

	<p>St. Mary's Catholic Primary School, Chiswick  Year 3: Summer Term 2026  Mrs Norris and Miss Bryant</p>	<p><b>Living &amp; Learning,  inspired by our faith</b></p>
<p><b>R.E</b></p>	<p><b>Topic Themes: Celebrating Easter and Pentecost and Being A Christian, What was important to Ancient Egyptians? &amp; Are all settlements the same?</b></p> <p><b><u>Celebrating Easter and Pentecost</u></b>  Year 3 will explore how the church celebrates the Resurrection of Jesus and will discuss how we can celebrate it. They will know that Jesus appeared to some of his disciples on the road to Emmaus. They will understand what Jesus said to Thomas when he did not believe that Jesus had risen from us. They will learn what happened at Pentecost and reflect on how it changed the apostles.</p> <p><b><u>Being a Christian</u></b>  Year 3 will begin to understand what being a Christian involves and reflect on what it means for us. They will learn about helping others and discuss how Jesus helps others. They will know how Saint Paul had to learn to be a Christian, and think about how we could learn from his experience. Finally, the children will learn about the sacraments we receive and will discuss that in the sacraments, we receive Jesus' great love.</p>	<p><b>How you can help...</b></p> <p><b><u>Reading</u></b></p> <p>Please ensure you sign your child's homework diary daily, using the 'New words...' section to help the children incorporate new vocabulary in their writing and spoken language.</p> <p>-Please make sure your child reads every night for at least fifteen minutes and that the adult who listens to them signs their reading record.</p> <p>-Continue to go to the library and borrow non-fiction books. Look at the language used; help your child identify adventurous vocabulary such as adjectives and similes. Encourage your child to keep a record of these words to use in their written work.</p> <p>-When children come across an unfamiliar word, encourage them to use a dictionary to find its meaning. Are they familiar with using a dictionary? We will be completing a number of activities involving dictionaries this term. Can they think of</p>
<p><b>PSHE and RSE</b></p>	<p><b><u>Life Online</u></b></p> <ul style="list-style-type: none"> <li>- Sharing online</li> <li>- Chatting online</li> </ul> <p><b><u>Keeping Safe</u></b></p> <ul style="list-style-type: none"> <li>- Safe in my body</li> <li>- Drugs alcohol and tobacco</li> <li>- First aid heroes</li> </ul> <p><b><u>Religious Understanding</u></b></p> <ul style="list-style-type: none"> <li>- A community of love</li> <li>- What is a church</li> <li>- Living in the wider world-</li> <li>- How do I love others?</li> </ul>	

## Reading

**Our core texts for the Summer term are *Charlotte's Web* by E.B. White and *I Was A Rat* by Phillip Pullman** Please do not read these books with your child when we are studying them as it prevents them from being able to make inference and predictions.

**Charlotte's Web** is a heart-warming children's classic about a pig named Wilbur who is saved from slaughter by his friend Charlotte, a clever spider, and a young girl named Fern. Charlotte uses her web to write messages praising Wilbur, ultimately proving that friendship is precious and that even a small creature can save a life.

**I Was A Rat** is a magical, satirical tale about Roger, a small boy who appears on an elderly couple's doorstep insisting, "I was a rat". Adopted by kindly Bob and Joan, Roger struggles to adapt to human life while the sensationalist press ("The Daily Scourge") transforms him into a hunted, monstrous public spectacle.

### Skills:

- Read and discuss an increasingly wide range of fiction and non-fiction including reference books and textbooks
- Develop positive attitudes to reading and understanding of what they have read by identifying and discussing themes and conventions in a wide range of writing
- Understand what they read in books independently by asking questions to improve their understanding of a text
- Develop positive attitudes to reading and understanding of what they have read by discussing words and phrases that capture the reader's interest and imagination.

their own example when they could use the word?

-Questioning and discussing a book with your child is crucially important and continue to support their reading development in KS2.

-Please use the book band guide which is in your child's reading record to help you support your child with reading at home.

