



# Masefield Primary School

Masefield Road, Little Lever, BL3 1NG



Executive Headteacher  
Mrs. L. Whittaker

Head of School  
Mr. A. Done

7 June 2024

RE: Year Three Summer 2 Curriculum

Dear Parents and Carers,

At Masefield, our curriculum design is focused on the knowledge and understanding of our pupils and their needs in order that all children achieve their full potential. Our school curriculum provides for academic achievement but places the role of developing spiritual, moral, cultural and social development at the heart of all we do with the ultimate aim of ensuring all pupils leave Masefield with the confidence and skills to become successful and independent lifelong learners who can make a positive contribution to our diverse and democratic society. The curriculum in its widest sense is used to enhance pupil experiences and give opportunities that pupils may not have access to outside of school.

Attached is an overview of the content studied in the Summer 2 term of Year Three as well as the knowledge organisers which link to each unit. To understand fully what your child will be learning this term and be able to support your child at home, please take the time to read over these knowledge organisers.

Your child will also bring home this term's 'Home Learning Menu' today. This clearly explains the expectations for homework, as well as additional project-based learning you may wish to complete with your child to deepen their understanding of the learning taking place in class. Teachers at Masefield encourage all children to complete these projects and return them to school before the final Wednesday of the half term, when their home-learning projects will be showcased to their peers.

I would like to take this opportunity for your continued support in reinforcing the learning that takes place at Masefield.

A. Done

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Head of School



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# Year Three Summer 2 Curriculum



These are the units studied in the Summer 2 term of Year Three:

## English

This half term, Year Three will explore poetic form (kennings), newspaper articles and persuasive letters. We will be reading 'John Agard's Windrush Child' by John Agard and 'Escape From Pompeii' by Christina Balit.

## Mathematics

This half term, Year Three will continue to explore telling the time. We will also learn about the properties of shape, and learn to interpret and draw pictograms, bar charts and tables in statistics.

## Science

This half term, Year Three will continue learning about plants. This falls under the strand of Biology.

## Geography

This half term, Year Three will be exploring the Mediterranean. We will learn what causes volcanic eruptions and the impact on life.

## Design Technology

This half term, Year Three will be learning about Structures. We will use Computer Aided Design and learn about the engineer Gustave Eiffel.

## Computing

This half term, Year Three will be learning about Digital Literacy. Through this unit, we will explore creating digital content.

## PSHCE

This half term, Year Three will be exploring 'It's My Body'. We will think about keeping safe and looking after our bodies.

## Physical Education

This half term, Year Three will be learning about Athletics and Dance.

## Religious Education

This half term, Year Three will be following our Whole School Theme of X.

## Music

This half term, Year Three will be performing the 'Tutankhamun Stomp'. We will continue to learn about the musician Hans Zimmer.

## Spanish

This half term, Year Three will continue to explore 'My Family and Pets'. We will learn to talk about who we live with and pets we have.

# Year Three: English

Knowledge Organiser



This term, we will be reading...



John Agard's  
Windrush Child

Author: John Agard  
Illustrator: Sophie Bass

This term, we will be writing poetry...

## Poetry - Kennings

- Kennings are two-word phrases.
- The two words are joined together with a hyphen (-) and are created using a noun and a verb or two nouns.
- Kennings can be descriptive or metaphorical, making them perfect for poetry.

## Example

noun — Trees-waving  
Seabirds-chirping — verb  
Water-rolling  
Ship-sailing  
Mind-opening  
History-changing

## Examples of noun-noun phrases

sky-candle      winter-blanket  
postman-chaser      book-worm  
blood-curdler      earth-roamer  
whale-road      warmth-provider  
noise-creator      plant-feeder  
battle-light      summer-dream

What do you think this poem is about?

## Examples of noun-verb phrases

ankle-biting      summer-stealing  
spine-tingling      ear-piercing  
life-giving      branch-swinging  
bone-chilling      tail-wagging

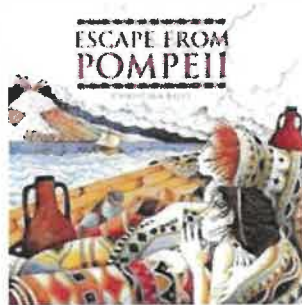


# Year Three: English

## Knowledge Organiser



### This term, we will be reading...



## Escape From Pompeii

Author: Christina Balit  
Illustrator: Christina Balit

### This term, we will be learning to write...

#### ing, ed sentences

An ing, ed sentence always begins with a verb ending in 'ing'. This is followed by the location of the action and then a comma.

