

# The Good Shepherd Catholic Primary School



## Year 3

Summer Curriculum Newsletter

In this booklet, we have included some information we feel you may find useful about the work your child will be doing this term. As well as the topics we will be covering in class, we have also included the objectives and expectations for each subject. We hope you will find this information useful and supportive.

Mrs Richards, Mrs Maule and Mrs McDonald.

SUBJECT	TOPIC INFORMATION	
RELIGIOUS EDUCATION	<p><b>Reconciliation – Choices</b></p> <p><b>Pentecost – Energy</b></p> <p><b>Sikhism – The Gurdwara</b></p> <p><b>Universal Church – Special Places</b></p>	<p>Over the Summer term we will be focusing on four topics.</p> <p>Within the topic of Reconciliation, the children will learn that Christians believe that, in Jesus Christ, the world has been reconciled to God. Through and in Christ, every human being is offered the power to reach out in forgiveness and peace, to received and to offer reconciliation. Throughout the topic scripture will be at the heart of every lesson this includes; Matthew 21:28-31 the two sons, Luke 15: 11-32 and 1 Thessalonians 5:12-18.</p> <p>After Reconciliation, we will be moving onto the topic of Pentecost. We will be looking closely at the symbols of Pentecost such as the Holy Spirit, wind, fire, power and energy. The focus of scripture will continue, including; Matthew 28:1-10, John 16:5-7 and Acts 1:6-11. During this topic we will ask ourselves ‘How can the energy of the wind be used for good?’ and ‘How the Holy Spirit inspires Christians?’.</p> <p>Next, we will be focusing on our ‘Other religion’. This year we will be focusing on Sikhism, more specifically within Year 3, we will be looking at the Sikh place of worship, The Gurdwara. We will look at how Sikhs welcome people into their place of worship.</p> <p>To finish our year, we will be learning about the Universal Church. As a community we have many special places: places where people gather for prayer and worship; places are holy because of their association with Jesus or holy people; places of pilgrimage. Within this topic, we will think about our special places and the special places for Jesus. This will lead to the respect we need to have for our world as our special place. Lastly, we will reflect on Romans 5:5...</p> <p><i>... the love of God has been poured into our hearts by the Holy Spirit.</i></p>
ENGLISH	<p><b>Persuasive writing</b></p> <p><b>Narrative</b></p> <p><b>Instructions</b></p> <p><b>Non-chronological reports</b></p>	<p><u>Reading</u></p> <p>We will read a range of texts linked to our topic, Flow (term 5) and Scrumdiddlyumptious (term 6). This will include fiction and non-fiction texts linked to plastic pollution of rivers and oceans. Pupils will work on their understanding of the texts, retrieving key facts and summarising.</p> <p>Pupils will work on their reading fluency through whole class and individual reading.</p> <p>We will also read Bible verses and work on our understanding of them each week.</p> <hr/> <p><u>Writing</u></p> <p>Through our topic, Flow, pupils will learn about plastic pollution of rivers and oceans. They will learn about the features of persuasive writing and use the information they have learnt to write persuasively.</p>

