



**Year group Spring/Summer Curriculum focus**

As the children in Year 3 return to full time school, it is really important that we support them on their return to be able to best access and enjoy their learning whilst focussing on the key elements of learning they need to secure. Below, we have included the key information for the Spring/Summer term as we return from a significant absence from ‘normal’ learning.

*There are four clear strands to our return to school. **The Ling Moor Family** – offering the children the well-being, sense of community, warmth and support they need to feel safe and supported. **Ling Moor Learning** – ensuring that the children are able to quickly and confidently re-launch in class learning behaviours full of enquiry and engagement. **Core learning skills** – making sure that core learning they will need to access their upcoming year group is in place. **Achieve and Aspire** – your role in supporting us with learning at home and ensuring that your children demand high attainment and have high aspirations. In each section you will see a reference to the learning that must continue to take place at home in order for your child to achieve their best.*

**Spring and summer term spectaculars**

- Sports day
- Yoga afternoon
- Ukulele ‘virtual’ concert
- Outdoor learning in the school allotments
- WOW day
  
- **Curriculum content**
- Scrumdiddlyumptious

**Key writing skills**

**Within writing, there will be high expectations of key spellings, handwriting and what we would describe as basic punctuation. Alongside this, we will focus on the following:**

In narratives, create setting, characters and plot in narrative
Begin to develop awareness of appropriate language and form (e.g. letter; report writing)
Use many conjunctions (e.g. and, because, when), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail
Some correct use of speech punctuation
Spell correctly words from learning in previous year groups and some words from the year 3 and 4 spelling list
Use past and present tense mostly correctly and begin to use other verb forms
Use the range of punctuation taught up to and including Y3 mostly correctly – apostrophes for singular possession, commas in a list
<b>Going Deeper:</b> For those children who are assessed as secure in these areas, we will be asking them to deepen their knowledge of how to improve the effect of their writing. For example writing for different purposes, using detail and vocabulary to interest and engage the reader and adapting vocabulary when editing
<b>How you can help at home:</b> Practising the weekly spelling patterns Practising handwriting formation

## Key maths skills

Within our maths learning, we will continue to have high expectations of the importance in mathematics, building fluency in a broad range of skills and being able to persevere when faced with a challenge. Alongside this, we will focus on the following:

Recognise the place value of each digit in three-digit number
Add and subtract numbers with up to 3 digits, using formal written methods
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
Recognise, find and write fractions of sets of objects. Also beginning to add and subtract fractions with the same denominator
To measure, compare, add and subtract (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
Identify right angles and whether angles are greater than or less than a right angle
Interpret and present data using bar charts, pictograms and tables
<b>Going Deeper:</b> For those children who are assessed as secure in these areas, we will be asking them to deepen their knowledge and understanding of maths. For example, we will ask them to explain and show the reasons behind their thinking in a range of ways, find and prove the most effective way of solving a problem and explain their methods to others and find connections between different concepts.
<b>How you can help at home:</b> Encourage them to complete the weekly homework Practise mental maths skills (e.g. number bonds to 10, times tables) Telling the time – analogue and digital

## Key reading skills

Within reading, there will be focus on developing fluency. We will be reading a range of genres including poetry and non-fiction. Alongside this, we will focus on the following:

Check whether a suggested meaning of an unfamiliar word is accurate in the context of the text
Summarise the main ideas from a whole fiction and non-fiction text
Discuss the authors' choice of words and phrases (e.g. adjectives, verbs and adverbs) that describe and create impact by capturing the reader's interest and imagination
Make some plausible predictions about what might happen based on details stated in the text and justify reasons for these
<b>Going Deeper:</b> For those children who are assessed as secure in these areas, we will be asking them to deepen their knowledge and understanding of reading. For example, we will ask the children to make more detailed inferences about a characters' feelings and actions from a range of points within a text or make comparisons between a wider range of texts of the same genre or the same author.
<b>How you can help at home:</b> Listen to your child read at least 5 times per week Read to your child Encourage them to find and discuss the meaning of words that are unfamiliar to them Use My Bookblog to develop comprehension skills