**Running** from the eruption, Tranio **halted** as the buildings crashed around him.

#### prepositional phrases

Prepositional phrases modify or describe nouns, pronouns, adjectives, adverbs, and verbs.

**Before his eyes**, Tranio's world crashed around him.

**In the centre of Pompeii**, there were many market stalls.

#### fronted-adverbial sentences

Fronted adverbials are words or phrases placed at the beginning of a sentence which are used to describe the action that follows.

**In the blink of an eye**, the lives of the Pompeians were destroyed.

#### apostrophes for plural possession

Plural nouns refer to more than one person or thing. To show possession when the noun is plural and already ends in 's', add an apostrophe to the end of the word.

brothers'  
students'  
children's  
women's

### This term, we will produce persuasive letters and newspaper articles.

#### Features of persuasive letters

Formal letters should:

- Include the sender's address
- Include the recipient's address
- Include greeting (Dear...)
- Include a closing ('Yours faithfully,' if you do not know the recipient's name or 'Yours sincerely,' if you know the recipient's name.
- Include the sender's name.
- Be written in the first person.

In a persuasive letter, we should use persuasive devices to convince the reader. We can use the acronym **AFOREST** to remember them.

#### Features of newspaper articles

Newspaper articles should:

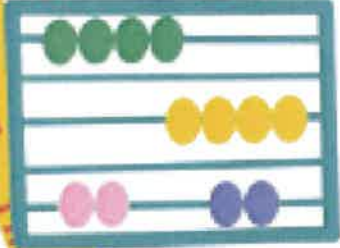
- Include the name of the newspaper
- Include a headline
- Include the reporter's name
- Include an introductory paragraph containing the 5 Ws.
- Include information about the main events presented in chronological order.
- Include pictures with captions.
- Include direct and reported speech.
- Use formal language.
- Be written in the third person and past tense.

# Year Three: Maths

## Knowledge Organiser



+ - ÷ ×

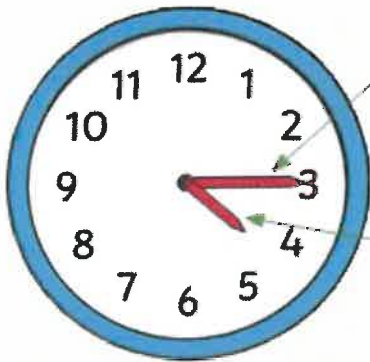


This term, we will be learning about...

Time

### Analogue and Digital Clocks

### Durations



#### Minute Hand

The long hand points to the minutes past or to the hour.

#### Hour Hand

The short hand points to the hour. If this hand is pointing between hours, it is either past the earlier hour or to the later hour.



half past twelve



20 minutes has passed.

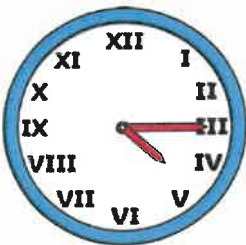


quarter to one

### Time and Roman Numerals

### Hours, Minutes and Seconds

### Compare Durations of Time



I = 1	VII = 7
II = 2	VIII = 8
III = 3	IX = 9
IV = 4	X = 10
V = 5	XI = 11
VI = 6	XII = 12

There are 60 seconds in a minute.

There are 60 minutes in an hour.

There are 24 hours in a day.

180 seconds is the same as 3 minutes.

90 minutes is shorter than 2 hours.

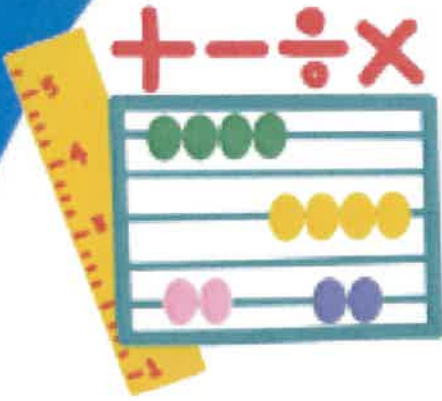
75 minutes is longer than an hour.

