



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:

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. They will be able to hold a simple conversation using this information. They will also learn the colours. Through their English work, the children will have written a Fable Narrative and an Information Report based on the vehicle text Fox by Margaret Wild. Their grammar work will focus on using conjunctions, prepositions, apostrophes and inverted commas for speech. 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 have learned how to create and send email safely. 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. In Design Technology the children will be focusing on product packaging through the 'Structures' unit. They will explore how 3D shell structures are created from nets and used in packaging.
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

	To know that angels bring God's message in the gospels of St Matthew and St Luke.
English - Vehicle Texts and Writing Outcomes	Vehicle text: Fox Fiction: Fable Narrative Purpose: To narrate Non-Fiction: Information Report Purpose: To inform
English - Reading Comprehension Skills/Word Reading	<u>Through all units, children will be taught through the following areas:</u> <u>Comprehension</u> Building on Previous Year and throughout Year 3 focus on: • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Increase their familiarity with a wide range of stories (including fairy stories*) • Increase their familiarity with a wide range of books and retell some of these orally • Read a range of books that are structured in different ways and read for a range of purposes • Participate in discussion about both books that are read to them and those they can read for themselves • Identify simple themes and conventions in an increasing range of books • Retrieve and record some information from non-fiction • Identify how language, structure and presentation contribute to meaning • Recognise some different forms of poetry [for example, free verse, narrative poetry] • Prepare short poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action** • Predict what might happen from details stated and some which are implied • Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • Ask some questions to improve their understanding of a text • Identify main ideas drawn from more than one paragraph and summarise these



St Mary's

Catholic Primary School and Nursery

- Discuss some words and phrases that capture the reader's interest and imagination
- * Fairy Stories appear in several, not all 3 week units ** Three-week units contain either poems or play scripts

Reading Skills

Building on Previous Year and throughout Year 3 focus on:

- Connect prior knowledge with context
- Locate and discuss words and pre taught vocabulary to find out what the text is about
- Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context
- Read a range of texts with increasing accuracy and fluency
- Develop views about what is read with support
- Develop positive attitudes to reading and understanding of what is read
- Read aloud using punctuation to aid expression and intonation
- Self-correction, including re-reading and reading ahead
- Re-reading sentences for clarity
- Skim to gain an overview of a text, e.g. topic, purpose
- Identify different purposes of texts, e.g. to inform, instruct, explain
- Read short information texts independently with concentration
- Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points
- Look for specific information in texts using contents, indexes, glossaries, dictionaries
- Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information
- Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts

Word Reading

Building on Previous Year and throughout Year 3 focus on:

- Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Develop fluency and enthusiasm for reading and read widely and frequently
- Building on phonics subject skills and knowledge



St Mary's
Catholic Primary School and Nursery

	• Recognise and read many Year 3&4 Word List words with automaticity <u>Reading Terminology for Pupils Across the Year</u> Building on Previous Year and throughout Year 3 focus on: root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present
Reading Texts	<u>Fiction Texts:</u> Rumaysa The Wild Robot <u>Non-Fiction Texts:</u> The Usborne Beginner's Cookbook Usborne Complete Book of Art Ideas <u>Poetry Texts:</u> Ted Hughes Collected Poems Cloud Busting
English - Handwriting Skills	• 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	Build on previous units and focus on: • Formation of nouns using a range of prefixes e.g. auto- super- an- un- -dis -mis -im -in • Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel • Adverbs ending in -ly
English Grammar: Sentence	Build on previous units and focus on: • Expressing time, place and cause using prepositions, e.g. before, after, during, in • Use a wider range of conjunctions, e.g. when, if, because, although



