



**St Mary's**  
Catholic Primary School and Nursery

**St Mary's Catholic Primary School Curriculum**

**Year 3 Autumn 1**

**Main Themes: Stone Age, Bronze Age, Iron Age and Rocks and Soils**

<b>End Points</b>	<p>By the end of the term in RE the children will have explored the concept of belonging to a family and will understand how special it is to belong to the Christian family. In French, the children will know how to greet someone in French and be able to say how they are feeling in French. They will have learnt about the Stone Age and the Bronze age and be able to decide which era we would rather live in through our developing chronological awareness and use of sources of evidence – through this unit, the children will have begun to create a sound understanding of chronology and the beginnings of their British History journey. During Science, the children will have learnt about different types of rocks and soils as well as investigating different fossils! In art they will have developed their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to create an Egyptian Scroll. They will have started using sketch books to record their observations and use them to review and revisit ideas.</p> <p>During computing the children will have learnt how to write code and create and debug their own programmes. For PE, the children will have learnt and refined their gymnastic skills through flight and balance. They will begin to develop skills in netball. In music they will have learnt to Sing a call-and-response song in groups, holding long notes confidently and also play melodic and rhythmic accompaniments to a song. Through their English work, the children will understand the importance of information texts and how they can be used to portray information – they will also be able to write their own. The children will also understand what a fantasy story is, and be able to begin writing their own with increasing independence. In Maths there will have been a focus on number and place value and will have begun part 1 of the addition and subtraction units.</p>
<b>Religious Education</b> <b>The Christian Family</b>	<p>This topic is designed to develop the children's knowledge and understanding of the Sacrament of Baptism. Through the topic children explore what it means to belong to a family and the Christian family.</p> <ul style="list-style-type: none"><li>• Reflect on what it means to be a part of a family</li></ul>



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	<ul style="list-style-type: none"> <li>• Understand that the Church is the family of God</li> <li>• Reflect on what it means to be part of the Christian family</li> <li>• Know that we join this family when we receive the Sacrament of Baptism</li> <li>• Know what happens at a Baptism</li> <li>• Know the signs used in Baptism and why they are used</li> <li>• Know the promises made by parents and godparents at Baptism</li> <li>• Know that Baptism is a sacrament</li> <li>• Experience a liturgical celebration</li> </ul>	
English	<b>Talk 4 Writing genres:</b> <b>Fiction:</b> Fantasy (Through the Magic Mirror) <b>Non-fiction-</b> Information Text (Travel Booklet) <b>Poetry:</b> Nonsense Poem (Quangangle's Hat)	<b>(Shared) Reading texts:</b> <b>Fiction:</b> Where the Wild Things Are <b>Non Fiction:</b> The Street Beneath my Feet <b>Poetry:</b> Woodland Poems <b>Class Read for pleasure Text:</b> The Iron Man
English - Reading Comprehension Skills/Word Reading	<ul style="list-style-type: none"> <li>• To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)</li> <li>• To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</li> <li>• To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• To use appropriate terminology when discussing texts (plot, character, setting).</li> <li>• To retrieve and record information from non-fiction texts.</li> <li>• To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives</li> <li>• To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> </ul>	
English-Spoken Language Skills	<ul style="list-style-type: none"> <li>• To begin to use appropriate intonation and volume when reading aloud</li> </ul>	



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<b>English - Handwriting Skills</b>	<ul style="list-style-type: none"> <li>To use a neat, joined handwriting style with increasing accuracy and speed.</li> <li>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</li> </ul>	
<b>English - Writing Spelling Skills</b>	<ul style="list-style-type: none"> <li>To spell words with the / ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</li> <li>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</li> </ul>	
<b>English - Writing Composition Skills</b>	<ul style="list-style-type: none"> <li>To begin to use ideas from their own reading and modelled examples to plan their writing.</li> <li>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To compose and rehearse sentences orally</li> <li>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</li> <li>To begin to create settings, characters and plot in narratives.</li> <li>To form sentences with different forms: statement, question, exclamation, command</li> <li>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li> </ul>	
<b>English - Writing VGP Skills</b>	<ul style="list-style-type: none"> <li>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions.</li> <li>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</li> </ul>	
<b>Mathematics Skills</b>	<b>Number: Place Value</b>	<b>Number: Addition &amp; Subtraction – Part 1</b>
<b>Small steps</b>	Step 1 Represent numbers to 100 Step 2 Partition numbers to 100 Step 3 Number line to 100 Step 4 Hundreds	Step 1 Apply number bonds within 10 Step 2 Add and subtract 1s Step 3 Add and subtract 10s Step 4 Add and subtract 100s