### Vocabulary

analogue    digital    hours    minutes    seconds  
o'clock    half past    quarter past    quarter to  
midday    midnight    noon    Roman numerals

# Year Three: Maths

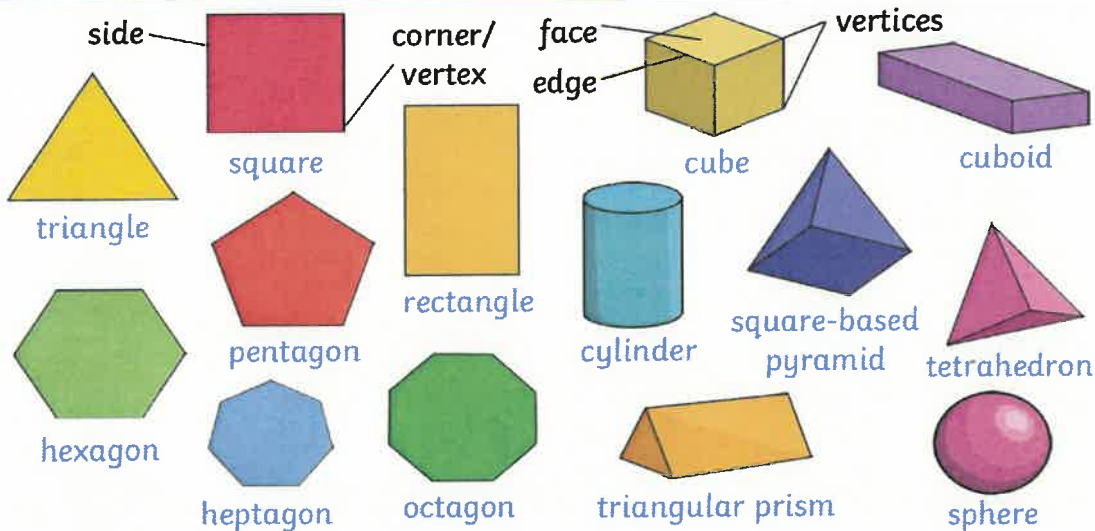
Knowledge Organiser



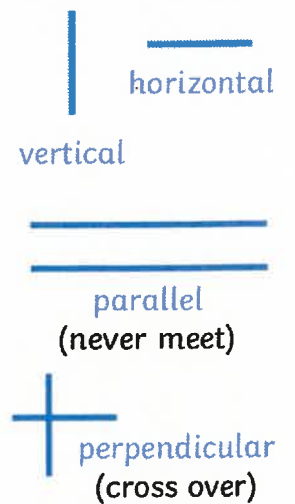
This term, we will be learning about...

## Properties of Shape

### 2D and 3D shapes

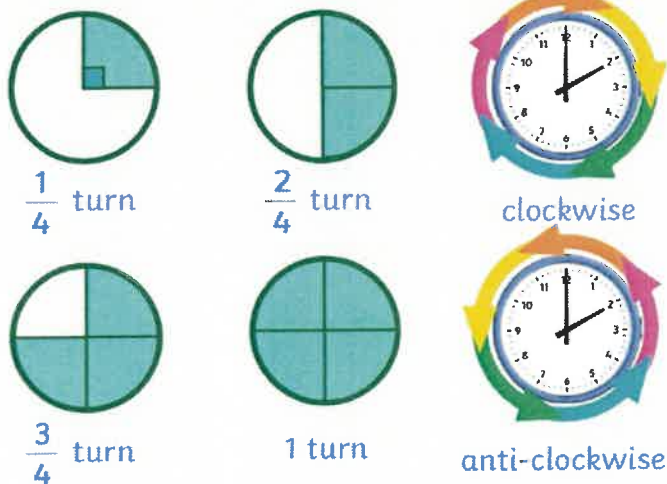


### Lines

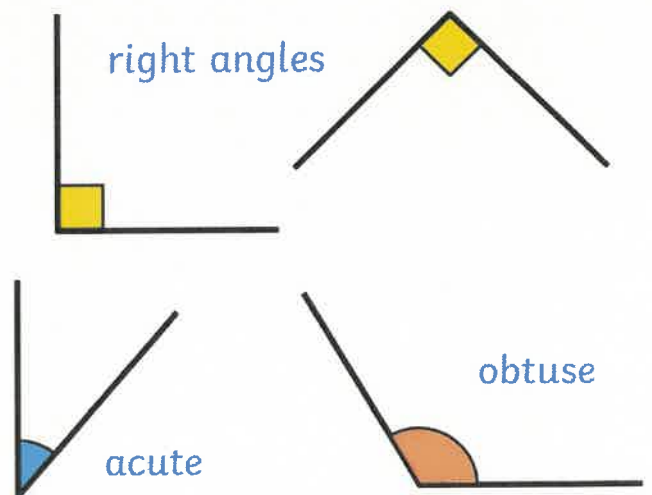


### Turns

Angles can be used as a description of a turn.



