



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 3 Autumn 2

Main Themes: Why do people live near Volcanoes? Light and Shadows

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 Mass and the special prayers, signs and actions that take place in church during the Mass. They will understand the role of angels and prophets as messengers of God within the Bible. 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. In music we will learning to tell stories through music. Listening to music and considering the narrative it could represent. During Geography we will answer the question: 'Why do people live near Volcanoes?' using our scientific knowledge and geographical skills. We will begin to understand the concept of a healthy diet in our Design Technology lessons. |
| Religious Education Prophecy and Promise | To Know that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest. To describe how Catholics celebrate the Mass. To know some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word. To Recognise how Joseph puts his trust in God when the angel appears. To make links between the angel's message about Jesus and the words of the prophet Isaiah. |



St Mary's
Catholic Primary School and Nursery

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| | To know that angels bring God's message in the gospels of St Matthew and St Luke. |
| English Writing outcome and writing purpose | (Shared/Guided) Reading: Little Wandle Developing Fluency – 2 Sessions per week. Complete Comprehension – 1 session per week Progress Check (The Selfish Giant), The Ice Palace, A House of Snow and Ice, The Heavenly River, New Year Celebrations, Night Comes Too Soon, Tom's Midnight Garden Vehicle text: Fox Narrative: Fable Narrative/Foxes Information Report Purpose: To narrate/To inform |
| English - Reading Comprehension Skills/Word Reading | <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 • 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><u>Word Reading (Little Wandle Fluency)</u></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 <u>English appendix 1</u> , 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><u>Skills Focus</u></p> <ul style="list-style-type: none"> • To draw inferences from characters in The Ice Palace • To retrieve and record information from the non-fiction text A House of Snow and Ice • To draw inferences from characters and actions in The Heavenly River • To check that a text makes sense to them by comparing characters and events in New Year Celebrations • To explain the meaning of words in context in Night Comes Too Soon • To draw inferences from characters thoughts and actions in Tom's Midnight Garden |



St Mary's
Catholic Primary School and Nursery

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| 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. <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 - 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 Grammar: Word | <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 Grammar: Sentence | <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 to understand and learn from its structure, vocabulary and grammar. To make deliberate ambitious word choices to add detail. |
| English Grammar: Text | <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). |
| English Grammar: Punctuation | <p>Reinforce from Year 2</p> <ul style="list-style-type: none"> Commas to separate items in a list. Apostrophes to mark singular possession in nouns. Inverted commas to punctuate direct speech. |



St Mary's

Catholic Primary School and Nursery

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| <p>English Spelling</p> | <p>Embed Year 2: Adding -ing, -ed, -er and -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Introduce: Adding suffixes beginning with vowel letters to words of more than one syllable consonant not doubled e.g. garden becomes – gardening / gardener</p> <p>Introduce: Adding suffixes beginning with vowel letters (e.g. -ing, -ed, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes – beginner / beginning</p> <p>Reinforce Year 2: Suffixes -ment, -ness, -ful, less and -ly</p> <p>Statutory spelling words: important, describe, early, thought, interest, breath, length, weight, eight, eighth</p> | |
| <p>Mathematics Skills</p> <p>Small steps</p> | <p>Number: Addition & Subtraction – Part 2</p> <p>Step 13 Add two numbers (across a 10)</p> <p>Step 14 Add two numbers (across a 100)</p> <p>Step 15 Subtract two numbers (across a 10)</p> <p>Step 16 Subtract two numbers (across a 100)</p> <p>Step 17 Add 2-digit and 3-digit numbers</p> <p>Step 18 Subtract a 2-digit number from a 3-digit number</p> <p>Step 19 Complements to 100</p> <p>Step 20 Estimate answers</p> <p>Step 21 Inverse operations</p> <p>Step 22 Make decisions</p> | <p>Number: Multiplication & Division A</p> <p>Step 1 Multiplication – equal groups</p> <p>Step 2 Use arrays</p> <p>Step 3 Multiples of 2</p> <p>Step 4 Multiples of 5 and 10</p> <p>Step 5 Sharing and grouping</p> <p>Step 6 Multiply by 3</p> <p>Step 7 Divide by 3</p> <p>Step 8 The 3 times-table</p> <p>Step 9 Multiply by 4</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> |



