



St. Lawrence Primary School

La Grande Route de St Laurent
St Lawrence
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St. Lawrence School Curriculum Letter- Year 3 Summer Term 2021

I hope you've had a wonderful Easter break! This term will again be jam-packed with more exciting learning and experiences. I'm looking forward to supporting your child in achieving their full potential. Outlined below shows the areas that we will be studying in Year 3 this Summer term:

Reading:

During these sessions the children will be given their weekly spellings which are to be handed in on a Monday. Children are expected to read at least 5 times per week for approximately 15 minutes. Please can you ensure that you do spend quality time reading with them, discussing the book they are reading and asking your child questions about what they have read.

Tuesday to Friday's focus is RWI, when we will practice daily speed sounds and look at reading comprehension. For the first half term the comprehension books are based on descriptive writing and abstract poetry. The second half of the term will be focused on persuasive writing and dialogue. This term's poem the class we will be learning is the Viking poem which has already been sent home to learn.

Writing:

In dedicated writing sessions, the children will be reading and writing about Poetry, in particular, 'Kennings' and they will plan and write their own Kennings Poem. Throughout our writing sessions the children will continue to use various forms of punctuation, focusing on using exciting vocabulary, looking at ways of making sentence openers exciting and ensuring that a piece of work 'flows'. We will also be looking at different sentence types (on home spelling sheets), and the children will be encouraged to use these throughout their work.

Maths

The children have learnt all about 'Number' and the 4 operations during the Autumn and Spring term. This term, the focus will be on Time, Bar Graphs, Fractions, Decimals, Properties of Shapes and Measurement. Pupils will be taught:

Measurement: Time (Chapter 9)

- To use the terms 'a.m.' and 'p.m.' correctly to identify morning or afternoon/evening.
- To learn to tell time to the minute; to understand the relationship between the minute hand and hour hand.
- To consolidate and apply a variety of vocabulary used to express the time.
- To compare analogue and digital time; to represent time using both analogue and digital methods.
- To tell time before the hour using the hour and minute hands.
- To learn to tell time using 24-hour notation; to use analogue time and 24-hour notation interchangeably.
- To tell the time on an analogue clock using Roman numerals.
- To measure time in seconds and milliseconds.
- To measure time in seconds using a stopwatch; to consolidate previous learning about seconds.
- To consolidate measuring time in seconds; to conduct a time experiment using seconds.
- To measure time in hours using an analogue clock.
- To consolidate the measurement of time in hours.
- To measure time in hours using analogue clocks and timelines; to count backwards in time by the hour.
- To measure the passage of time in minutes using an analogue clock and a timeline.
- To measure time to the minute when it crosses into the next hour; to use number bonds to calculate the passage of time.
- To measure time in minutes, counting backwards to determine the starting point; to use number bonds and timelines to calculate

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the passage of time.

- To determine how many seconds are in a minute; to use multiplication to calculate the number of seconds in a number of minutes.
- To convert seconds into minutes using number bonds.
- To calculate the number of days in a month; to learn which months have 31, 30 and 28/29 days.
- To find the duration of days for different activities.

Statistics: Picture Graphs and Bar Graphs (Chapter 10)

- To construct picture graphs from a set of data; to present data with pictures that represent more than one item.
- To construct bar graphs from a set of data; to use proportion to reflect precise difference in quantity.
- To read and interpret information from a bar graph; to use and understand vocabulary related to bar graphs.
- To read bar graphs where the scale is not a multiple of all quantities measured.
- To read bar graphs where the scale is made up of larger increments.

Fractions, Decimals and Percentages: Fractions (Chapter 11)

- To count in tenths; to recognise tenths and be able to determine how many tenths are shaded.
- To make number pairs to create 1; to combine fractions to make 1.
- To add fractions with the same denominator.
- To consolidate adding fractions with the same name; to learn how fractions can add to 1.
- To subtract fractions with the same name.
- To find equivalent fractions through paper folding and shading.
- To find equivalent fractions using paper folding and shading.
- To find equivalent fractions; to place fractions on a number line.
- To find fractions equivalent to $\frac{1}{2}$; to use pictorial representations and multiplication to show equivalence.
- To find equivalent fractions using concrete objects and pictorial representations.
- To find equivalent fractions using pictorial representations and multiplication.
- To find the simplest fraction using visualisation and concrete materials.
- To find the simplest fraction using pictorial representations and division.
- To find equivalent fractions using multiplication and division; to determine whether or not a fraction is equivalent.
- To compare the fractions $\frac{1}{2}$ and $\frac{1}{4}$ using pictorial representations and concrete materials.
- To compare fractions with different names (denominators) using pictorial representations and number lines.
- To add fractions using pictorial representations; to simplify fractions after adding them.
- To subtract fractions using pictorial representations; to simplify fractions after they have been subtracted.
- To subtract fractions from a whole amount; to use pictorial representations of whole numbers to help subtract fractions.
- To determine a fraction of a whole number using pictorial representations.
- To find a fraction of a whole number using pictorial representations, multiplication and concrete objects.
- To consolidate finding the fraction of a whole number.
- To divide 1 between more than 1; to share 1 whole equally between more than 1.
- To share more than 1 using pictorial representations and division.
- To share more than 1; to recognise a whole and its parts using pictures and number lines.
- To show more than 1 whole after sharing a number of items equally; to use pictorial representations to share whole items equally.
- To apply bar modelling to represent fractions in word problems; to solve word problems using pictorial representations and abstract methods.
- To use bar models to solve word problems involving the fraction $\frac{1}{2}$.
- To use bar models to solve word problems involving the fractions $\frac{1}{3}$ and $\frac{1}{5}$.