### Angles



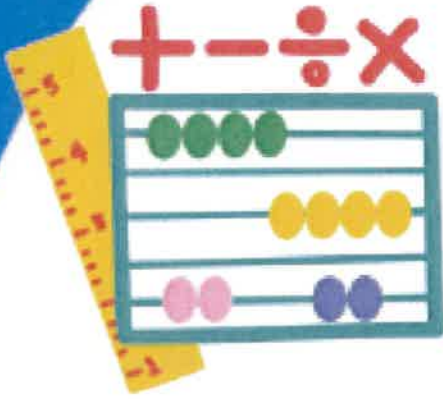
### Vocabulary

quarter turn, half turn, three-quarter turn, angle, right angle, acute, obtuse, horizontal, vertical, parallel, perpendicular, polygon, two-dimensional, three-dimensional, flat face, curved surface, edge, curved edge, vertex, vertices, apex



# Year Three: Maths

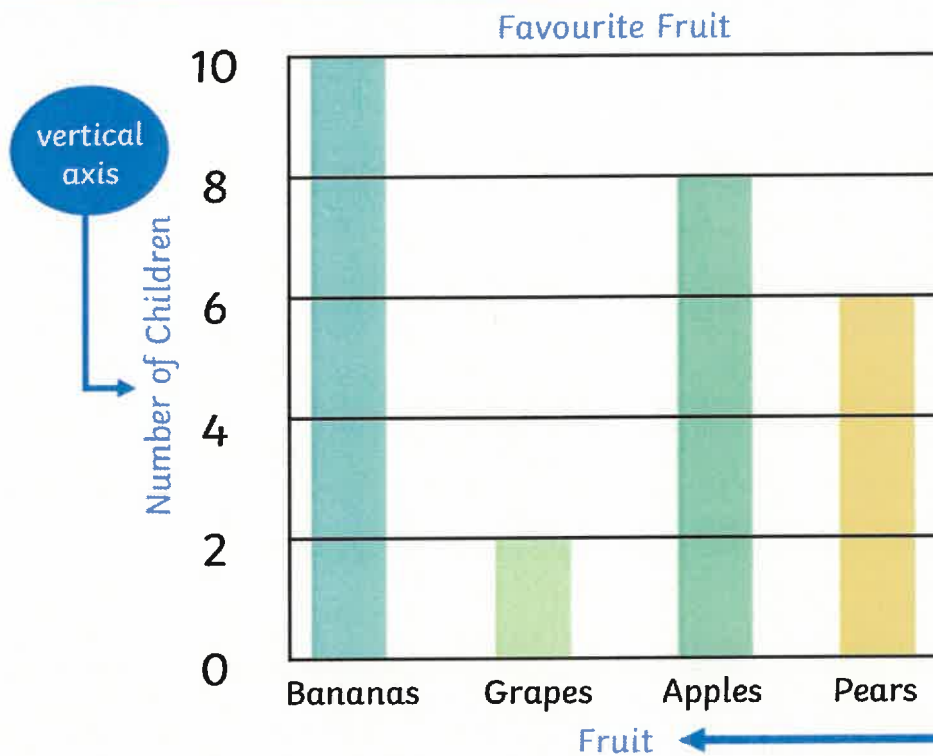
## Knowledge Organiser



This term, we will be learning about...

Statistics

### Bar Charts

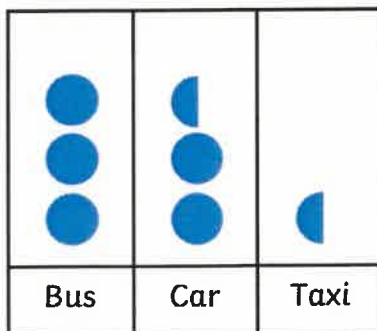


Bars are used to show the data in each category. There must be a gap between each bar. Bar charts can have different scales.

The scale on the bar chart depends on the range of the data.

### Pictograms

Pictograms use pictures or symbols to represent data. The key tells what each symbol shows.



### Two-way tables

To understand the data presented in a table, you must read the **title** and the **headings**.