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	<p>Step 5 Represent numbers to 1,000</p> <p>Step 6 Partition numbers to 1,000</p> <p>Step 7 Flexible partitioning of numbers to 1,000</p> <p>Step 8 Hundreds, tens and ones</p> <p>Step 9 Find 1, 10 or 100 more or less</p> <p>Step 10 Number line to 1,000</p> <p>Step 11 Estimate on a number line to 1,000</p> <p>Step 12 Compare numbers to 1,000</p> <p>Step 13 Order numbers to 1,000</p> <p>Step 14 Count in 50s</p>	<p>Step 5 Spot the pattern</p> <p>Step 6 Add 1s across a 10</p> <p>Step 7 Add 10s across a 100</p> <p>Step 8 Subtract 1s across a 10</p> <p>Step 9 Subtract 10s across a 100</p> <p>Step 10 Make connections</p> <p>Step 11 Add two numbers (no exchange)</p> <p>Step 12 Subtract two numbers (no exchange)</p>
<p><b>Science Knowledge</b></p> <p>Rocks</p>	<ul style="list-style-type: none"> <li>• To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>• To describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>• To recognise that soils are made from rocks and organic matter.</li> </ul>	
<p><b>Working Scientifically Skills</b></p>	<ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>	
<p><b>Computing Knowledge</b></p> <p>Purple Mash Unit</p> <p>Coding</p>	<ul style="list-style-type: none"> <li>• To know what debugging means</li> </ul>	



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<b>Computing Skills</b>	<ul style="list-style-type: none"><li>• Design and debug programs that accomplish specific goals</li><li>• Design and create programs that use a sequence</li><li>• Control physical systems</li><li>• Use logical reasoning to detect and correct errors in programs</li></ul>
<b>PE Knowledge</b>	<p><b>Real Gym Unit 2</b></p> <p><b>Flight</b></p> <ul style="list-style-type: none"><li>• Jump technique: To swing arms back and bend knees to prepare, to swing arms up and push from legs in take-off, to keep good body tension and clear shape during flight phase and to land through balls of feet with soft knees to absorb impact.</li><li>• To decide before jumping which technique/footwork pattern to use.</li><li>• To squeeze body muscles during flight to make clear shape.</li><li>• To land through balls of feet with soft knees to absorb impact.</li></ul> <p><b>Balance</b></p> <ul style="list-style-type: none"><li>• To decide on footwork pattern and jump before starting.</li><li>• To squeeze body muscles during flight phase.</li><li>• To land through balls of feet with soft knees to absorb impact.</li></ul> <p><b>Netball</b></p> <ul style="list-style-type: none"><li>• When, where and why we should pass.</li><li>• How to pass the ball keeping possession to beat an opponent</li><li>• How we can combine passing and moving to create space and keep possession.</li><li>• How to combine passing and moving to score points against another team.</li><li>• Why we do not stand directly behind a defender when finding a position to receive the ball</li><li>• How to apply the correct technique (chest pass) when passing. When applying the chest pass we step into the pass, pushing the ball away from our body (chest), with two hands towards our partners / team members hands (target).</li></ul>