St Mary's
Catholic Primary School and Nursery

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| Science Knowledge Light and Shadows | <ul style="list-style-type: none"> • To recognise that they need light in order to see things and that dark is the absence of light. <ul style="list-style-type: none"> • To notice that light is reflected from surfaces. • To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • To recognise that shadows are formed when the light from a light source is blocked by an opaque object. • To find patterns in the way that the size of shadows change. |
| 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 • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions |
| Computing Knowledge Purple Mash Unit Email and eSafety | <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. |
| 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 INDOOR | Real Gym Unit 2 Flight <ul style="list-style-type: none"> • Jump technique: To swing arms back and bend knees to prepare, to swing arms up and push from legs in take-off, to keep good body tension and clear shape during flight phase and to land through balls of feet with soft knees to absorb impact. |



St Mary's

Catholic Primary School and Nursery

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| <p style="text-align: center;">OUTDOOR</p> | <ul style="list-style-type: none"> • To decide before jumping which technique/footwork pattern to use. • To squeeze body muscles during flight to make clear shape. • To land through balls of feet with soft knees to absorb impact. <p>Balance</p> <ul style="list-style-type: none"> • To decide on footwork pattern and jump before starting. • To squeeze body muscles during flight phase. • To land through balls of feet with soft knees to absorb impact. <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. |
| <p style="text-align: center;">PE Skills</p> <p style="text-align: center;">INDOOR</p> | <p>Real Gym Unit 2 Perform tricky shape, balance, travel, flight, rotation skills.</p> <p>Flight</p> <ul style="list-style-type: none"> • Explore different types of jumps and leaps and begin to link these to create a sequence- straight, 2 feet jump, hop, cat leap, jete, scissor. • Develop sequences using a variety of jumps and leaps, low apparatus and directions. • Consolidate and perform sequences using a variety of jumps and leaps and directions, incorporating low apparatus. <p>Balance</p> <ul style="list-style-type: none"> • Explore balances using apparatus and begin to link these to create a sequence- different body parts, points and patches, passe, low arabesque, flag balance/ front attitude. • Develop sequences using a variety of balances, directions and levels. • Consolidate and perform sequences using a variety of balances, directions and levels. <p>Hockey</p> |



St Mary's
Catholic Primary School and Nursery

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| OUTDOOR | <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 and Skills Creating Compositions in response to animations. Theme - mountains | <ul style="list-style-type: none">• Verbalise how the music makes them feel.• Create actions or movements appropriate to each section of a piece of music.• Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.• Play melodies and rhythms which represent the section of animation they are accompanying.• To understand that the timbre of instruments played affect the mood and style of a piece of music.• To know that an ensemble is a group of musicians who perform together.• To know that to perform well, it is important to listen to the other members of your ensemble. |
| 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. |



St Mary's
Catholic Primary School and Nursery

| | National Curriculum End of key Stage 2 Pupils should be able to: | Progression Statements Taken from Schemes of Work e.g. Kapow |
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| Geography Knowledge <u>Why do people live near Volcanoes?</u> | <ul style="list-style-type: none">• <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, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities• • <u>Place Knowledge:</u>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <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, | <ul style="list-style-type: none">• 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 mountain ranges.• To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.• To know the main types of land use.• To know some types of settlement.• To know the negative effects of living near a volcano.• To know the positive effects of living near a volcano.• To know the negative effects an earthquake can have on a community.• To know ways in which communities respond to earthquakes• To know the different types of mountains and volcanoes and how they are formed.• To know that an earthquake is the intense shaking of the ground.• To know the different types of settlement.• To know that a natural resource is something that people can use which comes from the natural environment• To recognise world maps as a flattened globe• To know how to use various simple sampling techniques. |



St Mary's

Catholic Primary School and Nursery

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| | and the distribution of natural resources including energy, food, minerals and water | <ul style="list-style-type: none"> 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 | <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 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"> Locating some countries in Europe and North and South America using maps. Locating key physical features in countries studied including significant environmental regions. Locating the world's most significant mountain ranges on a map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. 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. Describing how and why humans have responded in different ways to their local environments. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Beginning to use maps at more than one scale. |



St Mary's
Catholic Primary School and Nursery

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| | | <ul style="list-style-type: none"> Finding countries and features of countries in an atlas using contents and index. Asking and answering one-step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Using simple sampling techniques appropriately. Taking digital photos and labelling or captioning them. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. Finding answers to geographical questions through data collection. |
| D & T Knowledge Structures – Constructing a Castle | <ul style="list-style-type: none"> 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, shaping, joining and finishing], accurately. | <u>Technical</u> <ul style="list-style-type: none"> To understand that wide and flat based objects are more stable. To understand the importance of strength and stiffness in structures. <u>Additional</u> <ul style="list-style-type: none"> 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. |



St Mary's

Catholic Primary School and Nursery

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



St Mary's
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