

Princess Frederica Primary School

Termly Overview

Year 3

Summer 2024

Class teachers: Ms Z Bastick and Ms Davis

and support teachers: Ms C Howell and Ms Yousef



As always, we have much planned for the term ahead, and the following overview will outline what your child is learning about in class, as well as some important dates to note for this term. More detailed information about what children will be learning will be shared by class teachers through knowledge organisers which are also posted on the school website.

Important dates for your diary

Summer 1 : Monday 15th April - Friday 24h May at 3:30pm

- School Improvement Briefing for parents is at 9:00 am on Friday 17th May
- We break up for half term on Friday 24th May at 3:30pm and we return on Monday 3rd June

Summer 2: Monday 3rd June - Friday 19th July at 1:30pm

- End of year service at St Martins is at 10:00 am on Friday 19th July
- We break up for the term on Friday 19th July at 1:30pm

Residential Trip

- Celtic Harmony: Tuesday 25th June – Thursday 27th June

Trips

- British Museum: Wednesday 22nd May
- Trip to Queens Park TBC

Our Christian Values

As always we will be focusing on teaching an engaging broad curriculum which will involve reading a whole variety of different genres of texts, as well as **'living our Christian values': Growth, Unity, Kindness and Faith**

At the centre of the school we have our school vision "Belonging, learning and growth for life in all its fullness."

For more detailed information on our school vision, values and ethos we encourage you to visit our website: <http://www.princessfrederica.brent.sch.uk/>

Learning in our class this term

Our curriculum is designed to develop children's character, intellect and curiosity. We have high aspirations for our children and aim to offer them a broad, challenging, engaging and diverse curriculum.

By the time children leave our school they will:

- Be kind, confident, well-mannered, thoughtful members of society who embody our Christian values.
- Speak confidently and in Standard English, with a broad range of vocabulary, in formal situations, for example children should be able to argue a point and greet a visitor.
- Have knowledge of a core set of books and poetry that they can make links to and draw upon.
- Have a broad general knowledge and understanding of the world for example of historical facts, geographical sense of place and religions.
- Understand the cultural and historical influences that have shaped this area of London.
- Be ambitious for their futures, expecting that he or she can follow career paths that take them onto higher education such as university or an apprenticeship.
- Enjoy and appreciate the arts and be able to participate in performances, for example music, poetry, dance and drama.
- Understand their body, how to keep it healthy and enjoy participating in sporting activities.
- Have healthy relationships with an age-appropriate understanding of sex education.
- Be able to keep themselves safe (both online and on the streets) and know how to avoid confrontation and resolve disputes peacefully through restorative approaches.
- Have a love of learning and self-efficacy around studying.
- Be passionate about looking after our world and take active responsibility for making a difference in our world.
- Understand and value the concepts of Global Human Values and contribute positively to our community.
- Respect each other regardless of race, religion, ethnicity, culture, gender, disability and wealth.
- Be courageous advocates for the causes they believe in.
- Be anti-racist and call out injustice.

Below is more information about the subjects we will be covering this term (please also refer to our knowledge organisers on the school web site).

- Geography: Geographical inquiry,
- History: The Roman Empire and its impact on Britain.
- Religious Education: Buddhism, Who is Jesus
- Science: Life Processes and Plants, Electricity
- Computing: Simulation, coding
- Art/DT: DT - Moving monsters using a simple pneumatic system, ART - 3D sculpture
- Relationships, sex and health education: Keeping safe: the difference between danger and risk; safe and unsafe medicines; peer pressure

- Texts we will be reading as a whole class are: The Queen of the falls,

Learning objectives

This term children in Year 3 will be working on the following objectives in the core subjects:

Mathematics

I can:

- add and subtract 3 digit numbers mentally
- add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction

$$\begin{array}{r} 5 \ 6 \ 7 \\ + 1 \ 9 \ 9 \\ \hline 7 \ 6 \ 6 \end{array}$$

$$\begin{array}{r} 3 \ 4 \ 3 \\ - 2 \ 3 \ 7 \\ \hline 1 \ 0 \ 6 \end{array}$$

- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- solve problems involving multiplication and division.

