







Year 3







Welcome back to a new term at The Duke of Bedford! We hope you had a relaxing and joyful Easter break and cannot wait to get going with another busy and exciting term in school. Below is a short description of the learning that will be taking place across the curriculum for the duration of the Summer term in your child's class. As always, should you wish to discuss anything at all, please do not hesitate to come and speak to us.




Yours sincerely,
Miss Jibb

Year 3 PE days
Wednesday (swimming) & Friday
Send your child's PE kit/ Swim kit into school and they can keep it on their peg.
Please ensure that all jewellery is removed for PE days.
PLEASE REMEMBER A SWIMMING HAT THIS IS A SAFETY REQUIREMENT.

Subject	Term 1	Term 2
<p>PSHE</p> 	<p style="text-align: center;"><u>Relationships and Sex Education</u></p> <p>In this unit, the children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and themselves. They will also consider simple hygiene practices and their levels of responsibilities.</p>	<p style="text-align: center;"><u>Managing risk</u></p> <p>During this unit, children will consider a range of physical risks and will begin to develop their understanding of feelings associated with these. They will have the opportunity to consider strategies for reducing risks in everyday situations, as well as recognise the causes of accidents and ways of preventing them. Children will continue to build on their understanding of the importance of people they can turn to regularly for help, support and reassurance.</p> <p style="text-align: center;"><u>Managing change</u></p> <p>In this unit, children will learn about the range of changes that they and other children will experience in their lives. This will include wanted and unwanted change, those changes that are chosen for them, and changes that they choose for themselves. They will explore the emotions that may be involved when we experience loss and/or change, including what might help or hinder when coping with those emotions.</p>
<p>English</p> 	<p style="text-align: center;"><u>Egyptology by Dugald Steer</u></p> <p>In this first half term, the children will write an Egyptian mystery narrative and secret diary. The Egyptian mystery narrative will be focussing on a search for a lost place and something mysterious happening once they've found the lost place. Following this the children will write a diary entry about discovering a lost object and informing the reader about this. In this unit, we will look at forms a or an when the next word starts with a consonant or a vowel and using paragraphs to group related materials. Like in previous units, we will continue to express time, place and cause using adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of). Additionally, we will look at using heading and subheadings to aid presentation and inverted commas to punctuate direct speech.</p>	<p style="text-align: center;"><u>Into the Forest by Anthony Brown</u></p> <p>In this unit based on Into the Forest by Anthony Brown the children will write a lost narrative and a newspaper report. In the lost narrative, the children will write about a character travelling somewhere, becoming lost and returning safely back home. Afterwards, the children will write a newspaper report about finding the missing character. We will continue to use adverbs to express time, place and cause, group materials using paragraphs and using headings and subheading to aid presentation. We will also look at using present perfect form of verbs and inverted commas to punctuate direct speech.</p>

Class Book	The Wild Robot By Peter Brown	The Boy Who Grew Dragons Andy Shepherd
<p>Maths</p> 	<p style="text-align: center;"><u>Fractions</u></p> <p>In this second unit of fractions, the children will understand how we add and subtract fractions with the same denominators. Then, we will look at how to find unit fractions and non-unit fractions of a set of objects by using division facts to support us.</p> <p style="text-align: center;"><u>Money</u></p> <p>The children will consolidate their knowledge of notes and coins from previous years. Before, looking at using £ and p and reading monetary values. Next, they will understand converting pence into pounds and pence. Using this knowledge, the children will add, subtract money and how we can find change when needed.</p> <p style="text-align: center;"><u>Time</u></p> <p>In this unit, the children will look at roman numerals to twelve using the context of a clock face. Building on learning from Year 2, the children will use analogue clocks to tell the time to five minutes and to the nearest minute. For the first time formally in school, the children will be introduced to the 12-hour digital clock, with this we will look at using am and pm to describe times before 12 noon and after 12 noon respectively.</p>	<p style="text-align: center;"><u>Time</u></p> <p>We will start this half term, by continuing with time by developing the children's understanding of hours, days, weeks, months and years. Afterwards, we will find durations of time between given start and end times. The children will use a given duration to count forward to find an end time or count back to find a start time. To end the unit, the children will extend their understanding of the units of time to include minutes and seconds by using a stopwatch to compare the different units of time.</p> <p style="text-align: center;"><u>Shape</u></p> <p>The children will look at turns and angles including right angles and how we compare angles correctly. Then, we will look at the terms horizontal, vertical, parallel and perpendicular to be able to recognise, identify and draw them accurately. They will recognise, name, draw and describe 2-D shapes by their properties. Continuing on from this, they will recognise and name a variety of 3-D shapes in different orientations. To identify the shapes the children will use mathematical language to describe the numbers of faces, edges and vertices.</p> <p style="text-align: center;"><u>Statistics</u></p> <p>Firstly, in this unit the children will learn to read and interpret information presented in pictograms before constructing their own using given data from a range of topics. Building on knowledge from pictograms, they will learn to interpret and draw bar charts. To apply their knowledge of pictograms and bar charts, the class will collect their own data and construct bar charts and pictograms to show this data. They will also look at interpreting information from two-ways tables before solving one and two step problems.</p>
<p>Science</p> 	<p style="text-align: center;"><u>What do plants need?</u></p> <p>In this unit children will explore what plants need to grow well. They will compare how plants grow in different soils and explore how fertilisers can be used to improve growth. Children will investigate the amount of water needed to help a leafy pot plant grow well. They will also investigate how space affects plant growth by comparing how well grass seeds grow with more or less space. They will use what they have learned to grow a mystery plant from seed. Children will use the results from their investigations to produce a helpful hints and tips card to describe what helps plants grow better.</p>	<p style="text-align: center;"><u>Light and shadows</u></p> <p>This term in our Science lessons we will be investigating how light travels from a source and allows us to see things! We will be drawing scientific diagrams to demonstrate our understanding and will carry out our own investigations into how shadows are formed when light is blocked.</p>