St Mary's
Catholic Primary School and Nursery

English Grammar: Text	Build on previous units and focus on: • Present perfect form of verbs in contrast to the simple past	
English Grammar: Punctuation	Reinforce from Year 2 • Commas to separate items in a list • Apostrophes to mark singular possession in nouns • Inverted commas to punctuate direct speech	
English Spelling	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 Introduce: Adding suffixes beginning with vowel letters to words of more than one syllable consonant not doubled e.g. garden becomes – gardening / gardener 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 Reinforce Year 2: Suffixes -ment, -ness, -ful, less and -ly Statutory spelling words: important, describe, early, thought, interest, breath, length, weight, eight, eighth	
Mathematics Skills Small steps	Number: Addition & Subtraction - part 2 Step 13 Add two numbers (across a 10) Step 14 Add two numbers (across a 100) Step 15 Subtract two numbers (across a 10) Step 16 Subtract two numbers (across a 100) Step 17 Add 2-digit and 3-digit numbers Step 18 Subtract a 2-digit number from a 3-digit number Step 19 Complements to 100 Step 20 Estimate answers Step 21 Inverse operations Step 22 Make decisions	Number: Multiplication & Division A Step 1 Multiplication – equal groups Step 2 Use arrays Step 3 Multiples of 2 Step 4 Multiples of 5 and 10 Step 5 Sharing and grouping Step 6 Multiply by 3 Step 7 Divide by 3 Step 8 The 3 times-table Step 9 Multiply by 4 Step 10 Divide by 4 Step 11 The 4 times-table



St Mary's
Catholic Primary School and Nursery

		Step 12 Multiply by 8 Step 13 Divide by 8 Step 14 The 8 times-table Step 15 The 2, 4 and 8 times-tables
Science Knowledge Light and Shadows	• To recognise that they need light in order to see things and that dark is the absence of light. • 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	• 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	• There are different methods of communication and they each have strengths and weaknesses. • Emails are a form of digital communication. • Emails can be sent and received almost instantly to anyone with an email address. • Common features of email software are the inbox, the 'To' address field, the sender email address, the subject, the message text, and the compose and reply functions. • Alerts can be used to notify a person that they have unread email. • Address books can be saved in the email software. This provides a convenient way to send emails without typing the full email address each time. • Pictures, documents and other file types can be attached to emails. • There are risks related to use of email.	



St Mary's
Catholic Primary School and Nursery

Computing Skills	• Explain the advantages and disadvantages of different communication methods. • Choose an appropriate communication method for a task. • Make use of 2Email to communicate within school. • Recognise the differences between digital and non-digital communication methods. • Explain different digital communication methods such as instant messaging, email and video calls. • Identify the advantages of instant communication. • Explain the differences between email and traditional communication methods which are not instant. • Identify the common features of the email screen. • Make use of these common features of email software to communicate digitally. • Check alerts for new messages and respond to these. • Use the address book within 2Email to find contacts. • Send emails to multiple contacts using the address book. • Identify the attachment icon. • Select files to attach to an email and send. • Be cautious of emails that have attachments. • Discuss the advantages and disadvantages of being able to send attachments with emails. • Recognise a concerning email/contact. • Identify who a trusted contact is. • Report any concern to a trusted adult and use the report to teacher feature in 2Email. • Consider consent when sharing content digitally. • Recognise personal and private information and know what is not appropriate to share with a recipient.
Computing Online Safety	Online Reputation • I can explain how to search for information about others online • I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. • I can explain who someone can ask if they are unsure about putting something online.



St Mary's
Catholic Primary School and Nursery

	Online Bullying • I can describe appropriate ways to behave towards other people online and why this is important. • I can give examples of how bullying behaviour could appear online and how someone can get support.
PE Knowledge Real gym Unit 2 Social Complete P.E - Hockey (invasion – stick)	Real Gym Unit 2 Dynamic Balance to Agility Jumping and Landing • I know to bend my knees and swing my arms on take-off. • I know to bend my knees and use my arms to help remain balanced on landing. • I know to keep my head up and back straight as I land. • I know to achieve good take off and height. • I know to land with balance and control. • I know to land softy and quietly. Static Balance Seated Balance • I know to keep my tummy tight (core muscles) and back straight. • I know to use my arms to help maintain balance. • I know to keep my head up and breathe throughout. • I know how to balance with feet and hands off the floor throughout. • I know how to balance with minimum wobble. • I know how to maintain balance without strain. Hockey (invasion) • To know that we are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. The aim of the game for the attackers is to score a goal. • To know that we are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a goal.



