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Curriculum Information Letter – Year 3 Summer 2 2025-2026

Dear Parents and Carers,

Year 3 had a busy and enjoyable Summer 1 term and will continue to learn and improve in Summer term 2. As we embark on our last half-term in Year 3, the children continue to work hard on their independence in learning. They are also making a big push on resilience and understanding that their behaviour for learning needs to be excellent in order to continue making progress in Year 4.

Please continue to support your child with reading, maths and English as it makes a big difference to their learning. In this letter, you will find an overview of the work that your child will be completing this term up to the end of the year. Please find opportunities to support your child's learning by doing additional research on any new topics. Thank you for your support this year.

Curriculum Plan for Summer 2 2025-2026	
English	Reading Our core texts for Summer 2 are 'The Tin Forest' by Helen Ward and 'The Wishgranter', a CGI 3D animated short film by Kal Athannassov, John McDonald and Echo Wu. These books will support the children's writing by examining language, asking questions about the texts, making predictions and imagining what it would be like to be a character in the story. <u>Text 1: The Tin Forest</u> In this beautifully illustrated book, children will learn the future tense, make inferences about characters, recap expanded noun phrases, write wishes and persuasive information leaflets. Through the moral of this story, they will examine climate change, recycling, conservation and how we can protect our local environment. Word-level skills are developed during the week by the children to build up towards their extended writing every Friday. <u>Text 2: The Wishgranter (film)</u> This film is set in a world where wishes are granted by mythical creatures that live under fountains, an apathetic wishgranter is forced to go above ground to grant a wish of love. Through this film, the children will write third-person recounts and explore emotive poetry. Word-level skills are developed during the week by the children to build up towards their extended writing every Friday. <u>Grammar/Punctuation/Spelling:</u> Year 3 will follow the Programme of Study for Grammar, Punctuation and Spelling. A set spelling list for testing is provided weekly

	with homework folders. Homework will be set on Wednesdays and the spellings are tested on Wednesdays.
Mathematics	Time Children will use their KS1 knowledge to learn to tell the time to the nearest minute and 5 minutes. They will learn Roman numerals and use reasoning skills to solve problems with time Shape Children are introduced to the concept of angles for the first time. In Year 2, they described turns as quarter, half, three-quarter and full turns. They will now recognise angles as describing the size of a turn and understand greater angles as having made a greater turn. Year 3 will be introduced to right, acute and obtuse angles. Following this children will identify, horizontal, vertical, parallel and perpendicular lines.
Science	In science, the children will revise and build on learning from the previous Year 3 science units.
Computing	Desktop Publishing Children will continue to work on logging into Chromebooks using their own passwords and usernames as well as editing documents. Programming B-Events and Actions In this, children will explore the links between events and actions, whilst consolidating prior learning relating to sequencing. Year 3 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.
Humanities: History	In this unit, children will explore Ancient Egypt. They will identify where and when ancient civilisations first appeared, ask historically valid questions about sources. We will also identify Ancient Egypt's location and its key geographical features, specifically why the River Nile was important to ancient Egyptians. We will learn about the significance of the Rosetta Stone and be able to explain the importance of gods and goddesses to people in ancient Egypt. Finally, we will analyse mummification's connection to ancient Egyptian beliefs about the afterlife and decide what was important to people in ancient Egypt.
RE	Christianity: Who is Jesus? This term we are returning to the core Christian concepts of Incarnation and Gospel to examine what Jesus said about himself. We will be using the 'I am' statements to do this and discussing their metaphorical meaning. We will then consider how they are relevant and be applied to our own lives
PSHE	This term we are focusing on caring and respectful relationships, mental wellbeing and relationship and sex education (RSE).
PE/Games	Tennis Children will immerse themselves in the world of tennis just in time for Wimbledon! They will learn how to use and connect foot and hand patterns to send and receive balls. Year 3 will be introduced to the scoring system in tennis, understanding IN and OUT while rallying.
Art	Textiles: Cloth, Thread and Paint Children will be introduced to artists that combine paint and sewing, art and craft, to make work such as Alice Kettle. Children will explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes).
Music	Developing Recorder Skills/Singing - Integrating recorder playing with vocal skills in group performances.

Homework	<u>Reading:</u> Daily - please sign your child's reading record once a week and encourage them to read daily for pleasure. <u>Spelling:</u> Weekly - each week your child will be required to write a sentence for each spelling to show their understanding (Spelling test is on Monday). New spellings are taught on Tuesdays and revisited on Wednesdays. <u>IXL:</u> Both English and maths homework will be set weekly on IXL every Wednesday. Children will have a week to complete the tasks in their homework folder and online.
French	Children will develop their understanding of spoken and written French and work towards using spoken language with confidence and accuracy. They are taught by Géraldine (our French teacher) weekly for 30 minutes. This term they are focusing on speaking about brothers and sisters, other family members and animals.

How Can You Help?

To help a Year 3 child at home with understanding time, encourage them to read clocks frequently, estimate and read the time to the nearest minute, and use vocabulary like "a.m." and "p.m.". Also, make it a fun and practical experience by involving them in daily activities that involve time, like setting alarms or timers for favorite activities.

To help a Year 3 child learn shapes at home, focus on identifying, classifying, and describing both 2D and 3D shapes. Encourage them to find shapes in everyday objects, sort objects by shape, and use math vocabulary like 'faces', 'edges' and 'vertices'. Hands-on activities like drawing, building with blocks, and playing shape-matching games can also be beneficial.

- 3D Shapes: Introduce 3D shapes (cubes, cuboids, spheres, cones, pyramids) and their properties (faces, edges, vertices). Relate 3D shapes to everyday objects like boxes, balls, and cones.
- Shape Hunts: Go on a "shape hunt" around the house or local area, looking for different shapes in everyday objects.
- Shape Sorting: Collect various items and have your child sort them by shape.
- Building Blocks: Encourage building with blocks, allowing your child to create shapes and structures.
- Drawing: Practise drawing 2D shapes and 3D shapes in different orientation

Finally, thank you very much for your support this year. It has been a pleasure teaching your children. 😊

Sylvie
Year 3 Teacher