



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, Soils and Fossils

End Points

By the end of the half term in RE the children will learn that God created the world, and that the creation of the world is a 'community project' which we are all responsible for. They will make links between our community responsibility, Catholic Social Teachings and the words of Pope Francis in 'Laudato Si'. 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.

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 played 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.

Religious Education

To know the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed.

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Creation and Covenant	<p>To know the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean to them.</p> <p>To make simple links between the first Creation story, the belief that all human beings are created equal, and the principle of Catholic Social Teaching about human dignity.</p> <p>To describe stewardship by making simple links between Genesis 1:26-31 and people's actions today.</p> <p>To describe how a psalm or a prayer (they have studied) praises Creation.</p> <p>To know that in Laudato Si', Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world</p>	a n c h 1 – C r e a t i o n a n d C o v e n a n t. B y
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			it h i n t h e c h i l d r e n .
<p>English</p>	<p>Talk 4 Writing genres: Poetry: Nonsense Poem (Quangle's Hat) Fiction: Fantasy (Through the Magic Mirror – Anthony Brown) Non-fiction- Information Text (Travel Pamphlet)</p>	<p>(Shared/Guided) Reading: Little Wandle Developing Fluency – 2 Sessions per week. Complete Comprehension – 1 session per week The Pebble in My Pocket, Stone Circles, My Brother is a Superhero, The Magic Finger, Sugar: The Facts, Prawn Pizza, Iron Man Poetry: Woodland Poems Class Read for pleasure Text: Ice Palace – Robert Swindells</p>	
<p>English - Reading Comprehension Skills/Word Reading</p>	<p><u>Through all units children will be taught to:</u></p> <ul style="list-style-type: none"> • Develop positive attitudes to reading and an understanding of what they have read, by: • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books • Read books that are structured in different ways 		



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	<ul style="list-style-type: none">• Increase their familiarity with a wide range of books and retell them orally• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns to listen to what others say <p>Word Reading (Little Wandle Fluency)</p> <ul style="list-style-type: none">• To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet• To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Skills Focus</p> <ul style="list-style-type: none">• To identify the main ideas drawn from more than 1 paragraph from The Pebble in My Pocket and summarise these• To retrieve and record information from the non-fiction text Stone Circles• To identify themes and conventions in My Brother is a Superhero• To draw inferences from the Magic Finger and justify inferences with evidence• To identify the main ideas drawn from more than 1 paragraph from Sugar: The Facts and summarise these• To retrieve and record information from the non-fiction text Prawn Pizza• To identify how the language, structure and presentation contribute to meaning in The Iron Man. <p><i>All units provide children with the chance to explore vocabulary and word meaning, the chance to read aloud and practise their reading skills through mixed practice questions.</i></p>
English- Spoken Language Skills	<ul style="list-style-type: none">• To begin to use appropriate intonation and volume when reading aloud• To increase reading fluency• To improve comprehension skills
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,



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	when adjacent to one another, are best left without joins.	
English - Writing Spelling Skills	<ul style="list-style-type: none"> To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. 	
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 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 begin to create settings, characters and plot in narratives. To form sentences with different forms: statement, question, exclamation, command To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. 	
English - Writing VGP Skills	<ul style="list-style-type: none"> To use expanded noun phrases to describe and specify (e.g. the blue butterfly). 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. 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). 	
Mathematics Skills	Number: Place Value	Number: Addition & Subtraction – Part 1
Small steps	Step 1 Represent numbers to 100 Step 2 Partition numbers to 100 Step 3 Number line to 100 Step 4 Hundreds Step 5 Represent numbers to 1,000 Step 6 Partition numbers to 1,000	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 Step 5 Spot the pattern Step 6 Add 1s across a 10



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	<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 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>Science Knowledge Rocks, soils and Fossils</p>	<p>In this module, children will learn to:</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • recognise that soils are made from rocks and organic matter • describe in simple terms how fossils are formed when things that have lived are trapped within rock. 	
<p>Working Scientifically Skills</p>	<ul style="list-style-type: none"> • 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]. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, [bar charts] and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Using straightforward scientific evidence to answer questions or to support their findings. 	
<p>Computing Knowledge Purple Mash Unit Coding</p>	<ul style="list-style-type: none"> • To understand what a flowchart is and how flowcharts are used in computer programming. • To understand that there are different types of timers and select the right type for purpose. • To understand how to use the repeat command. • To understand the importance of nesting. 	



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<p>Computing Skills</p>	<ul style="list-style-type: none"> • Design and debug programs that accomplish specific goals • Design and create programs that use a sequence • Control physical systems • Use logical reasoning to detect and correct errors in programs • To design and create an interactive scene.
<p>PE Knowledge</p> <p>INDOOR</p> <p>OUTDOOR</p>	<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>Netball</p> <ul style="list-style-type: none"> • When, where and why we should pass. • How to pass the ball keeping possession to beat an opponent • How we can combine passing and moving to create space and keep possession. • How to combine passing and moving to score points against another team. • Why we do not stand directly behind a defender when finding a position to receive the ball • 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



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PE Skills	Real Gym Unit 1 Develop tricky shape, balance, travel, flight, rotation skills.
INDOOR	Travel Mapping Pathways (Hand Apparatus) <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.• 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.
OUTDOOR	Rotation Sequences (Partner Work) <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). Netball <ul style="list-style-type: none">• Introduce passing, receiving and creating space• Develop/combine passing and moving• Combine/develop passing and shooting
Music Knowledge and Skills	<ul style="list-style-type: none">• To know that a ballad tells a story through song.• To know that lyrics are the words of a song.• To know that in a ballad, a 'stanza' is a verse.
Kapow Unit: Ballads	<ul style="list-style-type: none">• Identify the key features of a ballad.• Perform a ballad using actions.• Sing in time and in tune with a song and incorporate actions.• Retell a summary of an animation's story.