### **Writing**

-Continue to encourage your child to use new vocabulary they have found in their reading books into their written work.

-Continue to encourage your child to read over their work, providing them with the ownership to check for any errors.

-Encourage your child to include a variety of conjunctions in their

<p><b>Writing</b></p>	<p><u>Skills:</u>          -Organise material into logical chunks (paragraphs) and write a series of linked sentences for each          -Continue to write for a range of purposes, keeping form throughout their work. Evaluate and edit by assessing the effectiveness of their own and others writing and suggest improvements          -Spot and correct some of their own and others spelling and punctuation errors          -Read their writing aloud with expression, loudly and clearly enough to be heard and understood by all          -We will also continue the development of joined handwriting.</p>	<p>sentences to create more detailed pieces of writing. Moving away from using 'and' continuously, trying to use more complex words like: 'while, so, however, because.'</p> <p>-Remind children to check the spelling of key words, particularly words which have been set as homework. Children need to ensure that they continue to spell particular words correctly, and not just in their spelling tests.</p>
<p><b>Spelling Punctuation and Grammar</b></p>	<p><u>Skills:</u>          -Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's          -Using inverted commas confidently and consistently to punctuate direct speech          -Continuing to build on our knowledge of prefixes and suffixes          -Using headings and sub-headings to aid presentation          -Becoming confident in using the correct form of 'a' or 'an'          -Using the present and perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]          -Continuing to use word families based on common words (solve, solution, dissolve, insoluble)          -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition          -Consolidation of Year 3/4 Spellings          -We will continue working on the above and encouraging children to use them in their writing independently.</p>	<p><b><u>Spelling, Punctuation and Grammar</u></b></p> <p>There are plenty of other ways to help your child:</p> <p>-When reading, continue to identify <b>proper nouns, adverbs, verbs</b> and <b>connectives</b> there are in a paragraph. Ensure children know the meaning of these when identifying them.</p> <p>-Encourage your child to look over their homework to check for capital letters and missing punctuation. Identify areas which your child could improve.</p>
<p><b>Mathematics</b></p>	<p><b><u>Number – Fractions</u></b></p> <ul style="list-style-type: none"> <li>- Add fractions</li> <li>- Subtract fractions</li> <li>- Partition the whole</li> <li>- Unit fractions as a set of objects</li> <li>- Non- unit fractions as a set of objects</li> </ul>	<p>-Look over words which have been sent as spellings. Discuss ways I which your child can remember the spelling.</p> <p>-Identify patterns in spellings to help children remember when being tested.</p>

	<ul style="list-style-type: none"> <li>- Reasoning with fractions of an amount</li> </ul> <p><b><u>Measurement – Money</u></b></p> <ul style="list-style-type: none"> <li>- Pounds and pence</li> <li>- Convert pounds and pence</li> <li>- Add money</li> <li>- Subtract money</li> <li>- Find Change</li> </ul> <p><b><u>Measurement – Time</u></b></p> <ul style="list-style-type: none"> <li>- Roman numerals to 12</li> <li>- Tell the time to 5 minutes</li> <li>- Tell the time to the minute</li> <li>- Read time on a digital clock</li> <li>- Use am and pm</li> <li>- Years, months and days</li> <li>- Days and hours</li> <li>- Hours and minutes</li> <li>- Minutes and seconds</li> <li>- Units of time</li> <li>- Solve problems with time</li> </ul> <p><b><u>Geometry – Shape</u></b></p> <ul style="list-style-type: none"> <li>- Turns and angles</li> <li>- Right angles</li> <li>- Compare angles</li> <li>- Measure and draw accurately</li> <li>- Horizontal and vertical</li> <li>- Parallel and Perpendicular</li> <li>- Recognise and describe 2d shapes</li> <li>- Draw polygons</li> </ul>	<p><b><u>Maths</u></b></p> <p>-Continue to encourage and praise your child for giving maths questions a go, even if they are not sure of the answer, especially in homework tasks.</p> <p>-Continue to encourage them to persevere, and show their working out where necessary.</p> <p>-Practice the fast recall of all times tables.</p> <p>-Continue to practise rounding numbers to the nearest 10, 100 and 1000: 67 to nearest 10 is 70, to the nearest 100 is 100. 2345 to the nearest 1000 is 2000.</p> <p>-Continue to reinforce the meaning of the = symbol meaning ‘same value: different appearance’ Ensure that the children are using this when looking at equivalent fractions.</p> <p>-Encourage your children to tell/write “Real Stories” involving subtraction using the column method and tricky columns: 965 – 438 = 527 965 football fans were watching the match. 438 fans were supporting Spain. How many were supporting Portugal?</p>
<p><b>Science</b></p>	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>- Parts of a plant and their functions</li> <li>- Plant dissections</li> </ul>	