Cinema Ticket Prices

Ticket Type	Weekday Price	Weekend Price
Adult	£6.00	£7.50
Child	£4.00	£4.50

### Vocabulary

data bar chart horizontal axis vertical axis axes scale intervals  
pictogram symbol key table interpret

# Year Three: The Mediterranean Knowledge Organiser



## The Big Idea

The Mediterranean region is characterised by a range of breathtaking landscapes: rugged mountains and volcanoes; forests and grasslands; coastal wetlands, rocky shores, golden beaches and a myriad of islands. Coastlines around the Mediterranean extend for in excess of 46,000 kilometres, with 220 million tourists visiting the region yearly. The Mediterranean has a long and rich culture and history, influenced by the great, ancient civilisations of Egypt, Greece and Rome, who sailed across the sea to trade with other peoples. Italy, with its passionate people and stunning vistas, is a microcosm of all the Mediterranean has to offer!

### The Mediterranean and Italy



Italy

Mediterranean countries are those that surround the Mediterranean Sea or located within the Mediterranean Basin. Italy is one of these countries.

### Human and Physical Features

Human features are things made by humans, like buildings or bridges.



Physical features, like rivers, would be here even if there were no people around.



### Volcanoes



A volcano is an opening in the earth's crust through which lava, volcanic ash, and gases escape. Volcanic eruptions are partly driven by pressure from dissolved gas.

### Volcanic Eruptions

Volcanic eruptions have negative effects such as:

- They can kill people and damage property.
- Economic activity can suffer as it is hard for businesses to operate after an eruption.
- Habitats and landscapes are damaged by lava flows.

Volcanic eruptions have positive effects such as:

- Geothermal energy can be generated in areas where magma lies close to the surface.
- Ash ejected by the volcano acts as a good fertiliser for soils.
- Volcanoes attract many tourists.

## Vocabulary

Mediterranean volcano eruption lava magma  
pyroclastic flow Mount Vesuvius Pompeii



# Year Three: Structures

## Knowledge Organiser



### The Big Idea

Pupils will gain familiarity with general purpose software that can be used to draw accurate shapes, such as 2Design and Make. They will select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. They will Test and evaluate their own products against design criteria and the intended user and purpose.

#### Research the Engineer



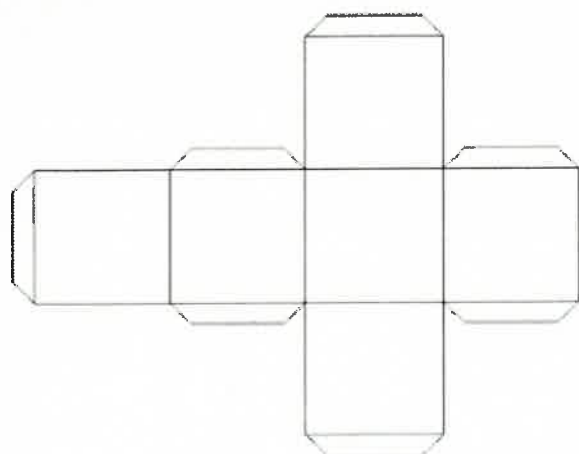
##### Gustave Eiffel

- Gustave was a French structural engineer and architect.
- He designed the Eiffel Tower.
- He also designed the armature (supporting framework) for the Statue of Liberty, New York Harbour, United States

#### Design Brief

Use computer aided design to design, create and evaluate a gift box to hold a food-based gift.

#### Make the Product



#### Evaluate the Product

Does my product work for the intended purpose?

Is my product suitable for the intended user?

Does it meet the design criteria?

### Vocabulary

computer-aided design    shell structure    edge    face    vertex  
font    net    cuboid    prism

# Year Three: It's My Body

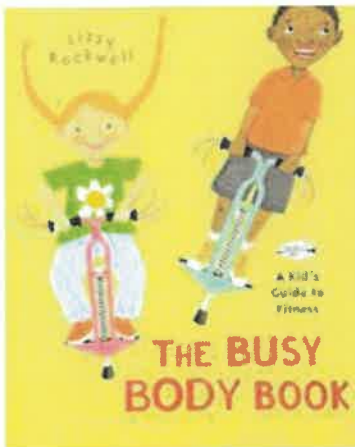
## Knowledge Organiser



### The Big Idea

It is important that children understand how to keep themselves safe and healthy. They should know who they can trust and talk to when they feel worried about something.

#### Our Linked Text



#### Eating

Choosing healthy foods will keep me fit and healthy.



#### Healthy Choices



I understand that some drugs, alcohol, tobacco can damage my future health.

#### Keeping Clean



Germs can affect my health and keeping clean will reduce their spread.

#### Protecting My Body



I have the right to protect my body and tell someone if I feel there has been any inappropriate or unwanted contact.

### Vocabulary

secret choices relationship trusted adult hygiene drugs habit