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	<ul style="list-style-type: none">• Write a verse with rhyming words which tell part of a story.• Perform their lyrics fluently and with actions. • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.• Recognising and explaining the changes within a piece of music using musical vocabulary.• Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.• Beginning to show an awareness of metre.• Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.• Composing a piece of music in a given style with voices and instruments.• Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.• Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
French Knowledge KS2 only	<ul style="list-style-type: none">• Understand basic classroom instructions in French- 'Sit down', 'Stand up', 'Listen', 'Look', 'Silence'.• To know where France is on a map.• To know which languages are spoken across our school.• To learn and join in with a French greetings song.• To greet in French- say 'Hello', 'Hi', 'Goodbye', 'See you soon'.• To ask and answer how someone is feeling 'Good', 'OK', 'Sad'.
French Skills KS2 only	<ul style="list-style-type: none">• Listen to and respond to stories and songs• Understand short texts and dialogues made up of familiar language.• Take part in short spoken exchanges.• Understand instructions and praise words.



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	National Curriculum End of key Stage 1/2 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
Would you prefer to live in the Stone Age, Bronze Age or Iron Age?		
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.		
History Knowledge	<p>Understand that prehistory was a long time ago.</p> <p>Accurately place AD and BC on a timeline.</p> <p>Identify conclusions that are certainties and possibilities based on archaeological evidence.</p> <p>Explain the limitations of archaeological evidence.</p> <p>Use artefacts to make deductions about the Amesbury Archer's life.</p> <p>Identify gaps in their knowledge of the Bronze Age.</p> <p>Explain how bronze was better than stone and how it transformed farming.</p>	<ul style="list-style-type: none"> • To know that settlement created tensions and problems. • To understand the impact of settlers on the existing population. • To understand the earliest settlements in Britain. • To know that settlements changed over time. • To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • To know that communities traded with each other and over the English Channel in the Prehistoric Period. • To understand that trade began as the exchange of goods. • To understand that trade develops in different times and ways in different civilisations. • To understand that the traders were the rich members of society
History Skills	<p>Explain how trade increased during the Iron Age and why coins were needed.</p> <p>Identify changes and continuities between the</p>	<ul style="list-style-type: none"> • Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. • Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern



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	<p>Neolithic and Iron Age periods.</p> <p>Explain which period they would prefer to have lived in, providing evidence for their choice.</p>	<ul style="list-style-type: none">• Using dates to work out the interval between periods of time and the duration of historical events or periods.• Using BC/AD/Century• 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 time period.• Identifying reasons for change and reasons for continuities.• Comparing different periods of history and identifying changes and continuity.• Describing the changes and continuity between different periods of history.• Identifying the links between different societies.• Identifying similarities and differences between periods of history.• Explaining similarities and differences between daily lives of people in the past and today.• Using a range of sources to find out about a period.• Using evidence to build up a picture of a past event.• Observing the small details when using artefacts and pictures• Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.• Evaluating the usefulness of different sources.• Understanding how historical enquiry questions are
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		<p>structured</p> <ul style="list-style-type: none"> • 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 • Using a range of sources to construct knowledge of the past • Extracting the appropriate information from a historical source. • Identifying primary and secondary sources. • Interpreting evidence in different ways. • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Asking and answering the question “How do we know?” • Reaching conclusions that are substantiated by historical evidence • 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>Craft and Design – Drawing – Growing</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 	<p>Formal elements:</p> <ul style="list-style-type: none"> • Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Line: Using different tools or using the same tool



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<p>artists</p>	<p>design.</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • To know about great artists, architects and designers in history. 	<p>in different ways can create different types of lines. Pattern: Surface rubbings can be used to add or make patterns.</p> <ul style="list-style-type: none"> • Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. Tone: That 'tone' in art means 'light and dark'. Tone: Shading helps make drawn objects look realistic. • Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. <p><u>Knowledge of artists:</u></p> <ul style="list-style-type: none"> • Artists experiment with different tools and materials to create texture. Artists can work in more than one medium.
<p>Art Skills</p>		<p><u>Making skills:</u></p> <ul style="list-style-type: none"> • How to use shapes identified within in objects as a method to draw. How to create tone by shading. How to achieve even tones when shading. How to make texture rubbings. • How to create art from textured paper. How to hold and use a pencil to shade. How to tear and shape paper. How to use paper shapes to create a drawing. • How to use drawing tools to take a rubbing. How to



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make careful observations to accurately draw an object.
How to create abstract compositions to draw more expressively.

		<p>make careful observations to accurately draw an object. How to create abstract compositions to draw more expressively.</p>
<p>RHE/PHSE/SMSC (Relationships and Health Education)</p>	<p>RHE Module 1 Created and Loved by God Religious Understanding</p> <ul style="list-style-type: none"> We are created individually by God who is Love, designed in His own image and likeness <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"> In Baptism God makes us His adopted children and ‘receivers’ of His love <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>Me, My Body, My Health</p> <ul style="list-style-type: none"> 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) 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. Learn when they can expect puberty to take place. Understand that puberty is part of God’s plan for our bodies. 	
<p>Mental Health and Wellbeing Safeguarding Curriculum Links</p>	<p>World Mental Health Day Black History</p> <ul style="list-style-type: none"> Explaining to children what “Black history” means and what Black History Month is. Reading up on diversity. Watching history together. Inviting children to listen to inspiring Black musical artists. Teaching them about Black icons. 	



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