i></p> <p><i>Pupils know the number of seconds in a minute and the number of days in each month, year and leap year</i></p> <p><i>Pupils compare durations of events [for example to calculate the time taken by particular events or tasks].</i></p>
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<p>Science</p>	<p>Plant nutrition and reproduction</p> <p><i>This project teaches children about the requirements of plants for growth and survival. They describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water, leaves for making food and the flower for reproduction.</i></p> <p>Light and Shadow</p> <p><i>This project teaches children about light and dark. They investigate the phenomena of reflections and shadows, looking for patterns in collected data. The risks associated with the Sun are also explored.</i></p>
<p>Computing</p>	<p><i>Algorithms and debugging</i></p> <p><i>Scratch</i></p>

PE & Sports	<ul style="list-style-type: none"> • Summer 1 – Athletics • Summer 2 - Cricket
History	<p>Emperors and Empires This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.</p>
French	Familiar Activities In my town Minibeasts Seasons
PSHE/RSE	Ten Ten Emotional wellbeing Life Cycles Created to love others Journey in Love Created to live in the community
Art & Design	<p>Beautiful Botanicals This project teaches children about the genre of botanical art. They create natural weavings, two-colour prints and beautiful and detailed botanical paintings of fruit.</p> <p>Mosaic Masters This project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile.</p>
Music	Charanga Unit 2 playing in a band.
Helping your child at home	<ul style="list-style-type: none"> • Children are expected to read every evening and discuss what they have read. • Reading book/log to be bought into school every day. • Please encourage your child to talk about their day at school and identify any new skills or information that they have learnt. • Encourage handwriting and forming of letters. • Encourage your children to practise their times tables (Times Table Rockstars on line log ins will be given to children to access at home)
Important dates for this term	Please see newsletter on website.
Curriculum Information	As above
Homework	Weekly homework will be given – following up what they have been learning that week.

Yours sincerely
Mrs McCarthy
Mrs Waring