



<p style="text-align: center;"><u>Maths</u></p> <p>Money - Pounds and pence. Convert pounds and pence. Add money. Subtract money. Find change</p> <p>Time - Roman numerals to 12; tell the time to 5 minutes and to the minute; read time on a digital clock; use am and pm; years, months and days; days and hours; hours and minutes; use start and end times; use durations minutes and seconds; solve problems with time.</p> <p>Shape - Turns and angles; right angles; compare angles; measure and draw accurately; horizontal and vertical; parallel and perpendicular; recognise and describe 2-D shapes; draw Polygons; recognise and describe and make 3-D shapes</p> <p>Statistics - Interpret and draw pictograms; interpret and draw bar charts; collect and represent data and two-way tables.</p>	<p style="text-align: center;"><u>English</u></p> <p>How to Train a Dragon by Cressida Cowell</p> <p style="text-align: center;">Writing to Entertain</p> <p>Exploring character, setting and plot. Planning, writing and editing a setting Planning, writing and editing a narrative</p> <p style="text-align: center;">Key features of newspaper reports</p> <p>Chronological order, third person, past tense, only the most important/exciting information, opening paragraph, detailed paragraphs starting with fronted adverbials / time conjunctions, summarising paragraph</p> <p style="text-align: center;">Newspaper reports reporting on Sports Day</p> <p style="text-align: center;">Writing to inform</p> <p>A 'How to be successful in Year 3' guide. What do the incoming Year 3s need to know to enjoy being in Year 3?</p>	
<p style="text-align: center;"><u>Science</u></p> <p>Forces - Compare how things move on different surfaces; notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Magnets - Observe how magnets attract or repel each other and attract some materials and not others; compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials; describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Plants/Biodiversity - 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.</p>	<p style="text-align: center;"><u>Physical Education</u></p> <p>Swimming - I can push and glide on my front, blow bubbles under water, float, practise a range of strokes and swim 25metres using any strokes</p> <p>Athletics (introducing Quad Kids skills) / Sports' Day Skills - I know how to change speed and direction; how to take part in a relay</p> <p>Games (Cricket) - (Bowling at a target, batting and fielding skills) - I know how to throw and catch with control; how to use space to support team-mates and to cause problems for the opposition; know and use the rules fairly.</p>	<p style="text-align: center;"><u>Religious Education</u></p> <p>When Jesus left, what was the impact of Pentecost?</p> <p>I can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>I can offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>I can give examples of what Pentecost means to some Christians now.</p> <p>I can make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>I can make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>



<p><u>Art /Design Technology</u> Imagined spaces and shared stories Charcoal worlds – draw, smudge, imagine to create atmosphere; balance and print – telling stories with everyday objects; creating art through printing; art installations – sculpture you can walk through; piecing objects creatively together to create sculpture; city landscapes – hand building towers together from clay.</p>	<p><u>Computing</u> Events and Actions in Progress Scratch Jr - I can choose which keys to use for actions and explain my choices; choose a character for my project; choose a suitable size for a character in a maze; program movement.</p>	<p><u>Music</u> Show preparation: In Music this half term, Year 3 pupils will be practising and preparing songs for their end of year show.</p>
<p><u>History</u> The Anglo Saxons, Scots and Vikings - Anglo Saxons came to England after the Romans left. Picts and the Scots were early settlers in Scotland; that life was like in an Anglo-Saxon settlement; over time many Anglo Saxon people converted to Christianity; how shipbuilding skills helped the Vikings to explore; the Vikings invaded Britain; King Alfred defeated the Vikings; the Anglo Saxons and Vikings lived in Britain; Vikings believed in many gods and goddesses</p>	<p><u>Modern Foreign Languages</u> Les Pays Francophones - question words, geography, descriptive language - Recognise that French is spoken as a first language in many countries around the world Work out the meanings of facts about French-speaking countries using skills from Term 2 Confidently use French pronunciation to read out facts about French-speaking countries Identify and record target language</p>	<p><u>Personal, Social and Health Education</u> Growing and Changing - I can give examples of people I have relationships with and suggest ways I can keep these relationships healthy and positive; explain what personal space means (linking to PANTS rule); identify when it is and isn't appropriate for someone to be in my personal space; rehearse strategies for if someone is in my personal space; explain the difference between a secret and surprise; explain that some secrets are not safe and what I should do if I think I am being asked to keep an unsafe secret; make a clear emergency call; demonstrate some basic first aid skills; understand that different people have different skills.</p>

<p><u>Curriculum enrichment – additional opportunities</u></p> <p>Patronal Festival Day 22.06.26</p> <p>Sports Week – 22-26.06-26 culminating in Sports Day on Friday 26.06.26</p> <p>Transition Days 29-30.06.26</p> <p>The school production Joseph and his Technicolour Dreamcoat 08-10.07.26</p>	<p><u>How can you help your child this term?</u></p> <p>https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar https://home.oxfordowl.co.uk/english/primary-spelling/spelling-year-3-age-7-8/ https://www.ictgames.com/mobilePage/literacy.html https://www.ictgames.com/mobilePage/egyptian/</p>
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