



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Year 3 Summer 1
Main Themes:
Egyptians
Flowering Plants and Plant Growth
Cultural Capital/Enrichment: Manchester Museum

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 will be 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 the Ancient Egyptian civilisation, including the importance and impact their Gods had on their lives and after life. 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 explore the genre of jazz and will be able to explain ragtime music and compose swing rhythm music. 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 create Ancient Egyptian scrolls linking their work in history to creativity. The children will begin to experiment with new techniques and use an appropriate colour pallet to create a realistic replica of the scrolls. 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. In RE the pupils will look at how Mass today mirrors Mass celebrated by the first disciples. 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 others.
Religious Education	In this branch, pupils will look at how Mass today mirrors Mass celebrated by the first disciples.



St Mary's
Catholic Primary School and Nursery

	<p>Pupils will;</p> <p>Use religious language to describe the Christian belief in the mystery of God as Trinity and describe some signs and symbols of the Holy Trinity</p> <p>Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit, e.g., Glory Be, Come Holy Spirit.</p> <p>Recognise that Mary joins the disciples in prayer and make simple links with how Catholics ask for Mary's prayers.</p> <p>Make connections with the life of the early Church and Catholics gathering for Mass today.</p>	
English	<p>Talk 4 Writing genres:</p> <p>Non-fiction (persuasive writing) - The Day the Crayons Quit</p> <p>Narrative – Wishing Tale</p> <p>Poetry – Shape Poetry – Ancient Egypt</p>	<p>(Shared) Reading texts:</p> <p>Non-Fiction – Wild Animals should be banned from Circuses in England.</p> <p>Fiction – Alice's Adventures in Wonderland.</p> <p>Poetry: Night comes too soon.</p> <p>Class Read for pleasure Text:</p> <p>Wisp – A story of Hope</p>
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.	



St Mary's

Catholic Primary School and Nursery

	<ul style="list-style-type: none">• 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.
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.



St Mary's
Catholic Primary School and Nursery

	<ul style="list-style-type: none"> 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). 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. 		
Mathematics Skills Small steps	Number: Fractions B Step 1 Add fractions Step 2 Subtract fractions Step 3 Partition the whole Step 4 Unit fractions of a set of objects Step 5 Non-unit fractions of a set of objects Step 6 Reasoning with fractions of an amount	Measures: Money Step 1 Pounds and pence Step 2 Convert pounds and pence Step 3 Add money Step 4 Subtract money Step 5 Find change	Measures: Time – Part 1 Step 1 Roman numerals to 12 Step 2 Tell the time to 5 minutes Step 3 Tell the time to the minute Step 4 Read time on a digital clock Step 5 Use am and pm Step 6 Years, months and days Step 7 Days and hours
Science Knowledge Flowering Plants and Plant Growth	<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. 		
Working Scientifically Skills	<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 		



St Mary's
Catholic Primary School and Nursery

	<ul style="list-style-type: none">• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
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.
PE Skills	Athletics <ul style="list-style-type: none">• Explore running for speed• Explore acceleration• Introduce /develop relay: Running for speed in a team• Throwing: Accuracy vs distance• Standing Long Jump



St Mary's
Catholic Primary School and Nursery

	Swimming <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 Jazz	<ul style="list-style-type: none"> - Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Understanding that music from different parts of the world, and different times, has different features. - 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.
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.
What did the Ancient Egyptians believe?	
Key Concepts: Chronological Awareness, Change and Continuity, Historical Significance, Sources of Evidence, Historical Interpretations, Cause and Consequence, Historical Enquiry, Power (monarchy, government and empire), civilisation (social and cultural), Beliefs, Achievements of Follies and Mankind.	



St Mary's
Catholic Primary School and Nursery

Key Concepts:

History Knowledge	<p><i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i></p> <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 	<ul style="list-style-type: none"> • To know that AD means Anno Domini and can be used to show years from the year 1AD. • To know that change can be brought about by advancements in trade • 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. • To know that assumptions made by historians can change in the light of new evidence. • To understand that societal hierarchies and structures existed including aristocracy and peasantry • 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 understand that there are different beliefs in different cultures, times and groups. • To compare the beliefs in different cultures, times and groups. • To be aware of the achievements of the Ancient Egyptians.
History Skills		<ul style="list-style-type: none"> • Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.



St Mary's

Catholic Primary School and Nursery

	<p>between short- and long-term timescales.</p> <ul style="list-style-type: none">• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind• gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	<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.• Using BC/AD/Century• 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 the links between different societies.• Identifying the consequences of events and the actions of people.• Identifying reasons for historical events, situations and changes• Understanding how historical enquiry questions are structured.• Creating historically-valid questions across a range of time periods, cultures and groups of people.• Asking questions about the bias of historical evidence.• Extracting the appropriate information from a historical source.• Identifying primary and secondary sources.• Understanding that there are different ways to interpret evidence.• Interpreting evidence in different ways.• 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?"
--	---	--



St Mary's

Catholic Primary School and Nursery

		<ul style="list-style-type: none">• Understanding that there may be multiple conclusions to a historical enquiry question.• Reaching conclusions that are substantiated by historical evidence.• 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 simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.• Creating a structured response or narrative to answer a historical enquiry
Art Knowledge Drawing – ancient Egyptian scrolls	<ul style="list-style-type: none">• Recognise and discuss the importance of Ancient Egyptian art.• Consider the suitability of a surface for drawing.• Record colours, patterns and shapes through observational drawing.• Choose and use tools and materials confidently.• Begin to experiment with drawing techniques.• Create a selection of sketches that show idea exploration.	<p>Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Using sketchbooks: Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills: Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>



St Mary's

Catholic Primary School and Nursery

	<ul style="list-style-type: none"> • Produce a final design with a clear purpose. • Follow instructions with minimal support. • Discuss and evaluate the process and outcome of their work. • Produce a complete painted or drawn piece from a design idea. • Use colours and materials appropriately, showing an understanding of effective composition. 	<p>Knowledge of artists: Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Evaluating and analysing: Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>
Art Skills	<ul style="list-style-type: none"> • Have a clear idea of the subject of their zine, including a range of images and information. 	<ul style="list-style-type: none"> • Layering materials in opposite directions make the handmade paper stronger. • How to use a sketchbook to research a subject using different techniques and materials to present ideas. • How to construct a new paper material using paper, water and glue • How to use symbols to reflect both literal and figurative ideas. • How to produce and select an effective final design. • How to make a scroll. • How to make a zine. • How to use a zine to present information.
RHE/PHSE/SMSC (Relationships and Health Education)	<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. 	



St Mary's

Catholic Primary School and Nursery

	<ul style="list-style-type: none">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>
Mental Health and Wellbeing Safeguarding Curriculum Links	<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>



St Mary's
Catholic Primary School and Nursery