

**CURRICULUM - YEAR 3 - SUMMER 2020**  
**MAIN FOCUS – 1) Chembakolli, a village in India**

	<b>WORK COVERED</b>	<b>HOW TO HELP YOUR CHILD AT HOME</b>	<b>Please discuss this vocabulary with your child</b>
<b>ENGLISH</b>	<p>Continuing to develop writing skills:</p> <ul style="list-style-type: none"> <li>- Punctuation to include: capital letters . ! ? , ‘</li> <li>- Understanding contractions: couldn't, wouldn't, isn't</li> <li>- Using expanded noun phrases: The spooky house on the hill.</li> <li>- Conjunctions: moving from 'and', 'so' and 'but' to 'therefore' and 'however'.</li> <li>- Checking for present and past tense.</li> <li>- Using adverbs and adventurous vocabulary.</li> <li>- Organising writing into paragraphs and headings and subheadings where appropriate.</li> <li>- Focusing on joining handwriting consistently.</li> </ul> <p>Novel as a Theme- Fiction and Non-Fiction Writing Book Focus- Matilda.</p> <p>Understanding Roald Dahl's style of writing and looking closely at the language used.</p> <p>Incorporating key year 3 skills into our writing with the focus on Matilda.</p> <p>Learning, retelling and writing of a story.</p> <p>Planning and writing own story after retelling a familiar story with a focus on: dialogue, story structure and characters.</p> <p>Retelling main points of a story in sequence.</p> <p>Non fiction writing- Using knowledge gained about Chembakolli and the local area to give information. Focus on layout and editing skills.</p> <ul style="list-style-type: none"> <li>- Ongoing development of reading skills, particularly research skills and extracting information.</li> <li>- Guided group reading.</li> </ul>	<p>Try retelling familiar stories at home as accurately as possible including: characters, dialogue and events in order.</p> <p>Recount the main events of a day or week ensuring as much detail as possible and that main events are in order.</p> <p>Edit any written work by reading it through, one sentence at a time, aloud.</p> <p>Daily reading practice.</p> <p>Ask children questions about stories they have read.</p> <p>Or read online stories:  <a href="http://www.oxfordowl.co.uk/">http://www.oxfordowl.co.uk/</a>  <a href="http://stories2.lgfl.org.uk/">http://stories2.lgfl.org.uk/</a></p> <p>Learn weekly spellings.</p> <p>Use this website to learn unfamiliar spellings and play spelling games:  <a href="http://www.spellodrome.co.uk">www.spellodrome.co.uk</a>          (Log on details are the same username and password that is used for Mathletics)</p>	<p>story</p> <p>retell</p> <p>events</p> <p>order</p> <p>dialogue</p> <p>speech marks</p> <p>characters</p> <p>setting</p> <p>edit</p> <p>improve</p> <p>vocabulary</p> <p>connective</p> <p>opener</p> <p>past tense</p> <p>fiction</p> <p>non-fiction</p> <p>setting</p> <p>dilemma</p> <p>resolution</p>
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<b>MATHS</b>	<p>Focus on number: place value, ordering, partitioning, estimating and rounding.</p> <p>Understanding addition, subtraction, multiplication and division and applying this to ‘real life’ problems. Times tables and mental calculations.</p> <p>Fractions – count up and down in tenths, find a fraction of a set of objects, recognise equivalent fractions and order fractions.</p> <p>Measures and reading numbers from scales.</p> <p>Telling the analogue and digital time to the nearest five minutes and solving time word problems.</p> <p>Statistics – creating and interpreting diagrams and graphs (Carroll and Venn diagrams, frequency tables, pictograms and bar graphs)</p> <p>Geometry – properties of 2D and 3D shapes, identifying right angles and lines of symmetry.</p>	<p>Weighing household objects in grams, kg, litres and ml.</p> <p>Measuring the length of objects in mm, cm and m.</p> <p>Encourage children to look for and use patterns, e.g. Puzzle books.</p> <p>Allow children to use money to pay or work out the cost of multiple items when shopping.</p> <p>On-going help with times tables (focus on 4 and 8) and number bonds to 10, 20 and 100.</p> <p>Visit the following websites for a range of interactive games:  <a href="http://www.mathletics.co.uk">www.mathletics.co.uk</a>  <a href="http://www.educationcity.com">www.educationcity.com</a></p> <p>Ask your child’s teacher for log in details if you don’t currently have them.</p>	<p>hundreds</p> <p>tens</p> <p>ones</p> <p>equivalent</p> <p>half</p> <p>third</p> <p>quarter</p> <p>fifth</p> <p>tenth</p> <p>scale</p> <p>interval</p> <p>total</p> <p>sum of</p> <p>product of</p> <p>weight</p> <p>length</p> <p>convert</p> <p>analogue</p> <p>digital</p> <p>graph</p> <p>2D</p> <p>3D</p>
