



*Growing the seeds  
for lifelong learning*

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Dear Parents,

**Curriculum Newsletter**  
**Summer Term 1**

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 South Wales. During this unit we will focus on:

South Wales	
English	Maths
<p><b>Reading Objectives: Fiction text</b></p> <ul style="list-style-type: none"> <li>Develop positive attitudes to reading by listening to and discussing a wide range of fiction Increase familiarity with a range of books Identify themes and conventions</li> <li>Discuss words and phrases that capture readers' interest and imagination</li> <li>Ask questions to improve understanding of the text</li> <li>Draw inferences and justify inferences with evidence Identify how language and structure contribute to meaning</li> </ul> <p><b>Reading Objectives: Poetry</b></p> <ul style="list-style-type: none"> <li>recognise and join in with predictable phrases in poems and to recite some by heart;</li> <li>to recognise simple recurring literary language in poetry; discuss and clarify word meanings, linked to those already known;</li> <li>discuss favourite words and phrases;</li> <li>continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear;</li> <li>make inferences on the basis of what is said and done;</li> <li>answer and ask questions;</li> <li>explain and discuss understanding of poems</li> </ul> <p><b>Writing Objectives: Fiction text</b></p> <ul style="list-style-type: none"> <li>Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar</li> <li>Plan writing by discussing and recording</li> <li>Draft and write by composing and rehearsing sentences orally</li> <li>Draft and write by organising paragraphs around a theme</li> <li>In non-narrative use simple organisational devices</li> <li>Write for different purposes including about fictional personal experiences</li> <li>Assess the effectiveness of their own and others'</li> </ul>	<p><b>Maths Objectives: Statistics</b></p> <ul style="list-style-type: none"> <li>To construct picture graphs from a set of data; to present data with pictures that represents more than one item.</li> <li>To construct bar graphs from a set of data; to use proportion to reflect precise difference in quantity.</li> <li>To read and interpret information from a bar graph; to use and understand vocabulary related to bar graphs.</li> <li>To read bar graphs where the scale is not a multiple of all quantities measured.</li> <li>To read bar graphs where the scale is made up of larger increments.</li> </ul> <p><b>Maths Objectives: Money</b></p> <ul style="list-style-type: none"> <li>To use simple addition to count amounts of money.</li> <li>To regroup and rename 100p as £1 as a key strategy.</li> <li>To find multiple ways of showing an amount of money.</li> <li>To add money by adding together the pounds and pence separately.</li> <li>To add amounts of money together using different methods; to consolidate the addition of pounds and pence separately.</li> <li>To consolidate 'making a pound' as a strategy for adding amounts of money where the coins equal more than 99p.</li> <li>To learn the 'make a pound' strategy with number bond diagrams; to consolidate the strategies associated with the addition of money.</li> <li>To use multiple methods for subtracting amounts of money, including concrete materials and the column method.</li> <li>To use visual comparison to subtract amounts of money; to consolidate column subtraction where there is no regrouping of pence required.</li> <li>To use number bonds to subtract amounts of money; to develop number sense through decision making.</li> <li>To use number bonds as the primary strategy for</li> </ul>

writing and suggest improvements

- Proof-read for spelling and punctuation errors

**Writing Objectives: Poetry**

- Develop positive attitudes and stamina for writing by writing poetry
- draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally
- write for different purposes including poetry
- reread and evaluate writing to check it makes sense and make simple revisions
- read writing aloud with appropriate intonation to make the meaning clear
- use new and familiar punctuation correctly
- use sentences in different forms
- expand noun phrases to describe and specify

**Writing Outcomes: Fiction text**

- Writing newspaper article
- Letter writing

**Writing Outcomes: Poetry**

- Poetry Performance
- Drafting, Redrafting and Writing Poetry

subtracting amounts of money; to split pounds and pence simultaneously when subtracting amounts of money.

- To learn the 'counting on' strategy for calculating change; to consolidate the number bonds strategy for calculating change.
- To solve word problems involving money using bar modelling as the key strategy; to learn how to use comparative models where pupils are solving by seeing the smaller amount inside of the larger amount.
- To use part-whole bar models to represent word problems; to apply addition and subtraction strategies to solve word problems.

**Maths Objectives: Geometry (Angles)**

- To learn what makes an angle and identify angles in objects To classify triangles
- To see angles on the inside and outside of objects; to find angles in letters.
- To find angles in shapes; to determine the relationship between the number of angles in a shape and the number of sides.
- To find right angles in everyday objects; to understand what makes a right angle.
- To compare angles using the terms 'right' angle and 'acute' angle; to identify acute angles as smaller angles than right angles.
- To identify right angles and acute angles; to recognise and define an obtuse angle.
- To make turns using angles vocabulary; to align the language of angles and fractions to describe turns.

