

# The Half Term Ahead

## Year 3: Summer 1

**Earth Charter links:** Past, interconnected  
**Big Question:** What impact do the Alps and the Amalfi coast have on tourism?

**Finale Event: Outdoor Picnic.**

Key dates	Home Learning Expectations								
<p><b>Please put these dates in your diary</b></p> <ul style="list-style-type: none"> <li>⇒ Friday 17<sup>th</sup> April – Whole School book look after school</li> <li>⇒ Monday 20<sup>th</sup> April – first Year 3 swimming session</li> <li>⇒ Tuesday 21<sup>st</sup> April – Parents’ Evening</li> <li>⇒ Thursday 23<sup>rd</sup> April – Parents’ Evening</li> <li>⇒ Friday 24<sup>th</sup> April – PTA Quiz 7pm</li> <li>⇒ Monday 4<sup>th</sup> May – Bank holiday</li> <li>⇒ Friday 15<sup>th</sup> May – Class Photos</li> <li>⇒ Friday 22<sup>nd</sup> May – End of term picnic with grownups (more details to come)</li> <li>⇒ Friday 22<sup>nd</sup> May – Break up for half term (full day)</li> </ul> <p><b>‘Reach for the Stars’ – optional enrichment activities to enjoy with your child:</b></p> <ul style="list-style-type: none"> <li>⇒ Challenge 1: Create a holiday brochure for a destination in Europe. You could research their national dishes, famous visitor spots and national traditions.</li> <li>⇒ Challenge 2: Linking to our PSHE topic of relationships, design a family tree of all the people in your family.</li> <li>⇒ Challenge 3: When going around the supermarket, keep a written record of how much the items you put in your basket cost. Can you work out the total of the shopping?</li> <li>⇒ Challenge 4: Play the coin game: Trace around coins and colour in the shapes. Ask your child to match the coin to the image and talk about each one's name.</li> <li>⇒ Challenge 5: Make a tasty sandwich at home. Can you write a set of instructions on how you made it?</li> <li>⇒ Challenge 6: Write a book review about a book you have read that was challenging</li> </ul>	<p><b>Reading every day: the power of 1:1 reading</b>            The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities.</p> <p><b>Home Learning cycle: standardised deadlines</b></p> <ul style="list-style-type: none"> <li>⇒ The homework cycle begins on Friday</li> <li>⇒ All homework is due to be completed by Thursday morning of the next week.</li> </ul> <p><b>Tasks/activities in addition to reading at home daily:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #0070C0; color: white;"> <th>Activity</th> <th>Expectation</th> </tr> </thead> <tbody> <tr> <td>Doodle Maths</td> <td>5x 10min sessions a week</td> </tr> <tr> <td>Spellings</td> <td>Around 15 minutes a week via Spelling Shed</td> </tr> <tr> <td>‘Times Tables Rockstars’</td> <td>5x 10min sessions a week</td> </tr> </tbody> </table>	Activity	Expectation	Doodle Maths	5x 10min sessions a week	Spellings	Around 15 minutes a week via Spelling Shed	‘Times Tables Rockstars’	5x 10min sessions a week
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# Curriculum Overview

Year 3	Summer 1
Reading: Key Text	<b>Key Text: The Horse Dreamer Trot by Holly Surplice</b> Give / explain the meaning of words in context   retrieve and record information / identify key details from fiction and non-fiction   summarise main ideas from more than one paragraph   make inferences from the text / explain and justify inferences with evidence from the text   predict what might happen from details stated and implied   identify / explain how information / narrative content is related & contributes to meaning as a whole   identify / explain how meaning is enhanced through choice of words and phrases   make comparisons within the text.
Writing & Grammar	<b>Narrative: Escape from Pompeii – Christina Balit</b>   Group related ideas into paragraphs - express time, place and cause using conjunctions, adverbs and prepositions – understand how to use past perfect verb form – use inverted commas. <b>Informative Text: Earth Shattering Events – Robin Jacobs</b>   sometimes use the present perfect verb form – express time, place and cause using conjunctions, adverbs and prepositions – use a wide range of conjunctions to create multi-clause sentences – use appropriate sub-headings and headings.
Spelling	Words with the suffix -er   words where the digraph 'ch' makes a /k/sound   words ending in -gue and -que-   words where the digraph 'sc' make a /s/ sound   words that are homophones.
Maths	<b>Fractions</b> – to add and subtract fractions – to partition a whole – to find unit and non-unit fractions – fractions of an amount <b>Money</b> – To identify notes and coins – to convert between pounds and pence – add and subtract amounts of money – to be able to give change.
Science	<b>Physics: Forces and Motion</b> Introducing pushes and pulls, opposing forces and balanced forces.
RE	<b>Social Sciences: Islam</b> – How do Muslims express their beliefs in their daily lives.
PSHE	<b>Relationships</b> Family roles and responsibilities, friendship, keeping myself safe, being a global citizen, celebrating my web of relationships.
PE	Athletics: Track and Field   Swimming
Computing	<b>Desktop publishing</b> This unit progresses learners' knowledge and understanding of using digital devices to combine text and images
Humanities	<b>Geography: Looking at Europe and tourism</b> - Comparing the human and physical features of the Alps, the Amalfi Coast and a local area, and exploring the impact of tourism in these areas.
DT	<b>Making Food: Sandwiches and packed lunches</b> – Nutrition and eating, food safety and hygiene, preparing food and working in a kitchen.
Music	World Music
MFL	<b>Spanish: Los instrumentos</b> Name and recognise up to 10 instruments   Attempt to spell some of these nouns with their definite article/determiner   Learn how to say 'I play' + an instrument <b>Spanish: Sé</b> Recognise, remember and spell 10 action verbs   Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how) and 'no sé' (I do not know how)   Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but)