<b>GEOGRAPHY</b>	<p>Focus on Chembakolli – a contrasting locality in India.</p> <p>Locating Chembakolli in India, Asia and the world using maps and atlases.</p> <p>Researching the landscape, festivals, climate, food and daily life in Chembakolli through a range of sources (photos, internet, artefacts, books etc)</p> <p>Making comparisons with Croydon and Bangalore.</p>	<p>Use maps, atlases or <a href="http://www.earth.google.co.uk">www.earth.google.co.uk</a> to locate Asia, India and Chembakolli.</p> <p>Carry out research about the landscape and climate in Chembakolli and compare to a nearby city such as Bangalore.  <a href="http://www.actionaid.org.uk/102789/chembakolli.html">http://www.actionaid.org.uk/102789/chembakolli.html</a></p>	<p>continent</p> <p>Asia</p> <p>landscape</p> <p>climate</p> <p>farming</p> <p>agriculture</p> <p>plantation</p> <p>urban</p> <p>rural</p> <p>Adivasi tribe</p> <p>Nilgiri Hills</p>
<b>ART</b>	<p>Focusing on Chembakolli to create a landscape drawing. Sketching and creating a collage with a range of materials.</p>	<p>Try to observe and sketch different landscapes (garden, park, woods) identifying objects in the background and the foreground.</p>	<p>landscape</p> <p>background</p> <p>foreground</p> <p>colour</p> <p>texture</p> <p>collage</p>
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<b>SCIENCE</b>	<p>Magnets and springs: Looking at magnets to find out what materials are magnetic and what materials are non-magnetic. Carrying out investigations to test the strength of magnets and springs. Identifying forces in action when a spring is compressed or stretched.</p> <p>Light and shadow: Identifying sources of light that are natural and artificial, describing how light travels and using investigation skills to find out how a shadow appears to move position during a day.</p>	<p>Try to identify materials at home that are magnetic and non magnetic. <a href="http://www.sciencekids.co.nz/gamesactivities/magnetssprings.html">http://www.sciencekids.co.nz/gamesactivities/magnetssprings.html</a></p> <p>Try creating your own shadow at home and investigate how you can change the size and shape of a shadow. Make shadow puppets. Visit BBC KS2 Bitesize: <a href="http://www.bbc.co.uk/schools/ks2bitesize/science/physical_processes/light_shadows/read1.shtml">http://www.bbc.co.uk/schools/ks2bitesize/science/physical_processes/light_shadows/read1.shtml</a></p>	<p>Magnets and springs: repel, attract, pole, north, south, force, magnetic, push, pull.</p> <p>Light and shadow: dark, size, light source, travel, blocks, opaque, translucent, natural, artificial.</p>
<b>R.E.</b>	<p>Challenging Unit- Caring for our environment Focus Question- Why should we care for our world? Learning about how different religions care for their environment and the people that live it. <b>Human Questions:</b> Should all people take equal responsibility for care of the world? <b>Personal Questions:</b> What do I value (like) in the natural world? <b>Religious Questions:</b> Do all people believe the same about how the world began?</p>	<p>Challenge your children to think about how they would care for animals, the environment and people that live in this world.</p> <p>Explore different religious beliefs and compare them to your own values, thoughts and attitudes.</p>	<p>world environment citizenship stewardship ownership responsibility care respect religions thoughts belief challenge</p>
<b>MUSIC</b>	<p>Pupils explore musical patterns in music and song, use symbols to record musical patterns, control their voice and instrumental sounds in patterns and compose their own rhythmic patterns.</p> <p>The children will also be exploring these music elements through the continued use of Croydon music ICT programme 'Charanga'</p>	<p>Listening to different styles of music and identifying the instruments in them.</p> <p>Try making your own instrument: <a href="http://www.sciencekids.co.nz/experiments/makemusic.html">http://www.sciencekids.co.nz/experiments/makemusic.html</a></p>	<p>pattern rhythm instrumental call response beat rhythm ostinato pattern structure</p>
