



St Mary's
Catholic Primary School and Nursery

**St Mary's Catholic Primary School Curriculum
Year 3 Summer 1**

Main Themes:

How have children's lives changed?

Plants

Cultural Capital/Enrichment: Roman Trip (Chester)

End Points

By the end of this half term, in Maths the children will have developed a greater concept of mental strategies in doubling and halving numbers, as well as multiplying and dividing by 3, 4 and 8. They will also have developed their understanding of fractions, money, telling the time and working out the duration of activities. In English we will be continuing our Narrative unit based on story endings and the Billy Goats Gruff. We will then move onto looking at and learning from persuasive writing based on the story 'The Day the Crayons Quit.' For our narrative focus, we will be exploring narratives based on wishing tales. In History they will have a greater understanding of how children's lives have changed through time, including how children's spare time, health and work have changed. They will use primary and secondary sources to understand the significance of Lord Shaftesbury and his impact on the role of a working child. In Science, the children will have a deeper understanding of the parts of a flowering plant and know what part they play in the life cycle of a plant. They will further their athletic skills in acceleration in sprinting, accuracy and distance in throwing and standing long jump. In swimming, the children will have the basic skills in front crawl, breast and backstroke. In music they will have continued to learn to play the glockenspiel through the unit 'Time'. In French the children will know the names of some animals and be able to understand and join in with a French story. In Art and Design, they will have developed their skill of shading and drawing techniques to create a botanical inspired drawing from careful observation. In computing, they will be able to analyse and evaluate information and be able to present their findings as part of a discussion and give reasons for the choices they made. They will understand the importance of simulations to replicate events that could occur in real and hypothetical situations. In RE, they will know that Jesus rose from the dead and that the disciples received the Holy Spirit at Pentecost which gave them the strength and courage to spread the Good News. In their RHE they will know that they were created in the likeness of God and have reflected on whether the way they live their life is consistent with this. They will also know that they are the church, that is not just a building, and they will be aware of the different things that they can do for



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	others.		
Religious Education Celebrating Easter and Pentecost	<p>In this topic the children will</p> <p>This topic is designed to develop the children's knowledge and understanding of Easter and Pentecost through the Story of Emmaus and through Acts 2: 1-13 (Pentecost). The children will reflect on the celebration of new life and on the signs and symbols of the Easter season. They will reflect on the importance of belief through the story of 'Doubting Thomas'. They will learn about the symbols and fruits of the Holy Spirit and reflect on how the Holy Spirit helps them to live their lives.</p> <p><u>Key Learning Outcomes</u></p> <ul style="list-style-type: none"> • know that God the Father raised Jesus from the dead on Easter Sunday • know the stories of the appearance of Jesus on the road to Emmaus and to Thomas • know that because Jesus rose from the dead, so too will we • know the story of the coming of the Holy Spirit at Pentecost • understand how the coming of the Holy Spirit at Pentecost changed the disciples • reflect on times when we need the power of the Holy Spirit • celebrate a Pentecost liturgy 		
English	<table border="1"> <tr> <td> <p>Talk 4 Writing genres:</p> <p>Narrative (story endings) - Billy Goats Gruff</p> <p>Non-fiction (persuasive writing) - The Day the Crayons Quit</p> <p>Narrative – Wishing Tale</p> </td> <td> <p>(Shared) Reading texts:</p> <p>The Tin Forest – Helen Ward</p> <p>Interview with a Shark – Andy Seed and Nick East</p> <p>Class Read for pleasure Text:</p> <p>Wisp – A story of Hope</p> </td> </tr> </table>	<p>Talk 4 Writing genres:</p> <p>Narrative (story endings) - Billy Goats Gruff</p> <p>Non-fiction (persuasive writing) - The Day the Crayons Quit</p> <p>Narrative – Wishing Tale</p>	<p>(Shared) Reading texts:</p> <p>The Tin Forest – Helen Ward</p> <p>Interview with a Shark – Andy Seed and Nick East</p> <p>Class Read for pleasure Text:</p> <p>Wisp – A story of Hope</p>
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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 recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in 		



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	<p>context.</p> <ul style="list-style-type: none">• 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.
English-Spoken Language Skills	<ul style="list-style-type: none">• To ask questions that relate to what has been heard or what was presented to them.• To begin to offer support for their answers to questions with justifiable reasoning.
English - Handwriting Skills	<ul style="list-style-type: none">• To use a neat, joined handwriting style with increasing accuracy and speed.
English - Writing Spelling Skills	<ul style="list-style-type: none">• To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).• To spell words with a short /u/ sound spelt with 'o'• Word families based on common words, showing how words are related in form and meaning.
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 compose and rehearse sentences orally (including dialogue).• To make deliberate ambitious word choices to add detail.• To begin to create settings, characters and plot in narratives.
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 punctuate direct speech accurately, including the use of inverted commas.• To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct



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	<p>speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p> <ul style="list-style-type: none"> To use the full range of punctuation from previous year groups. 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. 		
<p>Mathematics Skills</p> <p>Small steps</p>	<p>Number: Fractions B</p> <p>Step 1 Add fractions</p> <p>Step 2 Subtract fractions</p> <p>Step 3 Partition the whole</p> <p>Step 4 Unit fractions of a set of objects</p> <p>Step 5 Non-unit fractions of a set of objects</p> <p>Step 6 Reasoning with fractions of an amount</p>	<p>Measures: Money</p> <p>Step 1 Pounds and pence</p> <p>Step 2 Convert pounds and pence</p> <p>Step 3 Add money</p> <p>Step 4 Subtract money</p> <p>Step 5 Find change</p>	<p>Measures: Time – Part 1</p> <p>Step 1 Roman numerals to 12</p> <p>Step 2 Tell the time to 5 minutes</p> <p>Step 3 Tell the time to the minute</p> <p>Step 4 Read time on a digital clock</p> <p>Step 5 Use am and pm</p> <p>Step 6 Years, months and days</p> <p>Step 7 Days and hours</p>
<p>Science Knowledge</p> <p>Plants</p>	<ul style="list-style-type: none"> To know the functions of different parts of flowering plants. To know the requirements of specific plants for life and growth. To know how water is transported within plants. To know the parts that flowers play in plant life cycles. 		
<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 		



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Computing Knowledge Purple Mash Unit Simulations	<ul style="list-style-type: none">• To know which digital content to choose to meet the needs of the user• To know what a computer network is
Computing Skills	<ul style="list-style-type: none">• Is selective when using digital content• Understands how computer networks can provide multiple services• Choose from a variety of software and internet services to accomplish given goals
PE Knowledge	Athletics <ul style="list-style-type: none">• How to run when running for speed, creating a pumping action with our arms and elbows bent, springing off the balls of our feet• Why we have to accelerate at the start of a race.• How to run for speed in a team, using a relay baton, holding our hands ready, palms upwards when waiting for the baton.• How to throw for distance and why the correct technique is essential to send the object further. We throw and object sideways on, with our arm up and elbow bent above our shoulder. We release the object when it is just past our head. Swimming
PE Skills	Athletics <ul style="list-style-type: none">• Explore running for speed• Explore acceleration• Introduce /develop relay: Running for speed in a team



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	<ul style="list-style-type: none">• Throwing: Accuracy vs distance• Standing Long Jump <p>Swimming</p> <ul style="list-style-type: none">• Begin to swim more confidently up to 25 metres• Become more confident to perform to a range of strokes eg. front crawl, backstroke and breaststroke• Be become more confident to perform safe self-rescue in different water-based situations	
Music Knowledge and Skills (Percussion) 'Time'	<p>Focus: Beat and beat division (minims, crotchets, and quavers), early tuned percussion techniques, structure (palindrome), ensemble playing, texture (layers – adding and taking away), C major scale, alternating chords C and G major.</p> <ul style="list-style-type: none">• Hold beaters and instruments correctly, achieving a good tone from the instruments.• Play the triangle, tambourine, and clave rhythms over a steady beat.• Sing and play a C major scale.• Play part 1 and 2 of TIME (tuned percussion).• Participate in an ensemble performance.	
French Knowledge KS2 only	<ul style="list-style-type: none">• Listen and join in with a French story 'Les Quatre Amis' (The Four Friends).• To understand the moral of the story.• Learn the names of the animals in the story.• Understand and respond physically to four verbs to describe how the animals move (run, hop, gallop, scurry).• Learn and understand the adverbs 'slowly' and 'quickly'.	
French Skills KS2 only	<ul style="list-style-type: none">• Listen and show understanding of single words through physical response.• Follow the text and identify the meaning of words.• Recognise a familiar question and respond with a simple response.• Use accurate pronunciation when reading aloud.• Identify verbs of movement.• Understand and use adverbs to describe verbs of movement.	
	National Curriculum	Progression Statements Taken from Schemes of Work e.g. Kapow



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End of key Stage 1/2 Pupils should be able to:	
How have children's lives changed?	
Key Concepts:	
History Knowledge	<ul style="list-style-type: none">• 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• 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• Know and understand the history of these islands as a coherent, chronological narrative, from the earliest
	<ul style="list-style-type: none">• To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.• To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled• To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). Cause and consequence• To know that advancements in science and technology can be the cause of change• To know that significant archaeological findings are those which change how we see the past.• To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.• To know that archaeological evidence can be used to find out about the past.• To know that we can make inferences and deductions using images from the past.• To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. Historical interpretations• To know that assumptions made by historians can change in the light of new evidence.• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles



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	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.	and lifestyles. <ul style="list-style-type: none">• To know that education existed in some cultures, times and groups
History Skills		<ul style="list-style-type: none">• Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.• Using dates to work out the interval between periods of time and the duration of historical events or periods• Sequencing eight to ten artefacts, historical pictures or events. ✓ Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.• Placing the time studied on a timeline.• Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.• Noticing connections over a period of time.• Making a simple individual timeline.• Identifying reasons for change and reasons for continuities.• Identifying what the situation was like before the change occurred.• Comparing different periods of history and identifying changes and continuity.• Describing the changes and continuity between different periods of history• Identifying the consequences of events and the actions of people. Cause and consequence• Identifying reasons for historical events, situations and changes.• Identifying similarities and differences between periods of history. Similarities and differences• Explaining similarities and differences between daily lives of people in the



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past and today.

- Recalling some important people and events.
- Identifying who is important in historical sources and accounts.
- Using a range of sources to find out about a period. Sources of evidence
- Using evidence to build up a picture of a past event.
- Observing the small details when using artefacts and pictures.
- Identifying sources which are influenced by the personal beliefs of the author.
- Identifying and giving reasons for different ways in which the past is represented.
- Identifying the differences between different sources and giving reasons for the ways in which the past is represented.
- Evaluating the usefulness of different sources.
- Understanding how historical enquiry questions are structured. Posing historical questions
- Creating historically-valid questions across a range of time periods, cultures and groups of people.
- Asking questions about the main features of everyday life in periods studied, e.g. how did people live.
- Creating questions for different types of historical enquiry.
- Asking questions about the bias of historical evidence.
- Using a range of sources to construct knowledge of the past.
- Defining the terms 'source' and 'evidence'.
- Extracting the appropriate information from a historical source.
- Selecting and recording relevant information from a range of sources to answer a question.
- Identifying primary and secondary sources.



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		<ul style="list-style-type: none"> • Identifying the bias of a source. • Comparing and contrasting different historical sources. • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Making links and connections across a period of time, cultures or groups. • Asking the question “How do we know?” • Recognising similarities and differences between past events and today. • Communicating knowledge and understanding through discussion, debates, drama, art and writing. • Constructing answers using evidence to substantiate findings • Creating a structured response or narrative to answer a historical enquiry. • Describing past events orally or in writing, recognising similarities and differences with today
<p>Art Knowledge</p> <p>Drawing – Growing Artists</p>	<ul style="list-style-type: none"> • 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. • To create sketch books to record their observations and use them to review and revisit ideas. 	<ul style="list-style-type: none"> • To know that different drawing tools can create different types of lines. • To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe’s skin). • 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. • To know some basic rules for shading when drawing, e.g. shade in one direction, blend tones smoothly and with no gaps. • To know that shading helps make drawn objects look more three dimensional. • To know that ‘tone’ in art means ‘light and dark’.
<p>Art Skills</p>	<ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting and 	<ul style="list-style-type: none"> • Generating ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Using sketchbooks for a wider range of purposes, for example recording



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	<p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> To know about great artists, architects and designers in history. 	<p>things using drawing and annotations, planning and taking next steps in a making process.</p> <ul style="list-style-type: none"> Confidently using a range of materials, selecting and using these appropriately with more independence. Drawing with expression and beginning to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Using subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. Confidently explaining their ideas and opinions about their own and other's artwork, giving reasons. Use sketchbooks as part of the problem-solving process and making changes to improve their work.
<p>RHE/PHSE/SMSC (Relationships and Health Education)</p>	<p>Module 2 Created to Love Others Keeping Safe: Rights and responsibilities –New content TBC</p> <p>Module 3 Created to Live in Community Religious Understanding</p> <ul style="list-style-type: none"> That God is love: Father, Son and Holy Spirit. That being made in His image means being called to be loved and to love others. The human family reflects the Holy Trinity in charity and generosity. The Church family comprises of home, school and parish (which is part of the diocese). <p>British Values lessons.</p>	



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<p>Mental Health and Wellbeing</p> <p>Safeguarding</p> <p>Curriculum Links</p>	<p>Safe Guarding links;</p> <p>Harmful substances: Drugs, alcohol and tobacco</p> <p>Sun safety (keeping safe in the sun)</p> <p>Plant Safety (recognising harmful plants)</p> <p>Safe in my Body (kinds of abuse)</p> <p>Water Safety (keeping safe in the water)</p>
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