	<ul style="list-style-type: none"> <li>- Plant growth</li> <li>- The stem and water transportation</li> <li>- Looking at seeds</li> <li>- Reproductive parts of plants</li> <li>- Pollination</li> </ul> <p><b><u>Forces and Magnets</u></b></p> <ul style="list-style-type: none"> <li>- Explore forces</li> <li>- Friction</li> <li>- Plan and investigate a friction experiment</li> <li>- Magnets</li> <li>- Magnetic and non-magnetic materials</li> <li>- Investigate metals</li> <li>- North and South Poles- Attract and Repel</li> </ul>	<p>-Encourage and remind the children of how remainders are used in division problems.</p> <p>-Practice the weekly mental arithmetic task that has been set each week.</p> <p>-Please work on the half termly KIRF's (Key Instant Recall Facts) which can be found on the Year 3 page of the website.</p>
<p><b>P.E.</b></p>	<p><b>The PE days this term are Wednesday and Thursday.</b> Children should come to school wearing PE kits on these days.</p> <p>Hockey (Summer 1)</p> <ul style="list-style-type: none"> <li>- Develop control, dribbling and passing skills using a hockey stick</li> <li>- Learn and apply rules of play, including stick safety and correct hand position</li> <li>- Develop attacking and defending tactics</li> <li>- Apply skills in small-sided, competitive games</li> </ul> <p>Cricket (Summer 1)</p> <ul style="list-style-type: none"> <li>- Develop batting skills, learning to strike the ball with control</li> <li>- Improve throwing, catching and fielding techniques</li> <li>- Develop communication when batting with a partner and fielding as a team</li> <li>- Develop decision-making skills when choosing where to hit the ball and how many runs to attempt</li> </ul> <p>Gymnastics (Summer 2)</p> <ul style="list-style-type: none"> <li>- Develop balance, flexibility, strength and coordination</li> <li>- Learn and perform a range of shapes, jumps and rolls</li> </ul>	<p><b><u>Dates for the Diary:</u></b></p> <p>Autism awareness Month – April 2026</p> <p>Earth Day – Wednesday 22<sup>nd</sup> April</p> <p>St Georges Day – Tuesday 23<sup>rd</sup> April 2026 – red, white and blue MUFTI</p> <p>Visit from Neal Zetter Poet - Wednesday 30<sup>th</sup> April</p> <p>Bank Holiday – Monday 4<sup>th</sup> May</p> <p>Rosary In Prayer Garden 8:55am – Tuesday 5<sup>th</sup>, 12<sup>th</sup> and 19<sup>th</sup> May</p> <p>Marian Liturgy – 11:00am Wednesday 6<sup>th</sup> May</p> <p>Solemnity of the Ascension – 10.00am Mass at Church - Thursday 14<sup>th</sup> May</p> <p>Walk to school week – Week beginning Monday 18<sup>th</sup> May 2026</p>