$24 \times 3 =$

60

$4 \times 3 = 12$

$+12$

$20 \times 3 = 60$

72

$60 + 12 = 72$

T	O		
2	5		
x	3		
		5	x 3
+		20	x 3

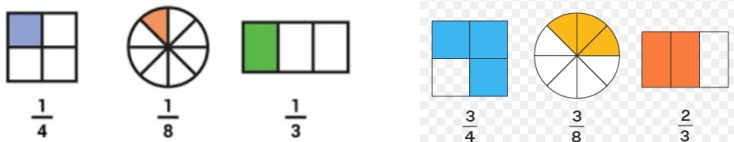
$12 \times 3 = 36$

$3 \times 12 = 36$

$36 \div 12 = 3$

$36 \div 3 = 12$

- recognise and use unit fractions and non-unit fractions with small denominators.



- recognise and show equivalent fractions with small denominators using diagrams.



- solve problems with fractions.
- recall and use multiplication and division facts for the 10, 5, 2, 3, 4 and 8 multiplication tables.
- estimate and read time to the nearest minute.
- identify right angles.
- compare the duration of events.
- identify whether angles are greater than or less than a right angle.
- add and subtract amounts of money to give change, using both £ and p in practical contexts.

Reading

I can:

- apply my growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words I meet.
- ask questions to improve my understanding of a text.
- check that the text makes sense, discuss my understanding and explain the meaning of words in context.
- predict what might happen based on details I have.
- identify ideas from more than one paragraph and summarise.
- start to use a dictionary to find the meaning of unknown words.

- begin to make points about parts of a text such as a character's behaviour and explain what it means.
- draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- answer What/Where/When questions using the present and past.

Writing

I can:

- write for a purpose.
- separate ideas into different paragraphs.
- always use capital letters correctly.
- check writing for spelling, punctuation and grammar.
- use conjunctions of time, place and cause:
time - before, after, when, while, finally, at last, meanwhile
place - where, there, here, next to, beyond, wherever
cause - so, then, since, yet, because, therefore
- spell common homophones correctly:
there/their/they're; here/hear; see/sea; bare/bear;
one/won; sun/son; to/too/two; be/bee; blue/blew; night/knight
- produce legible, joined-up handwriting.
- use inverted commas to punctuate speech.
- understand how to add some prefixes and suffixes to words.
- add subordinate clauses before and after a main clause.
- use apostrophes correctly.

Home-learning will include opportunities to practise some of these objectives but if you and your child are not sure what they mean please make an appointment to speak to me before or after school.

Home-learning and how parents can help

Children work very hard at school during the day so we want to keep home-learning simple and easy to manage. Parents can be a great help if they talk to their children about their learning and set up a routine every night. Little and often is best.

Reading

It is vital that children practise their reading at home by being heard by an adult or older sibling. This is just as important for older children who are decoding texts fluently – they may be able to read the words, but they also need opportunities to discuss the meaning of the texts they are reading as often as possible.

Key Stage Two (Years 3-6)

Children take home a book of their choice (banded book) and a reading diary. Teachers and teaching assistants ensure that the level of the book the child takes home is appropriate and carefully monitor the amount children are reading at home.

Children in KS2 should read for half an hour every day. They can record their reading comments in their reading journal and you should sign and add any more comments to show your child has read to you or another adult/older sibling. **Reading books should be brought into school each morning along with the reading diary.** We encourage children to read a wide range of authors and text types which they find in everyday life, as well as books.

Mathematics

KIRFS (Key Instant Recall Facts)

This year we are going to continue to help children improve their mental maths skills, which are essential to becoming confident mathematicians.

Each half term children will be given a list of **Key instant Recall Facts** to practise and learn at home as well as in school. It is important that they know these thoroughly and can recall specific facts instantly. Whilst children have a wide range of abilities in mathematics, the key instant recall facts are a set of facts that need to be learnt off by heart. They build on each other year on year. Again, we stress that the children must aim to know the facts inside out, back to front and with instant recall. **Children should practise these facts every night for about 10 minutes.** Little and often is the key. Each child will be quizzed on the facts during the half term so teachers can monitor their progress.

Spellings

Your child will receive lists of useful words every week. These words are linked to the spelling pattern or family taught during that week in school. Children will need to practise these for 5 to 10 minutes each night. Little and often is most effective. We are no longer using Spelling Shed nor having a weekly spelling test. KS2 only: As the term goes on they will also have a little red book which will contain spellings individual to the child.

Weekly events

Library is on Wednesday

Music is on Tuesday and Thursday

PE is on Wednesday and Friday – this term the children will be focusing on balls skills and athletics.

PE Uniform: Children should wear their PE kit to school on PE days. The PE uniform is a T shirt with embroidered crest in their house colour, black shorts or grey jogging bottoms and black plimsolls or trainers.

Best wishes,

Ms Bastick and Ms Davis