



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 3 Autumn 2

Main Themes: Who lives in Antarctica?, Forces and Magnets

Cultural Capital/Enrichment:

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| End Points | By the end of their R.E unit this half term, the children will have a clear understanding about the importance of Mary in our religion and why she is venerated. In maths we will focus on part 2 of our addition and subtraction unit and also begin our multiplication and division work, where children will be confident to add and subtract numbers mentally. By the end of this half term, children will know how to count to 12 in French and be able to say how old they are in French in order to hold a simple conversation using this information. Through their English work, the children will have a clear idea of how to write a setting description and understand how to use descriptive vocabulary to do this. They will know how to write a successful diary entry and understand how or why this type of genre may be used in their real lives. In science we will be exploring forces and magnets in detail and the children will understand how this is relevant to things around them. During computing the children will learn to recognise acceptable/ unacceptable behaviour and content and be taught to use technology responsibly. In PE they will develop tricky shape, balance, travel, flight, rotation skills in gymnastics and develop skills in hockey. Music will be all about rhythm and creating rhythmical pieces. During Geography we will answer the question: 'Who lives in Antarctica?' using our locational knowledge and geographical skills and we will begin to understand the concept of a healthy diet in our Design Technology lessons. |
| Religious Education Mary, Mother of God | This unit is designed to help the children reflect on the role of Mary. The children will develop their understanding of Advent as a time of preparation for the birth of Jesus and are encouraged to reflect on the true meaning of Christmas. <ul style="list-style-type: none">• Know that God chose Mary to be the Mother of Jesus, the Son of God.• Think about the importance of being chosen.• Know how Mary responded to God's call by saying yes to God.• Know that Mary went to visit her cousin Elizabeth and think about how we can help each other.• Know the 'Hail Mary' and begin to understand it.• Reflect on Mary's role as our Mother, how she shows her love for us and how we can show our love for her.• Know about the Mystery of the Incarnation and reflect on mysteries. |



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| | <ul style="list-style-type: none"> • Know that Advent is a time to prepare for the coming of Jesus at Christmas. • Identify ways we can prepare for the birth of Jesus during Advent. • Experience an Advent liturgy. • Know about the birth of Jesus and reflect on what this means for us. • Understand that Christmas is a celebration of the birth of Jesus, the Son of God • Know the stories of the shepherds' and wise men's visit to see the baby Jesus and that they knew he was the Son of God. • Think about the gifts we can offer Jesus. | |
| English | Talk 4 Writing genres: Fiction – Narrative (Setting Description – Hansel and Gretel) Non-Fiction – Diary Writing (Recount) Poetry: Acrostics (Christmas) | (Shared) Reading texts: Fiction: Leon and the Place Inbetween Non-Fiction: All About Penguins Poetry: A Winter's Tale Class Read for pleasure Text: The Christmasaurus |
| English - Reading Comprehension Skills/Word Reading | <ul style="list-style-type: none"> • To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • 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. • To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. • To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • To use appropriate terminology when discussing texts (plot, character, setting). • To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • To justify predictions using evidence from the text. • To retrieve and record information from non-fiction texts. | |
| English-Spoken Language Skills | <ul style="list-style-type: none"> • To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. • To begin to use appropriate intonation and volume when reading aloud. | |



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| English - Handwriting Skills | <ul style="list-style-type: none"> To use a neat, joined handwriting style with increasing accuracy and speed 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. | |
| English - Writing Spelling Skills | <ul style="list-style-type: none"> To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules To spell many of the Y3 and Y4 statutory spelling words correctly. | |
| English - Writing Composition Skills | <ul style="list-style-type: none"> To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. 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. To make deliberate ambitious word choices to add detail. | |
| English - Writing VGP Skills | <ul style="list-style-type: none"> To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing. To use the full range of punctuation from previous year groups. To using co-ordination (or/and/but). To use subordination (when/if/ that/because). | |
| Mathematics Skills Small steps | Number: Addition & Subtraction – Part 2 Step 13 Add two numbers (across a 10) Step 14 Add two numbers (across a 100) Step 15 Subtract two numbers (across a 10) Step 16 Subtract two numbers (across a 100) Step 17 Add 2-digit and 3-digit numbers Step 18 Subtract a 2-digit number from a 3-digit number Step 19 Complements to 100 Step 20 Estimate answers | Number: Multiplication & Division A Step 1 Multiplication – equal groups Step 2 Use arrays Step 3 Multiples of 2 Step 4 Multiples of 5 and 10 Step 5 Sharing and grouping Step 6 Multiply by 3 Step 7 Divide by 3 Step 8 The 3 times-table Step 9 Multiply by 4 |



