

I hope you have had a great festive holiday and you are looking forward to our final exciting term ahead.

Below is an overview of what we will be covering over the Summer term.

## Summer 1

Imaginative Learning Project for children in Year 3

# T'remors



Our first half term will begin with 'Tremors', an exciting topic with a geography focus that will explore Mother Nature's power. Awesome energies hissing and roaring deep within the earth, plates colliding, spewing lava, rocks raining down, mudslides, torrents and towns and cities vanishing under ashen clouds, are many of the dangerous and ferocious natural disasters that we will explore throughout this topic.

Our writing focus for this half term will all be topic based. We will begin by writing some descriptive poetry where we will concentrate on using personification to bring our poems to life.

After learning about different monstrous natural disaster, we will write a non-chronological report to show what we learned. We will then move on to learn about the savage and deadly effects of the monstrous volcanic eruption of Mt. Vesuvius on the ancient city of Pompeii and then use our learning to help us write suspense filled narratives about our narrow escapes from Pompeii.



Year 3 will be travelling to the Natural History museum, on the 26<sup>th</sup> April, where they will experience an earthquake and watch the thrilling Emergency, earthquakes and volcanoes show.

## Summer 2

Imaginative Learning Project for Year 3 Children

# Gods and Mortals



Our final half term will end with 'Gods and Mortals', a stimulating topic with a history focus where we will discover a fantastical world full of mythical creatures and legendary heroes.

Poseidon, Apollo, Artemis, and Zeus reign almighty from Mount Olympus, watching mere mortals on dusty Athenian streets.

On the 6<sup>th</sup> June, we will visit the Wallace Collection, where we will come face-to-face with Hercules, Perseus and Apollo, characters from ancient Greek and Roman myths whose stories are told in paintings, sculptures, furniture and ceramics. Find out how these stories have inspired artists through the ages and finish with some observational drawing.

Our writing focus for this half term will all be topic based. We will begin by writing about our experience at the Wallace collection. We will use our research skills to learn about different gods and create vivid character descriptions. Next we will enjoy reading different Greek myths and use them to create different text.

# Mathematics National Curriculum Objectives

Note the objectives in **BOLD** will be taught for the first time. Others have been previously taught this year.



## Number

### **Number and place value**

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.

### **Addition and Subtraction**

- add and subtract numbers mentally, including:
  - a three-digit number and ones
  - a three-digit number and tens
  - a three-digit number and hundreds
- add and subtract numbers with up to three digits
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

### **Multiplication and Division**

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers
- solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

### **Fractions**

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ].
- recognise and show, using diagrams, equivalent fractions with small denominators
- compare and order unit fractions and fractions with the same denominator
- solve problems that involve all of the above.

### **Measurement**

- tell and write the time from an analogue clock, including using Roman numerals from I to XII, 12-hour and **24-hour clocks**
- 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
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events, [for example, to calculate the time taken by particular events or tasks]
- measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml)
- add and subtract amounts of money to give change, using both £ and p in practical contexts

## Geometry

### **Properties of shapes**

- draw 2-D shapes, and make 3-D shapes using modeling materials; 3-D shapes in different orientations and describe them
- recognise that angles are a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- measure the perimeter of simple 2-D shapes.

## Statistics

- interpret and present data using bar charts, pictograms and tables.
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

## **Other Areas of the Curriculum**

In addition, each day they will continue to be a specific focus on grammar, punctuation, handwriting and spelling.

During the term, Mrs Forde will be teaching Maths for an hour every Friday morning.

On Thursdays, we will have specialist teachers for; ukulele, Spanish, music and PE.

On Fridays, we will have specialist teachers Dance.

**Please ensure PE kit is in school everyday of the week.**

## **Guided Reading**

We will be reading each week during a guided reading session and independent reading daily, encouraging reading a range of genres from the book corner.

Reading is important to develop writing but is also enjoyable.

Guided reading books will continue to go out on a **Friday** and will be collected in on a **Wednesday**.

However, it should be in their book bag **everyday**, as it maybe needed in school.

## **Homework**

We will be following the school homework policy, which includes:

- 20 minutes independent reading everyday
- 10 minutes mental maths/times tables everyday  
(Year 3 are expect to know their 2, 3, 4, 5, 8 and 10 times tables and will begin the Monkfrith times table challenge each week).
- Plus, two additional pieces of homework per week.
- If the piece of work is project based it may extend across several weeks

## **In addition**

Any tissues would be greatly appreciated! As would any unwanted newspaper or magazines, as we use these frequently during our lessons.

If you have any queries or questions, please do not hesitate to write me a note or make an appointment to see me.

Thank you for your continued support and I look forward to the term ahead.

Miss Pierides