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St Mary's Catholic Primary School Curriculum Year 3 Spring 2 Main Themes: Why are rainforests important to us? And Plants	
End Points	During this half term we have be developing our Geography knowledge to locate the world's countries using maps, to understand the aspects of physical and human geography features and to use fieldwork to observe and measure human and physical features. In our Science lessons we would have investigated plants and learnt about water transportation within plants and how they grow and reproduce. During PE we have been focusing on Cricket and learning how to bat, field and how to stop, retrieve and return the ball. For Computing the children will have built on their software knowledge to decide which software will accomplish a given goal and to know what data is and where to use it. During our RHE sessions we have discussed what kind of physical contact is acceptable and to understand the effect of different substances. By the end of this half term, children will know that nouns in French are masculine or feminine and they will be able to write a simple sentence to say what is in their pencil case. By the end of the term, the children's English lessons will have ensured that they understand the purpose of instructions, know how they can be used in daily life and the importance of using time conjunctions and imperative verbs. They will also understand what makes a good story ending, be able to write their own version of a story ending (that includes an increasingly more ambitious choice of vocabulary) and be able to self/peer-edit their work to improve. In Maths our focus has been fractions, mass and capacity so the children will know what a numerator, denominator and equivalent fraction is as well as comparing masses. In Design and Technology, we have been building our own structure based on a castle and the children now know understand what a net is and how to build a complex shape from simple geometric shapes. During our RE lessons, we have been looking at how to celebrate the mass and by the end of the half term the children should know the importance of Mass and why Catholics attend. In music, our listening units will have enabled children to develop active listening skills and to explore how music can create atmosphere and effect.

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Religious Education **Celebrating the Mass**	This topic is designed to develop the children's knowledge and understanding of the Mass. The children will reflect on the importance of Sunday and why Catholics go to Mass. They will learn about different parts of the Mass like the Liturgy of the Word, the offertory, words of consecration and sign of peace. • Know why Sunday is special for Christians • Know that Catholics go to Mass to hear the teaching of Jesus and pray to him • Learn some of the responses in the Mass • Know that in the Mass we offer thanks to God for the gift of his Son • Know that during Mass the bread and wine become the body and blood of Jesus • Know that when we receive Holy Communion we receive Jesus • Know that Jesus is present in the Blessed Sacrament in the Tabernacle • Understand that Jesus died on the cross, and rose again, to save us from sin • Identify ways we can make Sunday a special day • Appreciate all that we have to be thankful for • Understand how we should behave at Mass • Be aware of the most sacred parts of the Mass	
English	**Talk 4 Writing genres:** **Non-fiction:** Instructions – How to Wash a Woolly Mammoth **Fiction:** Narrative (Story Endings) - Billy Goats Gruff **Poetry:** Rhyming (The Quiet Child)	**(Shared) Reading texts:** **Fiction:** Hodgeheg **Non-Fiction:** Rainforest Warrior **Class Read for pleasure Text:** The Abominables
English - Reading Comprehension Skills/Word Reading	• 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 discuss authors' choice of words and phrases for effect • To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • To justify predictions using evidence from the text • To retrieve and record information from non-fiction texts
English- Spoken Language Skills	• To begin to use appropriate intonation and volume when reading aloud.
English - Handwriting Skills	• 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 un-joined.
English - Writing Spelling Skills	• To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male • To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). • To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). • To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). • To spell many of the Y3 and Y4 statutory spelling words correctly

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English - Writing Composition Skills	• 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 compose and rehearse sentences orally (including dialogue). • 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 begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. • To begin to create settings, characters and plot in narratives.
English - Writing VGP Skills	• 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 subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. • To use a range of conjunctions, adverbs and prepositions to show time, place and cause • To punctuate direct speech accurately, including the use of inverted commas. • To recognise and use 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. To use the full range of punctuation from previous year groups.

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Mathematics Skills **Small steps**	**Number: Fractions A** Step 1 Understand the denominators of unit fractions Step 2 Compare and order unit fractions Step 3 Understand the numerators of non-unit fractions Step 4 Understand the whole Step 5 Compare and order non-unit fractions Step 6 Fractions and scales Step 7 Fractions on a number line Step 8 Count in fractions on a number line Step 9 Equivalent fractions on a number line Step 10 Equivalent fractions as bar models	**Measures: Mass & Capacity** Step 1 Use scales Step 2 Measure mass in grams Step 3 Measure mass in kilograms and grams Step 4 Equivalent masses (kilograms and grams) Step 5 Compare mass Step 6 Add and subtract mass Step 7 Measure capacity and volume in millilitres Step 8 Measure capacity and volume in litres and millilitres Step 9 Equivalent capacities and volumes Step 10 compare capacity and volume Step 11 Add and subtract capacity and volume
Science Knowledge Plants	• To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • To investigate the way in which water is transported within plants.	