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<b>PE Skills</b>	<p><b>Real Gym Unit 2</b> Perform <b>tricky</b> shape, balance, travel, flight, rotation skills.</p> <p><b>Flight</b></p> <ul style="list-style-type: none"><li>• Explore different types of jumps and leaps and begin to link these to create a sequence- straight, 2 feet jump, hop, cat leap, jete, scissor.</li><li>• Develop sequences using a variety of jumps and leaps, low apparatus and directions.</li><li>• Consolidate and perform sequences using a variety of jumps and leaps and directions, incorporating low apparatus.</li></ul> <p><b>Balance</b></p> <ul style="list-style-type: none"><li>• Explore balances using apparatus and begin to link these to create a sequence- different body parts, points and patches, passe, low arabesque, flag balance/ front attitude.</li><li>• Develop sequences using a variety of balances, directions and levels.</li><li>• Consolidate and perform sequences using a variety of balances, directions and levels.</li></ul> <p><b>Netball</b></p> <ul style="list-style-type: none"><li>• Introduce passing, receiving and creating space</li><li>• Develop/combine passing and moving</li><li>• Combine/develop passing and shooting</li></ul>
<b>Music Knowledge</b>	<p>Know how to:</p> <p>Compose a pentatonic ostinato.</p> <p>Sing a call-and-response song in groups, holding long notes confidently.</p> <p>Play melodic and rhythmic accompaniments to a song.</p> <p>Listen and identify where notes in the melody of the song go down and up.</p>
<b>Music Skills</b>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion and other instruments), inventing short ‘on-the-spot’ responses using a limited note range.</p>



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	<p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups.</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow.</p> <p>Extend to question-and-answer phrases.</p> <p>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p>	
<b>French Knowledge KS2 only</b>	<ul style="list-style-type: none"> <li>• Understand basic classroom instructions in French- 'Sit down', 'Stand up', 'Listen', 'Look', 'Silence'.</li> <li>• To know where France is on a map.</li> <li>• To know which languages are spoken across our school.</li> <li>• To learn and join in with a French greetings song.</li> <li>• To greet in French- say 'Hello', 'Hi', 'Goodbye', 'See you soon'.</li> <li>• To ask and answer how someone is feeling 'Good', 'OK', 'Sad'.</li> </ul>	
<b>French Skills KS2 only</b>	<ul style="list-style-type: none"> <li>• Listen to and respond to stories and songs</li> <li>• Understand short texts and dialogues made up of familiar language.</li> <li>• Take part in short spoken exchanges.</li> <li>• Understand instructions and praise words.</li> </ul>	
	<p><b>National Curriculum End of key Stage 1/2</b></p> <p>Pupils should be able to:</p>	<p><b>Progression Statements Taken from Schemes of Work e.g. Kapow</b></p>
<p><b>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b></p>		



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**Key Concepts: Chronological Awareness, Change and Continuity, Cause and Consequence, Historical Significance, Sources of Evidence, Historical Interpretations, Historical Enquiry, Power (Monarchy, Government and Empire), Invasion, Settlement and Migration, Civilisation (social and cultural), Trade.**

<b>History Knowledge</b>	<p><i>changes in Britain from the Stone Age to the Iron Age</i></p> <ul style="list-style-type: none"><li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li><li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li><li>• Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li><li>• Gain and deploy a historically grounded understanding of abstract terms such as</li></ul>	<ul style="list-style-type: none"><li>• To understand the development of groups, kingdom and monarchy in Britain.</li><li>• To understand that there are varied reasons for coming to Britain</li><li>• To know that there are different reasons for migration.</li><li>• To know that settlement created tensions and problems.</li><li>• To understand the impact of settlers on the existing population.</li><li>• To understand the earliest settlements in Britain.</li><li>• To know that settlements changed over time.</li><li>• To understand how invaders and settlers influence the culture of the existing population.</li><li>• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li><li>• To know that communities traded with each other and over the English Channel in the Prehistoric Period.</li><li>• To understand that trade began as the exchange of goods.</li><li>• To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times</li><li>• To understand that trade develops in different times and ways in different civilisations.</li></ul>
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	<p>'empire', 'civilisation', 'parliament' and 'peasantry'</p> <ul style="list-style-type: none"><li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li></ul>	<ul style="list-style-type: none"><li>• To understand that the traders were the rich members of society</li></ul>
<b>History Skills</b>		<ul style="list-style-type: none"><li>• Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</li><li>• Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern</li><li>• Using dates to work out the interval between periods of time and the duration of historical events or periods.</li><li>• Using BC/AD/Century</li><li>• Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</li><li>• Placing the time studied on a timeline.</li><li>• Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</li><li>• Noticing connections over a period of time.</li><li>• Identifying reasons for change and reasons for continuities.</li><li>• Identifying what the situation was like before the change occurred.</li><li>• Comparing different periods of history and identifying changes and continuity.</li><li>• Describing the changes and continuity between different periods of history.</li><li>• Identifying the links between different societies.</li></ul>