	<ul style="list-style-type: none"> <li>- Link movements into short sequences, showing control and confidence in performance</li> <li>- Begin to evaluate others' and improve own performances</li> </ul> <p>Athletics (Summer 2)</p> <ul style="list-style-type: none"> <li>- Develop running, jumping and throwing techniques</li> <li>- Practise a variety of individual and team events and challenges, aiming to beat personal best</li> <li>- Develop teamwork and apply skills during preparation for Sports Day events</li> </ul>	<p>Half Term – week beginning Monday 25<sup>th</sup> May – Friday 29<sup>th</sup> May</p> <p>Other Faiths Week – Islam - week beginning Monday 1<sup>st</sup> June</p> <p>Year 3 First Holy Communion Celebration Mass – 10.00am at Church – Monday 8<sup>th</sup> June</p> <p>Father's Day – Sunday 21<sup>st</sup> June</p>
<p><b>Music</b></p>	<p>The children will learn about Samba Drumming</p> <ul style="list-style-type: none"> <li>- Pupils can explain the origins of Samba music.</li> <li>- Pupils can perform basic rhythms on each Samba instrument.</li> <li>- Pupils can play the intro break and groove on multiple instruments.</li> <li>- Pupils can follow the conductor to play Samba music with confidence</li> </ul> <p>The children will learn about Boomwhackers</p> <ul style="list-style-type: none"> <li>- Pupils know how to produce a clear sound from a Boomwhacker.</li> <li>- Pupils can recognise notes by the colour of the Boomwhacker.</li> <li>- Pupils can perform comfortably in a whole class performance.</li> <li>- Pupils can change the octave of their Boomwhacker using an octavator</li> <li>-</li> </ul>	<p>Year 3 trip to Pizza Express- 1<sup>st</sup> July</p> <p>Transition Morning – Friday 10<sup>th</sup> July</p> <p>Reports to be sent out – Friday 10<sup>th</sup> July</p> <p>Sports Day – Thursday 16<sup>th</sup> July at Kings School Sports Ground</p> <p>End of Term – Friday 17<sup>th</sup> July at 1.15pm</p>
<p><b>Computing</b></p>	<p><b><u>Programming using Scratch</u></b></p> <p>The children will learn about Programming using the programme Scratch.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Explain what some of the blocks do in Scratch.</li> <li>- Explain what a loop is and include one in their program.</li> <li>- Suggest possible additions to an existing program by remixing code.</li> <li>- Recognise where something on screen is controlled by code.</li> <li>- Use a systematic approach to find bugs.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Understand the definitions of decomposition and algorithm and how they are used to create accurate code.</li> </ul>	
<b>Foundation Subjects</b>	<p><b>History</b></p> <p><b><u>What was important to Ancient Egyptians?</u></b>  This unit focuses on understanding key aspects of Ancient Egyptian civilisation, including their beliefs, the significance of the Nile and their societal structure. Children are encouraged to think like historians to evaluate how we know so much about the Ancient Egyptians, specifically looking at how they lived, what they believed, and what they left behind.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Identify where and when ancient civilisations first appeared.</li> <li>- Ask historically valid questions about sources.</li> <li>- Identify Ancient Egypt's location and its key geographical features.</li> <li>- Explain why the River Nile was important to ancient Egyptians.</li> <li>- Explain the significance of the Rosetta Stone.</li> <li>- Explain the importance of gods and goddesses to people in ancient Egypt.</li> <li>- Analyse mummification's connection to ancient Egyptian beliefs about the afterlife.</li> <li>- Decide what was important to people in ancient Egypt.</li> </ul> <p><b>Geography</b></p> <p><b><u>Are all settlements the same?</u></b>  This unit explores the diversity of human habitation, comparing rural and urban areas. Children will investigate settlement types, land use (residential, commercial, agricultural), and patterns, including comparing their local area with New Delhi.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Locate some cities in the UK.</li> </ul>	



		<ul style="list-style-type: none"><li>- Explain that fruits and vegetables grow in different countries based on their climates.</li><li>- Understand that seasonal fruits and vegetables grow in a given season.</li><li>- Understand that eating seasonal fruit and vegetables positively affects the environment.</li><li>- Design a tart recipe using seasonal ingredients.</li></ul>	
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