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St Mary's Catholic Primary School Curriculum Year 3 Spring 2 Main Themes: Why are rainforests important to us? Movement and Nutrition for the Human Body	
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 narration, the purpose of it and how to write a letter with the purpose to write an accurate recount. The children will also 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 RE children will learn how the actions of Jesus are recreated in Mass.
Religious Education **Desert to Garden**	Pupils recall the words and actions of Jesus at the last supper and make simple links with his words and actions in the miracle of the feeding of the five thousand. They will be able to describe how Jesus showed his love at the Last Supper and how he shares this love when people celebrate the Eucharist. Pupils will reflect on the Catholic belief that Jesus gives himself in

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	Holy Communion and will know the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist.
English	**Shared/Guided) Reading: Little Wandle Developing Fluency – 2 Sessions per week.** **Complete Comprehension – 1 session per week** **Vehicle text:** Jemmy Button **Narrative:** Return narrative/Letters **Purpose:** To narrate/To recount
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 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 • To increase reading fluency • To improve comprehension skills
English -	• To use a neat, joined handwriting style with increasing accuracy and speed

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Handwriting Skills	• 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 Grammar: Word	Build on previous units & focus on: • Use of the forms a or an when next word starts with a consonant or a vowel • Word families based on common words showing how words are related in form and meaning
English Grammar: Sentence	Build on previous units & focus on: • Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of • Expressing time, place and cause using adverbs e.g. then, next, soon, therefore • Use a wider range of conjunctions, e.g. when, if, because, although
English Grammar: Text	Build on previous units & focus on: • Present perfect form of verbs in contrast to the simple past
English Grammar: Punctuation	Build on previous units & focus on: • Inverted commas to punctuate direct speech
English Spelling	Introduce • Adding prefixes dis-, mis-, in-, -im, il-, • Words with endings sounding like /zh/+ /ure/ (spelt –sure) and /ch/ + /ure/ (spelt -ture) • Adding prefixes mini-, micro Statutory Spelling Words earth, continue, remember, (dis)appear, heard, woman/ women

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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 Movement and Nutrition for the Human Body	• To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • To identify that humans and some other animals have skeletons and muscles for support, protection and movement.	

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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 sort objects using just YES/NO questions. • To complete a branching database • using 2Question. • To create a branching database of • the children's choice.
Computing Skills	• Children understand how YES/NO questions are structured and answered. • Children have used YES/NO questioning to play a simple game with a friend. • Children can explain why they choose a particular question to split their database. • Extension: Children can begin to use 'or more' and 'or less' in their questioning • Children have contributed to a class branching database about fruit. • Children have completed a branching database about vegetables. • Children can edit and adapt a branching database to accommodate new entries. • Children can choose a suitable topic for a branching database. • Children can select and save appropriate images. • Children can create a branching database. • Children know how to use and debug their own and others branching databases.

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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 (Ukelele Tuition)	Whole class tuition: The children will learn what a Eukele is and be able to name the parts of a Eukele. They will learn how to play some basic notes and learn how to follow simple music notation. They will learn how to play together, keeping the beat and rhythm, as well as learning how to perform to an audience. They will have taken part in an end of term concert for parents.
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	• 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. • 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.	• 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. • 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. • Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. • Identifying the position and significance of both the Arctic and Antarctic Circle.

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	• Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. • Identifying the position and significance of both the Arctic and Antarctic Circle. • 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. • Explaining what measures humans have taken in order to adapt to survive in cold places.	• 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. • Explaining what measures humans have taken in order to adapt to survive in cold places. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • 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.

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	• Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why different locations have different human features.	• Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index • Zooming in and out of a digital map. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to locate features using the 8 points of a compass. • Making and using a simple route on a map. • Observing, recording, and naming geographical features in their local environments.
Geography Skills	• Explaining why people might prefer to live in an urban or rural place. • 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. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe	• 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.

	physical and human features in countries studied. • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to locate features using the 8 points of a compass. • Making and using a simple route on a map. • Observing, recording, and naming geographical features in their local environments.	• 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.
D & T Knowledge **Digital World –** Electronic Charm	• 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. • Investigate and analyse a range of existing products.	<u>Technical</u> • To understand that in programming a 'loop' is code that repeats something again and again until stopped. • To know that a Micro:bit is a pocket-sized, codeable computer. • Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm. <u>Additional</u> • To know what the 'Digital Revolution' is and features of some of the products that have evolved as a result. • To know that in Design and technology the term 'smart' means a programmed product. • To know the difference between analogue and digital technologies.

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	• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world. • Apply their understanding of computing to program, monitor and control their products.	• To understand what is meant by 'point of sale display'. • To know that CAD stands for Computer-aided design.
D & T Skills	• Problem solving by suggesting potential features on a Micro: bit and justifying my ideas • Developing design ideas for a technology pouch	• Problem solving by suggesting potential features on a Micro: bit and justifying my ideas • Developing design ideas for a technology pouch • Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge • Using a template when cutting and assembling the pouch • Following a list of design requirements • Selecting and using the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch • Applying functional features such as using foam to create soft buttons • Analysing and evaluating an existing product • Identifying the key features of a pouch

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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)