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| | <p>Step 21 Inverse operations</p> <p>Step 22 Make decisions</p> | <p>Step 10 Divide by 4</p> <p>Step 11 The 4 times-table</p> <p>Step 12 Multiply by 8</p> <p>Step 13 Divide by 8</p> <p>Step 14 The 8 times-table</p> <p>Step 15 The 2, 4 and 8 times-tables</p> |
| <p>Science Knowledge</p> <p>Forces and Magnets</p> | <ul style="list-style-type: none"> • To compare how things move on different surfaces. • To notice that some forces need contact between two objects, but magnetic forces can act at a distance. • To observe how magnets attract or repel each other and attract some materials and not others. • To 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. • To describe magnets as having two poles. • To predict whether two magnets will attract or repel each other, depending on which poles are facing. | |
| <p>Working Scientifically Skills</p> | <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | |
| <p>Computing Knowledge</p> <p>Purple Mash Unit</p> <p>Email and eSafety</p> | <ul style="list-style-type: none"> • Choose from a variety of software and internet services to accomplish given goals. • Design and create content to accomplish a given goal. • Collect and combine information and data. • Use technology responsibly. • Recognise acceptable / unacceptable behaviour and content. | |



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| Computing Skills | <ul style="list-style-type: none"> • Recognise acceptable / unacceptable behaviour and content. • Use technology responsibly. • Choose from a variety of software and internet services to accomplish given goals. |
| PE Knowledge | <p>Real Gym Unit 1</p> <p>Travel Mapping Pathways (Hand Apparatus)</p> <ul style="list-style-type: none"> • Maintain good body tension and extension. • Concentrate on the coordination of body parts. • Change speeds to develop fluency. • Hold apparatus away from body to enable apparatus movement. <p>Rotation Sequences (Partner Work)</p> <ul style="list-style-type: none"> • Dish and Arch Roll - In dish or arch shape, roll keeping hands, feet and head off the floor, chin on chest and lift arms and legs as high as possible. • Keep muscles squeezed tightly throughout. • Tighten body to enable control. • Count with partner/s to help with timing. • Watch partner/s to aid synchronisation. <p>Hockey</p> <ul style="list-style-type: none"> • How to dribble the ball • How to hold a hockey stick safely • Why we need to keep the ball under control when we are dribbling • How to pass the ball adopting the correct technique. • How to receive (control) the ball adopting the correct technique. |
| PE Skills | <p>Real Gym Unit 1 Develop tricky shape, balance, travel, flight, rotation skills.</p> <p>Travel Mapping Pathways (Hand Apparatus)</p> <ul style="list-style-type: none"> • Develop and apply different shapes and travel on the floor, using different pathways and sequences- stretch walk, march, run/jog on tip toes, skip, side-step and slide. |



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| | <ul style="list-style-type: none"> Develop and apply different shapes and travel with hand apparatus, using different pathways and sequences- rotate at hip (cat leap), hold apparatus (slide), pass from hand to hand (walk/march), roll apparatus (skip). Complete spiral pathways, curves, wave, straight, L-shape, zig zag. <p>Rotation Sequences (Partner Work)</p> <ul style="list-style-type: none"> Develop and apply rotations and rolls on the floor and begin to link these to create a sequence- pencil roll, dish and arch roll, rotate on bottom, pattern turn on two feet. Develop and apply different rotations and rolls with a partner, using different pathways and sequences- supported using hoop (rock and roll), supported (rock and roll) and under arch (egg roll). <p>Hockey</p> <ul style="list-style-type: none"> Introduce dribbling Introduce passing and receiving Combine dribbling and passing to create space Develop passing, receiving and dribbling Introduce shooting |
| Music Knowledge | <p>Know how to:</p> <p>Create clapping patterns using the durations crotchet, crotchet rest, pair of quavers.</p> <p>Transfer clapping patterns to tuned instruments and as a group create a layered piece of music.</p> <p>Rap accurately & rhythmically with dynamic contrast.</p> <p>Perform crotchet and quaver actions (walk and jogging) on the beat and adapt these actions when the speed of the music changes.</p> |
| Music Skills | <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>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Listen to recorded performances.</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p> |



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| | <p>Compose song accompaniments on untuned percussion using known rhythms and note values. Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.</p> | |
| French Knowledge KS2 only | <ul style="list-style-type: none"> • Recognise the graphemes a,e,i,o,u, ç • To count to 12. • To learn a number song. • To ask someone how old they are. • To tell someone how old you are. • Listen to and respond to the story book 'Je mangerais bien un enfant.' | |
| French Skills KS2 only | <ul style="list-style-type: none"> • Use sounds to identify written words. • Take part in short spoken exchanges. • Understand short texts and dialogues made up of familiar language. • Listen to and respond to stories and songs. • Read aloud a familiar sentence, rhyme or poem. | |
| | National Curriculum End of key Stage 2 Pupils should be able to: | Progression Statements Taken from Schemes of Work e.g. Kapow |
| Geography Knowledge <u>Who lives in Antarctica?</u> | <u>Locational Knowledge:</u> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, | <ul style="list-style-type: none"> • To know where North and South America are on a world map. • To know the names of some countries and major cities in Europe and North and South America. • To know that climate zones are areas of the world with similar climates. |