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			<b>vocabulary with your child</b>
<b>P.E.</b>	Swimming – 3H and 3J Athletics Small ball and bat games- rounders and quick cricket Country dancing Fitness Unit	Play small ball games to improve skills of catching, throwing and hitting. When possible take children swimming to reinforce skills learnt.	athletics sprint race batting fielding rhythm unison
<b>COMPUTING</b>	<p>We are Comic Writers</p> <p>The pupils will be developing their ICT skills through the unit called ‘We are Comic Writers’. Pupils will be creating and writing their own story based on decision making and safety. The pupils will look at different comic strips and design their own comic story based on the 3 frame comic strip format. The pupils will then use ICT equipment to create still images from their own story to then publish into a comic book using ICT programming.</p> <p>We are Programmers</p> <p>The pupils will be developing their coding skills through the unit called ‘We are programmers’. In this unit pupils will create an animated cartoon using characters they design.</p> <p>The cartoon will be animated through the coding programme ‘Scratch’ where children will create an algorithm of instructions to make the cartoon move and talk.</p>	<p>Take a look at a range of different comic books and explore the layout.</p> <p>Discuss examples of safety and decision making scenarios that could be made into a story.</p> <p>Explore this free coding website: <a href="http://scratch.mit.edu">http://scratch.mit.edu</a>.</p> <p>Use <a href="http://www.educationcity.co.uk">www.educationcity.co.uk</a> to explore the computing curriculum.</p> <p>Encourage your children to explore the internet safely.</p> <p>Expole Azoomee together and discuss the importance of using the internet responsibly in the holidays.</p> <p><a href="http://azoomee.com/index.php/internet-safety-with-azoomee/">http://azoomee.com/index.php/internet-safety-with-azoomee/</a></p>	<p>Safety Decision making Comic books Storyboard 3 frame format</p> <p>Coding Scratch Algorithm Storyboard Action Dialogue Program</p>

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<b>PSHE</b>	<p>During PSHE lessons this summer term pupils will understand the different kinds of responsibilities, rights and duties at home, at school and in the community and how to be safe.</p> <p>The pupils will also be learning about the community and the environment. They will be discussing how to take care of their school environment and the environment they live in. Pupils will also discuss how they live in their community.</p>	<p>Discuss how to stay safe at school, outside and inside the home. Think about how rules can help us to be safe and how to adhere to the rules.</p> <p>Think about the community and who lives there. How can we look after it and the environment?  <a href="http://www.gogivers.org/">http://www.gogivers.org/</a></p>	<p>Helpful pressure  Unhelpful pressure  Risk situations  Good choices  Wrong choices  Rights and duties  Community environment</p>
<b>SPANISH</b>	<p>To recognise and say names of parts of the body in Spanish.</p> <p>To be able to express symptoms such as headache, stomach ache, etc.</p> <p>To learn numbers up to 50.</p>	<p><a href="https://www.onlinefreespanish.com/aplica/lessons/body/body1.htm#.WtO2eIjwbIU">https://www.onlinefreespanish.com/aplica/lessons/body/body1.htm#.WtO2eIjwbIU</a></p> <p><a href="https://quizlet.com/107189/body-parts-spanish-flash-cards/">https://quizlet.com/107189/body-parts-spanish-flash-cards/</a>  <a href="http://www.bbc.co.uk/schools/primarylanguages/spanish/numbers/">http://www.bbc.co.uk/schools/primarylanguages/spanish/numbers/</a></p> <p><a href="http://www.bbc.co.uk/schools/primarylanguages/spanish/food_and_drink/">http://www.bbc.co.uk/schools/primarylanguages/spanish/food_and_drink/</a></p>	<p>Partes del cuerpo-  <i>Parts of the body,</i>  Cabeza-  <i>head,</i> brazo-  <i>arm,</i> pierna-  <i>leg,</i> ¿qué tal?  – <i>How are you?</i> , Me duele la cabeza – <i>I've got a headache,</i> Me duele el estómago- <i>I've got stomach ache,</i>  Treinta-  <i>thirty,</i>  Cuarenta-  <i>Forty,</i>  Cuarenta y cinco – <i>Forty five,</i>  Cincuenta-  <i>Fifty.</i></p>