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Geometry – Properties of Shapes: Angles (Chapter 12,13)

- To learn what makes an angle and identify angles in objects.
- To see angles on the inside and outside of objects; to find angles in letters.
- To find angles in shapes; to determine the relationship between the number of angles in a shape and the number of sides.
- To find right angles in everyday objects; to understand what makes a right angle.
- To compare angles using the terms 'right' angle and 'acute' angle; to identify acute angles as smaller angles than right angles.
- To identify right angles and acute angles; to recognise and define an obtuse angle.
- To make turns using angles vocabulary; to align the language of angles and fractions to describe turns.
- To identify, define and create perpendicular lines; to find perpendicular lines in everyday objects.
- To identify, define and create parallel lines; to find parallel lines in everyday objects.
- To define and identify vertical and horizontal lines; to find vertical and horizontal lines in everyday life.
- To describe 2-D shapes using familiar vocabulary about lines and angles.
- To draw 2-D shapes in proportion to their size; to identify how big a shape is.
- To create 3-D shapes out of nets; to use vocabulary related to 3-D shapes and their properties.
- To construct 3-D shapes out of clay and discuss their properties.
- To describe 3-D shapes using familiar terms; to identify properties of 3-D shapes.

Measurement: Perimeter of Figures (Chapter 14)

- To determine the perimeter of basic shapes; to use grid paper to measure the perimeter of a shape.
- To measure the perimeter of a shape using 1 cm grid paper.
- To determine the perimeter of different shapes; to create shapes with a specific perimeter.
- To find the perimeter of shapes using 2 cm grids; to identify mistakes in others' work.
- To calculate the perimeter of a shape using a ruler to measure the side lengths.
- To calculate the perimeter of a rectangle using multiplication and addition.
- To calculate the perimeter of a square using addition and multiplication; to calculate the perimeter of rectangles and irregular shapes by adding up the length of each side.
- To calculate the perimeter of a square and a rectangle using information previously learned about the properties of shapes.

The children will also have an additional 45 minutes a week working on Maths 'fluency' in which to build upon their times tables knowledge and number bond work.

Science

In science this term we will be studying 'Plants' and in the second half term – 'Rocks & Soils'. Lessons will involve investigational work and the children will identify and describe the functions of the roots of flowering plants and investigate the way in which water is transported within plants. During the Rocks and Fossils module, the children will group rocks according to their characteristics and learn what their purposes are. The children will also take part in their own experiment to consolidate what they have learnt.

French

With Mrs Wilderspin, the children will be revising the numbers 11-20, to say the months of the year, recognise and say parts of the body in French, take part in a song about the body in French, recognise and say colours in French, to ask someone when their birthday, able to ask if someone has a pet animal and be able to say which animals you like or don't like.

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Music

The children will be working with our Music teacher, Miss Stevenard on singing, performing/playing instruments, composing, as well as listening and appraising music. The song they will perform this term is called the 'Earthquake Shake' which will be based on our final topic 'Tremors'.

PSHE

The children will continue to build on their knowledge of 'Zones of Regulation' and learning more techniques on how to control their feelings.

For the first half term the focus will be on dealing with money. Learning how to budget, savings and spending. For the second half term PSHE will look at Physical health and wellbeing. Also learning about people making healthy choices about food and drinks, **and** how branding can affect what foods people choose to buy.

Project – Traders & Raiders and Tremors

This first half term we will be continuing our learning on Vikings and the second half term will be focusing on Natural disasters. I will send out an additional letter, letting you know about the home/school project expectations that the children will be creating at home.

A reminder that Viking day will be on 27th May. Please dress the children appropriately in Viking gear. I will be organizing a Viking style Olympics on that day. I'm hoping parents will be allowed to come and watch. Also on that day the children will perform their Viking poem to an audience.

We are planning to go to Elizabeth Castle on 7th May to learn about our local history.

Art

Art will be undertaken in the second half term and the children will create an observational masking tape drawing depicting a playground tree onto A3 card. They will be drawing, mark-making, painting and creating collage using lots of different textures.

DT

During DT this term we will be creating, making and evaluating Viking Longboats. The children will gather ideas undertaken by research on the internet and they will then plan out their designs in detail, thinking about the materials they will use and create a Viking ship to be proud of!

RE

The children will learn facts about information about the Islamic faith. They will find out about the Islam rites of passage and learn about the importance of the Hajj for a Muslim person. They will also learn about the five pillars of the Islamic faith and from that, the children create their own five pillars that they believe in.

P.E.

Our P.E sessions this term will continue to be every **Wednesday and Friday**. We have been very fortunate to secure two professional coaches to teach the children this term for Tennis as well as Cricket. For the final half term the focus will be on learning the many disciplines involved in Athletics and as well as learning to play rounders and perform as a team.

Please can you ensure that your child comes into school on those days wearing the correct school P.E. kit and suitable trainers. Hair needs to be tied back for safety reasons and jewellery removed.

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ICT/Computing

In ICT/Computing the children will be introduced to continue to learn to receive and send emails. They will also learn to use Microsoft Excel and learn to create a graph and change the graph format as well as being able to use a spreadsheet as a simple database.

Alongside this, they will be looking at Internet safety and typing up neat work. They will also continue to use class ipads to research any information required in class.

Please feel free to email at any time if you have any questions or concerns regarding your child. We are a partnership and by working closely together we can ensure that your child will be receiving the best possible support to move their learning forward. c.fancourt@stlawrence.sch.je

Yours sincerely,

Mr Fancourt

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