



*Growing the seeds  
for lifelong learning*

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Dear Parents

**Curriculum Newsletter**  
**Summer Term 2**

Welcome to a new term at Grange Primary School. We have lots of exciting learning ready for your children this term! Year 3 will be following a unit of work on a theme that focuses on 'Different Place, Similar Lives'.

During this unit we will focus on:

Different Places, Similar Lives	
English	Maths
<p>Reading:</p> <ul style="list-style-type: none"> <li>To explore the structure of folktales, and the archetypes that make up the plot and character in <i>The Enchantress of the Sands</i>.</li> <li>To analyse how Jamila Gavin uses rich language to depict the setting.</li> <li>To use drama to explore the suspense in the climax of the story.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>To vividly describe a setting that the reader can imagine</li> <li>To include dialogue and action that moves the story on</li> <li>To write a tense and suspenseful folktale, because the characters have secrets.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>To include adverbs and adverbials to explain when and where things happened.</li> </ul>	<p>Time</p> <ul style="list-style-type: none"> <li>To tell the time using 'a.m.' and 'p.m.',</li> <li>To tell the time to the minute, using analogue and digital time</li> <li>To tell the time by using both the minute and hour hands.</li> <li>To use the 24-hour clock and clocks using roman numerals.</li> <li>To measure and compare time in seconds, hours and minutes.</li> <li>To convert units of time</li> </ul> <p>Pictures graphs and bar graphs</p> <ul style="list-style-type: none"> <li>To create a number of different picture graphs where the pictures can represent more than one item.</li> <li>To create bar graphs, using their knowledge of picture graphs to help them.</li> <li>To read and interpret the information from the bar graphs.</li> </ul> <p>Fractions</p> <ul style="list-style-type: none"> <li>To count using fractions and then making number pairs (the fraction equivalent to number bonds)</li> <li>To add and subtract fractions.</li> <li>To explore equivalent fractions, to simplify and compare fractions with different denominators.</li> <li>To find fractions of whole numbers as part of set and looking at sharing 1 and more than 1</li> </ul>
Science	Computing
<ul style="list-style-type: none"> <li>To make and record detailed observations.</li> <li>To suggest how to investigate the effect of changing bubble mixtures.</li> <li>To identify new questions as a result of observations or tests.</li> <li>To plan how to carry out a survey.</li> <li>To present survey results in effective ways.</li> <li>To suggest how to carry out a fair test.</li> </ul>	<ul style="list-style-type: none"> <li>To find out about ways of measuring weather.</li> <li>To record the weather at school.</li> <li>To look at the weather data.</li> <li>To start to predict the weather.</li> <li>To prepare your own weather forecast.</li> <li>To present a TV-style weather forecast</li> </ul>

RE	PSHE
<ul style="list-style-type: none"> <li>• Why is light special?</li> <li>• Why do Hindus have divas for Diwali? Why do Sikhs celebrate Diwali?</li> <li>• How do Christians use light at Christmas?</li> <li>• What do Jews remember at Hanukkah?</li> <li>• What does the light at Hanukkah symbolize?</li> <li>• Why is light important at different religious festivals?</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</li> <li>• To understand how babies grow and develop in the mother's uterus.</li> <li>• To understand what babies need to live and grow.</li> <li>• To identify how boys' and girls' bodies change on the outside/inside during this growing up process.</li> <li>• To give arguments why these changes are necessary.</li> <li>• To start recognizing stereotypical ideas about parenting and family roles.</li> </ul>
IPC	
<p>In Society, we'll be finding out:</p> <ul style="list-style-type: none"> <li>• About ways of life in different countries</li> <li>• About festivals and celebrations in other countries</li> </ul> <p>In Geography, we'll be finding out:</p> <ul style="list-style-type: none"> <li>• What different countries are like</li> <li>• How the climate affects the way people live</li> <li>• Where our food comes from</li> <li>• What people grow and eat in different countries</li> <li>• What products we make in our host country</li> </ul> <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> <li>• About important people in the countries we are studying</li> <li>• About the way important people have changed lives</li> <li>• How to make a timeline for the host country</li> </ul>	<p>In Technology, we'll be finding out:</p> <ul style="list-style-type: none"> <li>• How people, food and water are transported</li> <li>• How wheels, levers, pulleys, slides and floats work</li> </ul> <p>In International, we'll be finding out:</p> <ul style="list-style-type: none"> <li>• About the difference between rich and poor countries</li> <li>• Why people around the world have different lives</li> </ul> <p>What is being done to help the least developed countries</p>
Important Information – PE days, Educational Visits, Homework	
<ul style="list-style-type: none"> <li>• Indoor PE – Monday</li> <li>• Outdoor PE- Tuesday</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• Reading and times tables practice everyday</li> <li>• English and maths homework goes home on a Monday and is due back on a Monday.</li> <li>• Homework projects are to be returned by 19th July.</li> </ul> <p><u>Educational Visits</u></p> <ul style="list-style-type: none"> <li>• Science Museum – 6<sup>th</sup> July 2017</li> </ul>	
<p>IPC research topics:</p> <ul style="list-style-type: none"> <li>• Design and make your own anemometer to record wind speed.</li> <li>• Collect data by recording the wind speed for a week.</li> <li>• Draw bar charts using the weather statistics you have gathered. Calculate the differences in the results for the wind speed.</li> <li>• Explore the different food groups and their importance in a healthy and balanced diet. Using some of the food items (such as the fruit and vegetables), create your own healthy drink/shake, nutritious salad or savoury dishes.</li> <li>• Explore the taste of different ingredients and consider how they might combine these ingredients in your recipe. Explore different techniques for preparing, cooking and presenting these ingredients.</li> <li>• Write sentences about the different ingredients and where in the world they came from.</li> </ul>	

Thank you for your continued support in helping your child complete their research projects.

Many thanks  
Ms. Beg