**Maths Objectives: Geometry (Lines and shapes)**

- To identify, define and create perpendicular lines; to find perpendicular lines in everyday objects. To see angles on the inside and outside of objects; to find angles in letters.
- To identify, define and create parallel lines; to find parallel lines in everyday objects.
- To define and identify vertical and horizontal lines; to find vertical and horizontal lines in everyday life.
- To describe 2-D shapes using familiar vocabulary about lines and angles.
- To draw 2-D shapes in proportion to their size; to identify how big a shape is.
- To create 3-D shapes out of nets; to use vocabulary related to 3-D shapes and their properties.
- To construct 3-D shapes out of clay and discuss their properties.
- To describe 3-D shapes using familiar terms; to identify properties of 3-D shapes.

**Maths Objectives: Geometry (Perimeter of figures)**

- To determine the perimeter of basic shapes; to use grid paper to measure the perimeter of a shape.
- To measure the perimeter of a shape using 1 cm grid paper.
- To determine the perimeter of different shapes; to

	<p>create shapes with a specific perimeter.</p> <ul style="list-style-type: none"> <li>• To find the perimeter of shapes using 2 cm grids; to identify mistakes in others' work.</li> <li>• To calculate the perimeter of a shape using a ruler to measure the side lengths.</li> <li>• To calculate the perimeter of a rectangle using multiplication and addition.</li> <li>• To calculate the perimeter of a square using addition and multiplication; to calculate the perimeter of rectangles and irregular shapes by adding up the length of each side.</li> <li>• To consolidate learning about perimeter using practical word problems; to calculate the perimeter of a rectangle using properties of shapes.</li> <li>• To calculate the perimeter of a square and a rectangle using information previously learned about the properties of shapes.</li> <li>• To calculate the perimeter of a rectangle when a square piece has been removed; to determine the lengths of sides that are not marked based on information about the piece removed.</li> </ul>
Science – How does your garden grow?	Computing – Scratch Pattern Drawing
<ul style="list-style-type: none"> <li>• What do we know about plants?</li> <li>• What do we know about leaves?</li> <li>• What would happen if a plant lost its leaves?</li> <li>• Are all roots the same?</li> <li>• Where does the water go?</li> <li>• Why do plants need stems?</li> <li>• Where do new plants come from?</li> <li>• What do flowers have in common?</li> <li>• What do bees do?</li> <li>• How are seeds dispersed?</li> <li>• Can plants survive without leaves?</li> <li>• Am I the perfect plant?</li> </ul>	<ul style="list-style-type: none"> <li>• To draw free-form pattern</li> <li>• To draw radical star patterns</li> <li>• To use stamping as a technique for pattern drawing</li> <li>• To reinforce how the stamping technique can be used in Scratch</li> <li>• To upload an image and use it as a stamp</li> </ul>
RE- What do symbols and sayings tells us about people's beliefs?	PSHE- Relationships
<ul style="list-style-type: none"> <li>• What symbols are important in our lives?</li> <li>• Why do Sikh people wear symbols?</li> <li>• What is the most important symbol for Sikh people?</li> <li>• What Sikh sayings are important about what God is like?</li> <li>• What are my most important sayings in life?</li> </ul>	<ul style="list-style-type: none"> <li>• To know and use some strategies for keeping myself safe</li> <li>• To explain how some of the actions and work of people around the world help and influence my life</li> <li>• To understand how my needs and rights are shared by children around the world and to identify how our lives may be different</li> <li>• To know how to express my appreciation to my friends and family</li> </ul>
Topic – South Wales	
<p>In Geography, we'll be finding out:</p> <p>Where South Wales is  The landscape of South Wales  Climate and weather  Coal mining in South Wales  Environmental impact of heavy industry in Wales  Climbing the Brecon Beacons  The River Taff  The Cardiff Bay regeneration scheme</p>	

Important Information – PE days, Educational Visits, Homework

- Indoor PE – Friday
- Outdoor PE- Thursday

**Flutophone** – Weekly flutophone lessons continue this term on **Tuesdays**.

**Spanish** – Your child is learning Spanish every week (Mondays).

PLEASE NOTE:

- Homework is given out on Tuesdays and due in the following Monday. There will be a playtime detention each Tuesday if homework is not completed.
- Weekly spellings are handed out Tuesdays and tested on the following Monday or Tuesday.
- Does your child know their times tables? Rehearse them using their multiplication chart.

Please listen to your child read daily to help improve their fluency and accuracy and ensure that they complete their reading journal.

Thank you,

Miss Begum