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|  |  | <ul style="list-style-type: none"><li>• Identifying reasons for historical events, situations and changes.</li><li>• Identifying similarities and differences between periods of history.</li><li>• Explaining similarities and differences between daily lives of people in the past and today.</li><li>• Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world</li><li>• Using a range of sources to find out about a period.<br/>Sources of evidence</li><li>• Using evidence to build up a picture of a past event.</li><li>• Observing the small details when using artefacts and pictures</li><li>• Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</li><li>• Evaluating the usefulness of different sources.</li><li>• Understanding how historical enquiry questions are structured</li><li>• Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</li><li>• Creating questions for different types of historical enquiry</li><li>• Using a range of sources to construct knowledge of the past</li><li>• Extracting the appropriate information from a historical source.</li></ul> |
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		<ul style="list-style-type: none"> <li>Identifying primary and secondary sources.</li> <li>Interpreting evidence in different ways.</li> <li>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</li> <li>Making links and connections across a period of time, cultures or groups.</li> <li>Asking the question “How do we know?”</li> <li>Reaching conclusions that are substantiated by historical evidence</li> <li>Constructing answers using evidence to substantiate findings.</li> <li>Identifying weaknesses in historical accounts and arguments</li> <li>Creating a structured response or narrative to answer a historical enquiry.</li> <li>Describing past events orally or in writing, recognising similarities and differences with today.</li> </ul>
<b>Art Knowledge</b>	<ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and</li> </ul>	<ul style="list-style-type: none"> <li>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</li> </ul>
<b>Craft and Design – Ancient Egyptian Scrolls</b>		
<b>Art Skills</b>		<ul style="list-style-type: none"> <li>Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process.</li> </ul>



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	<p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> <li>To know about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</li> <li>Learning a new making technique (paper making) and applying it as part of their own project.</li> <li>Investigating the history of a craft technique and sharing that knowledge in a personal way.</li> <li>Designing and making creative work for different purposes, evaluating the success of the techniques used.</li> <li>Using subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</li> <li>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</li> <li>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</li> </ul>
<b>RHE/PHSE/SMSC (Relationships and Health Education)</b>	<p><b>RHE Module 1 Created and Loved by God</b></p> <p><b>Religious Understanding</b></p> <ul style="list-style-type: none"> <li>We are created individually by God who is Love, designed in His own image and likeness</li> </ul> <p>God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation). Every human life is precious from the beginning of life (conception) to natural death. Personal and communal prayer and worship are necessary ways of growing in our relationship with God.</p> <ul style="list-style-type: none"> <li>In Baptism God makes us His adopted children and 'receivers' of His love</li> </ul> <p>By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). It is important to make a nightly examination of conscience. Receiving the Sacraments helps them to develop healthy relationships with others.</p> <p><b>Me, My Body, My Health</b></p>	



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	<ul style="list-style-type: none"><li>• Similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community. Self-confidence arises from being loved by God (not status, etc)</li><li>• About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do. Learn what the term 'puberty' means.</li><li>• Learn when they can expect puberty to take place. Understand that puberty is part of God's plan for our bodies.</li></ul>
<b>Mental Health and Wellbeing</b> <b>Safeguarding Curriculum Links</b>	<b>World Mental Health Day</b> <b>Black History</b> <ul style="list-style-type: none"><li>• Explaining to children what "Black history" means and what Black History Month is.</li><li>• Reading up on diversity.</li><li>• Watching history together.</li><li>• Inviting children to listen to inspiring Black musical artists.</li><li>• Teaching them about Black icons.</li></ul>



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