		<p>Following this, we will read the story <i>Arthur and the Golden Rope</i> and pupils will do narrative writing linked to this text.</p> <p>During Summer 2, during our topic, <i>Scrumdiddlyumptious!</i> pupils will learn about Roald Dahl and <i>Charlie and the Chocolate Factory</i>. This will then link to writing of advertising, recipes (instructions) and non-chronological reports.</p>
MATHS		<p>Maths this term will include:</p> <ul style="list-style-type: none"> <li>○ Unit fractions.</li> <li>○ Multiplication.</li> </ul> <p>In Summer 2, pupils will learn about:</p> <ul style="list-style-type: none"> <li>○ Non-unit fractions (fractions with a numerator higher than one).</li> <li>○ Parallel and perpendicular lines in polygons.</li> <li>○ Time.</li> </ul>
SCIENCE	<b>Animals, including humans</b>	<ul style="list-style-type: none"> <li>○ Will identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>○ Will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> </ul>
	<b>Plants</b>	<ul style="list-style-type: none"> <li>○ Explain the functions of the different parts of plants and a flower.</li> <li>○ Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow).</li> <li>○ Investigate the way in which water is transported within plants.</li> <li>○ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>
HISTORY	<b>Flow</b>	<ul style="list-style-type: none"> <li>○ How people lived in the past, including the importance of living near a water supply.</li> </ul>
	<b>Scrumdiddlyumptious!</b>	<ul style="list-style-type: none"> <li>○ To summarise how an aspect of British life has changed over time.</li> </ul>
GEOGRAPHY	<b>Flow</b>	<ul style="list-style-type: none"> <li>○ Grid references on maps.</li> <li>○ Identifying and locating significant features on a map.</li> <li>○ Researching and describing significant geographical features.</li> </ul>
	<b>Scrumdiddlyumptious!</b>	<ul style="list-style-type: none"> <li>○ Learning about food journeys.</li> <li>○ Learning about which foods come from which parts of the world.</li> </ul>
COMPUTING		<p>Summer 1: branching databases</p> <p>Summer 2: animation</p>
MUSIC	<b>Pitch</b>	Pupils will learn musical skills linked to the Year 3 National Curriculum objectives.

	<b>Texture</b>	Pupils will learn musical skills linked to the Year 3 National Curriculum objectives.
PE	<b>Topic focus: to develop the declarative, procedural and conditional child development.</b>	RUN/JUMP/THROW (athletics as the vehicle)  AIM/STRIKE/RETRIEVE (cricket, rounders, kickball, longball and baseball as the vehicles)  Affective/value focus: courage  Cognitive (thinking me) focus: growth mindset
ART	<b>Fossil Sculpture</b>	<ul style="list-style-type: none"> <li>○ Children will produce a 3-D sculpture of a fossil.</li> <li>○ A silk painting of a chosen flower.</li> </ul>
	<b>Weaving</b>	<ul style="list-style-type: none"> <li>○ Botanical weaving.</li> </ul>
DESIGN AND TECHNOLOGY	<b>Bake Off Style Drink</b>	<ul style="list-style-type: none"> <li>○ Children will design a drink linked to our science topic.</li> </ul>
FRENCH	<b>Little Red Riding Hood</b>	<ul style="list-style-type: none"> <li>○ Learning vocabulary linked to the body.</li> <li>○ Developing listening skills.</li> </ul>
	<b>I can...</b>	<ul style="list-style-type: none"> <li>○ Use of the verb 'pouvoir' (I can).</li> <li>○ Learning a range of French verbs for everyday actions.</li> </ul>
PSHE	<b>Fake is a Mistake!</b>	<ul style="list-style-type: none"> <li>○ Describing our feelings.</li> <li>○ How to protect our hearts.</li> <li>○ How to live healthily.</li> <li>○ People we are grateful for.</li> </ul>
	<b>No Way Through isn't True.</b>	<ul style="list-style-type: none"> <li>○ Learning that life includes setbacks and how to bounce back.</li> <li>○ How to help someone who is injured.</li> <li>○ The impact of our attitude on reaching for our dreams.</li> </ul>
HOMEWORK	<b>SPELLINGS</b>	The children will have weekly spellings to learn.  <b>Spellings will be tested every Friday.</b>
	<b>TIMES TABLES</b>	The children will have weekly times tables to learn.  <b>Times tables will be tested every Friday.</b>
	<b>Flow (Summer 1)</b>	<i>Optional:</i> research this topic and present your information in the way you choose. This can include making things, writing or art.
	<b>Scrumdiddlyumptious! (Summer 2)</b>	<i>Optional:</i> research this topic and present your information in the way you choose. This can include making things, writing or art.

	<b>IXL</b>	IXL – we will be setting homework in the form of IXL. This work will reflect past, present or pre-learning. It is essential your child logs on <b>every week</b> . We will be monitoring their engagement and progress on a weekly basis.
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