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| | <p>key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><u>Human and Physical:</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geographical Skills and Fieldwork:</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | <ul style="list-style-type: none"> To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know the world's biomes. To know the main types of land use. To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. |
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| | <ul style="list-style-type: none">• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | <ul style="list-style-type: none">• To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.• To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.• To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.• To know the world's different climate zones.• To know water is used by humans in a variety of ways.• To know that a natural resource is something that people can use which comes from the natural environment.• To understand that a scale shows how much smaller a map is compared to real life.• To recognise world maps as a flattened globe.• To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.• To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. |
| Geography Skills | | <ul style="list-style-type: none">• Locating some countries in Europe and North and South America using maps.• Locating key physical features in countries studied including significant environmental regions. |



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| | | <ul style="list-style-type: none">• Locating some key human features in countries studied.• Finding the position of the Equator and describing how this impacts our environmental regions.• Finding lines of latitude and longitude on a globe and explaining why these are important.• Identifying the position of the Tropics of Cancer and Capricorn and their significance.• Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.• Identifying the position and significance of both the Arctic and Antarctic Circle.• Describing and beginning to explain similarities between two regions studied.• Describing and beginning to explain differences between two regions studied.• Describing how and why humans have responded in different ways to their local environments.• Discussing climates and their impact on trade, land use and settlement.• Explaining what measures humans have taken in order to adapt to survive in cold places.• Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.• Describing where volcanoes, earthquakes and mountains are located globally.• Describing how humans use water in a variety of ways. |
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| | | <ul style="list-style-type: none">• Describing and understanding types of settlement and land use.• Explaining why different locations have different human features.• Explaining why people might prefer to live in an urban or rural place.• Beginning to use maps at more than one scale.• Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.• Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.• Using the scale bar on a map to estimate distances.• Finding countries and features of countries in an atlas using contents and index.• Zooming in and out of a digital map.• Accurately using 4-figure grid references to locate features on a map in regions studied.• Beginning to locate features using the 8 points of a compass.• Making and using a simple route on a map.• Observing, recording, and naming geographical features in their local environments. |
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| <p>Design & Technology Knowledge</p> <p>Cooking & Nutrition – Eating Seasonally</p> | <ul style="list-style-type: none"> • Understand and apply principles of a healthy and varied diet. • Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed | <ul style="list-style-type: none"> • To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country.. • To understand that imported foods travel from far away and this can negatively impact the environment. • To know that each fruit and vegetable gives us nutritional benefits because they • contain vitamins, minerals and fibre. • To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health. • To know safety rules for using, storing and cleaning a knife safely. • To know that similar coloured fruits and vegetables often have similar nutritional benefits. |
| <p>D & T Skills</p> | | <ul style="list-style-type: none"> • Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. • Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination. • Following the instructions within a recipe. |



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| | | <ul style="list-style-type: none"> Establishing and using design criteria to help test and review dishes. Describing the benefits of seasonal fruits and vegetables and the impact on the environment. Suggesting points for improvement when making a seasonal tart. |
| RHE/PHSE/SMSC (Relationships and Health Education) | <p>Module 1 Created and loved by God Me, My Body, My Health</p> <ul style="list-style-type: none"> Learn correct naming of genitalia. Learn what changes will happen to boys during puberty. Learn what changes will happen to girls during puberty. <p>Emotional Well-Being</p> <ul style="list-style-type: none"> That emotions change as they grow up (including hormonal effects – Version 2 only) <p>About the range and intensity of their feelings and that ‘feelings’ are not good guides for action. That feelings are neither good or bad, but information about what we are experiencing helps us consider how to act. What ‘emotional well-being’ means and that positive actions and talking to trusted people enhance emotional well-being.</p> <ul style="list-style-type: none"> To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. That God made us and loves us as we are. Some behaviour is wrong, unacceptable, unhealthy and/or risky. <p>Thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media.</p> <p>Life Cycles</p> <p>Big Changes, Little Changes –New content TBC</p> <ul style="list-style-type: none"> Remembrance | |



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| | <ul style="list-style-type: none">• Anti Bullying |
| Mental Health and Well being Safeguarding Curriculum Links | Safe Guarding links: Anti- Bullying- Assemblies Changing bodies- puberty |



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