	• To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Working Scientifically Skills	• 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
Computing Knowledge Purple Mash Unit Branching Databases	• To know which software to choose to accomplish a given goal • To know what data is and where to use it
Computing Skills	• 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
PE Knowledge	**Cricket** • Where to stand when we are fielding and have a clear understanding why we have chosen that particular position. • How and why to throw a ball overarm with power and distance.

	• How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball. • How to throw a ball overarm using the correct technique. Side on, opposite arm to opposite foot, arm up, elbow bent above the shoulder. • How to outwit the fielding team by varying the speed and direction we strike the ball.
PE Skills	**Cricket** • Understand the concept of batting and fielding • Introduce throwing overarm • Introduce throwing underarm • Introduce catching • Striking with intent
Music Knowledge and Skills **Units:** **1. 'March' from 'The nutcracker'** **2. From a railway carriage**	• Develop active listening skills by responding to musical themes through movement. • Understand the structure of rondo form (A-B-A-C-A). • Develop a sense of beat and rhythmic pattern through movement. • Experience call-and-response patterns through moving with a partner. • Explore ways to create word-based pieces of music. • Explore ways to communicate atmosphere and effect. • Listen and compare how different composers have approached creating word-based compositions.
French Knowledge KS2 only	Explore ways to create word-based pieces of music. Explore ways to communicate atmosphere and effect. Listen and compare how different composers have approached creating word-based compositions.

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French Skills KS2 only	• Say a short sentence and link words using a simple connective. • Read and show understanding of simple phrases and sentences containing familiar words. • Name the gender of nouns. • Name the indefinite article for both genders and use correctly. • Use simple conjunctions in sentences. • Notice that not all French letters or letter strings make the same sounds as they do in English.	
	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>Why are rainforests important to us?</u>	<u>Locational Knowledge:</u> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the	• 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 the names of some of the world's most significant rivers. • To know that climate zones are areas of the world with similar climates. • To know the world's biomes. • To know vegetation belts are areas of the world which are home to similar plant species. • To know the name of some counties in the UK (local to your school). • 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.

	Prime/Greenwich Meridian and time zones (including day and night) <u>Human and Physical:</u> • 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	• 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 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 that climates can influence the foods able to grow. • To know the main types of land use. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale. • To recognise world maps as a flattened globe. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know an enquiry-based question has an open-ended answer found by research.

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	<u>Geographical Skills and Fieldwork:</u> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 technology	• To know what a questionnaire and an interview are. • To know that quantitative data involves numerical facts and figures and is often objective. • 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. • To know that qualitative data involves opinions, thoughts and feelings and is often subjective. • To know what a bar chart, pictogram and table are and when to use which one best to represent data.
Geography Skills		• Locating some countries in Europe and North and South America using maps. • Locating key physical features in countries studied including significant environmental regions. • Locating some key human features in countries studied. • Locating some of the world's most significant rivers and identifying any patterns. • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Identifying how topographical features studied have changed over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features. • 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. • 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. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. • Mapping and labelling the six biomes on a world map. • Understanding some of the causes of climate change. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Describing how humans can impact the environment both positively and negatively, using examples. • 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. • Finding countries and features of countries in an atlas using contents and index. • Making and using a simple route on a map. • Beginning to choose the best approach to answer an enquiry question. • Mapping land use in a small local area using maps and plans. • Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Collecting quantitative data in charts and graphs. • Using a questionnaire/interviews to collect quantitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection.

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D & T Knowledge **Structures –** Constructing a Castle	• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting,	<u>Technical</u> • To understand that wide and flat based objects are more stable. • To understand the importance of strength and stiffness in structures. <u>Additional</u> • To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose. • To know that a façade is the front of a structure. • To understand that a castle needed to be strong and stable to withstand enemy attack. • To know that a paper net is a flat 2D shape that can become a 3D shape once assembled. • To know that a design specification is a list of success criteria for a product.
D & T Skills		• Designing a castle with key features to appeal to a specific person/purpose. • Drawing and labelling a castle design using 2D shapes, labelling: the 3D shapes that will create the features - materials needed and colours. • Designing and/or decorating a castle tower on CAD software. • Constructing a range of 3D geometric shapes using nets. • Creating special features for individual designs.

	shaping, joining and finishing], accurately. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	• Making facades from a range of recycled materials. • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. • Suggesting points for modification of the individual designs.
RHE/PHSE/SMSC (Relationships and Health Education)	**Module 2: Created to Love Others** **Keeping Safe**	

	• To judge well what kind of physical contact is acceptable or unacceptable and how to respond. About different kinds of abuse, including 'abuse of private parts'. That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest. • Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body. Know that our bodies are created by God, so we should take care of them and be careful about what we consume. • In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life. Children can help in an emergency using their First Aid knowledge.
Mental Health and Wellbeing Safeguarding Curriculum Links	Safeguarding Links: Keeping safe- good and bad secrets. Looking after our planet (climate change, carbon footprints)

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