<p>Computing</p> 	<p><u>Creating media - Desktop publishing</u> During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover.</p>	<p><u>Programming B - Events and actions in programs</u> This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program.</p>
<p>D&T</p> 		<p><u>Healthy Main</u> The children will start this unit by investigating and evaluating existing products. First, we will try different bread bases such as bread, wraps, bagel etc. Afterwards, we will try various fillings such as meat, vegetables, salad etc. Next, we will design your own healthy lunch box main element by creating a design criteria. Finally, we will make and evaluate our final product.</p>
<p>Art</p> 	<p><u>Drawing and making inspired by illustrators.</u> In this unit of art, we will look at the work of the illustrator Maurice Sendak, who illustrated the book Where The Wild Things Are. We will look at how illustrators use line, colour and shape to create drawings which brings stories to life. We will explore mark making with pencil, pen and ink to create our own illustration.</p>	
<p>Geography</p> 		<p><u>United Kingdom</u> In this unit, the children will compare and contrast different countries of the UK, identify where they live in the UK and locate the UK's major cities. We will look at physical characteristics of the UK and how people have affected the United Kingdom's landscape. The children will investigate the sorts of industries in which people work. They will also investigate different types of energy sources used and evaluate the advantages and disadvantages of wind energy.</p>
<p>History</p> 	<p><u>Local History Study</u> During this unit, the children will look at the history of Thorney and the surrounding area. We will look at early settlers in Thorney and the Earl of Bedford. We will also investigate the significance of the Bedford Hall to Thorney and the history of the building alongside looking at the history of the Abbey.</p>	
<p>PE</p> 	<p><u>Swimming</u> In this half term of swimming, we will look at developing the key core skills to enable the children to be ease in the water, including being comfortable with water on their faces and achieve the skills to able to swim. All the children should be aware of the</p>	<p><u>Gymnastics</u> In Year 3, gymnastics focuses on developing strength, balance and control through a range of floor and apparatus-based activities. Emphasis is placed on body control, safe use of equipment and beginning to evaluate and improve their own and others' performances.</p>

	<p>dangers of the water and have techniques for staying safe when in and around water.</p> <p style="text-align: center;"><u>Athletics</u></p> <p>In athletics, the children learn to apply a broad range of athletic skills in different ways. These skills, practiced in isolation and combination include running, jumping, and throwing with control and consistency.</p>	<p style="text-align: center;"><u>Striking and fielding - Rounders</u></p> <p>Striking and fielding lessons introduce pupils to the basic skills needed for rounders. Children practise striking a ball with control, throwing and catching accurately, and learning how to field effectively as part of a team. They begin to understand simple rules, positioning and scoring, while developing teamwork, coordination and confidence within small-sided game situations.</p>
<p style="text-align: center;">RE</p> 	<p style="text-align: center;"><u>What is Judaism all about?</u></p> <p>In this unit, the children will learn about the Jewish holy text and why Abraham and Moses were important people in the Jewish faith. They look at the traditions and cultures in Orthodox Hasidic Judaism and Atheist Jews. Finally, they will investigate how families celebrate Rosh Hashanah.</p>	<p style="text-align: center;"><u>How can we make a difference in our world?</u></p> <p>In these lessons, the children will discuss how people in the local community can help others and how many world religions help people around the world. They will discuss and investigate religious charities such as the Salvation Army and Save The Children to help people all around the world. To finish the unit, the children will think about how they can make a difference in the world.</p>
<p style="text-align: center;">Music</p> 	<p style="text-align: center;"><u>Bringing Us Together</u></p> <p>In the first half term, the children will be focusing on a disco song about friendship, peace, hope and unity by Joanna Mangona and Pete Readman. The children will listen and appraise other disco songs including We Are Family by Sister Sledge and Good times by Chaka Khan. They will play instruments in order to perform the song for themselves.</p>	<p style="text-align: center;"><u>Reflect, Rewind and Replay</u></p> <p>In this unit, we will consolidate learning from the year. We will revisit our favourite songs whilst looking at new ones. We will continue to play a range of instruments both to other and our own compositions.</p>
<p style="text-align: center;">French</p> 	<p style="text-align: center;"><u>Je Peux</u></p> <p>In this unit, the children will learn how to recognise, recall and spell 10 action verbs in French. They will use those verbs to write sentences with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</p>	<p style="text-align: center;"><u>Les Glaces</u></p> <p>In this unit about ice creams, the children will learn how to name and recognise up to ten different flavours for ice creams. They will learn how to ask for an ice cream using 'je voudrais'. Also, say what flavours they would like and whether they would like a cone or pot/tub of ice cream!</p>