

<p>Dear Year 3 Parents & Carers,</p> <p>Here is our Enquiry question for this half term. Please use this information to help your child research or find things to bring into class to support our learning.</p> <p>Have fun! Miss Taylor and Miss Cheel.</p>	<p style="text-align: center;"> Greenfields Community Primary School, Nursery & Pre-School </p>  <p style="text-align: center;"> Key Stage 2- Summer 1 CURRICULUM OVERVIEW </p> <p style="text-align: center; background-color: #90EE90;"> What if you were born in the 1900s? </p>	
<p>As READERS we will:</p> <ul style="list-style-type: none"> ▪ Read 'The Houdini box' by Brian Selznick. ▪ Explore fiction and non-fiction texts. ▪ Use inference to look for detail. ▪ Use think alouds to explore the text further and ask questions about our reading. 	<p>As MATHEMATICIANS we will:</p> <ul style="list-style-type: none"> ▪ Collect data. ▪ Interpret data. ▪ Use data in charts and graphs. ▪ Develop confidence in talk for maths. ▪ Continue to improve our speed in 10 minute maths. 	<p>As SCIENTISTS we will:</p> <ul style="list-style-type: none"> ▪ Learn about forces and magnets. ▪ Notice that some forces need contact between two objects, but magnetic forces can act at a distance ▪ Observe how magnets attract or repel each other and attract some materials and not others ▪ Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ▪ Describe magnets as having two poles ▪ Predict whether two magnets will attract or repel each other, depending on which poles are facing.
<p>As AUTHORS we will:</p> <ul style="list-style-type: none"> ▪ We will write for a range of purposes. ▪ Write a newspaper reports in the style of the text. ▪ Write a letter to one of the characters. ▪ Write our own fiction stories. 	<p>As HISTORIANS we will:</p> <ul style="list-style-type: none"> ▪ Describe events from the past according to the different periods of time when they happened (BC, AD, decade, century) ▪ Use a timeline within a specific time in history to set out the order things may have happened ▪ Use their 'information finding' skills and various sources of evidence to help they write about historical information. ▪ Research similarities and differences between given periods in history. 	<p>As experts in FRENCH we will:</p> <ul style="list-style-type: none"> ▪ Listen attentively to spoken language. ▪ Speak and write in sentences.
<p>As CITIZENS we will:</p> <ul style="list-style-type: none"> ▪ Think about relationships. ▪ Develop relationships through work and play. ▪ Consider moral and social dilemmas that we come across in life. 		

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