St Mary's

Catholic Primary School and Nursery

	• To know that possession is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score • To know that space is an open area on the pitch that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into to enable them to create opportunities to shoot • To know that intercepting: is when a defender cuts off and prevents a pass from reaching the receiver. • To know that shooting: is when we hit the ball with our stick in an attempt to score a goal. • To know that a barrier is when we receive a pass from a team member, we can lower our stick horizontal towards the ground making a barrier to control the ball
PE Skills Real gym Unit 2 Social Complete P.E - Hockey (invasion – stick)	Dynamic Balance to Agility Jumping and Landing • I can achieve good take off and height. • I can land with balance and control. • I can land softly and quietly. • I can jump from 2 feet to 2 feet with 180° turn in either direction. • I can complete a tucked jump. • I can complete a tucked jump with 180° turn in either direction. Static Balance Seated Balance • I can balance with feet and hands off the floor throughout. • I can balance with minimum wobble. • I can maintain balance without strain. • In a seated position with no hands or feet touching the floor: ○ I can pick up a cone from one side and place it on the other side with the same hand. ○ I can return it to the opposite side using the other hand.



St Mary's
Catholic Primary School and Nursery

	○ I can sit in a dish shape with straight arms and legs and hold it for 5 seconds. Hockey • To develop their passing and moving and dribbling skills to outwit their opponents and keep possession of the ball. • To apply an understanding of where, when and why we pass, move and dribble in order to score points against another team • To develop life skills such as respect and communication as they collaborate with others including their opponents • To apply their skills with developing confidence as they grow in their ability to show integrity and self motivation
Music Knowledge and Skills Unit - Inspired by India: Musical improvisations	Unit - Inspired by India: Musical improvisations • Exploring traditional Indian music, pupils will begin to understand the art of improvisation using pentatonic scale and simple techniques. • Pupils will learn to shape pitch, dynamics and tempo to create contrast and to express different moods. • Pupils will develop confidence, creativity and control guided by video tutorials from a professional Indian duo
French Knowledge KS2 only	• Recognise the phonemes – ou, on ,ch, oi, i, in, ique, ille, é, è, e, eau, eux, qu, gne, ç, en, an. • To learn a number song. • To count to 10. • To ask someone how old they are. • To tell someone how old you are. • Name the colours.
French Skills KS2 only	• 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.



St Mary's
Catholic Primary School and Nursery

	Read aloud a familiar sentence, rhyme or poem.	
	National Curriculum End of key Stage 2 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
Geography Knowledge <u>Why do people live near Volcanoes?</u>	<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 <u>Human and Physical:</u> - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	- 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.



St Mary's
Catholic Primary School and Nursery

	- describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Geographical Skills and Fieldwork:</u> - 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.	- 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. - 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		- 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.



St Mary's
Catholic Primary School and Nursery

		• 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. • 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 Structures – Product Packaging	• To evaluate how 3D shapes are used in product packaging. • To design nets for 3D product packaging. • To review and improve net designs for packaging. • To make 3D structures to package a healthy snack.	Knowledge- <u>Make</u> • That creating accurate shapes improves how they look and sometimes their function. <u>Evaluate</u> • Good suggestions help give better feedback.



St Mary's
Catholic Primary School and Nursery

D & T Knowledge	To use a design brief to finalise and evaluate packaging.	- That they can choose to use feedback or not. <u>Technical knowledge</u> - That a shell structure is a hollow shape with a thin outer layer. - That 3D shapes can form structures. - Structures can be strengthened by manipulating materials and shapes
D & T Skills		<u>Design</u> - Creating simple design criteria that outline basic functionality and appeal to individual users or target audiences. - Beginning to use 2D CAD software to communicate their ideas. (sketchpad <u>Make</u> - Creating accurate shapes from templates. - Choosing shapes to suit the function of a product. - Cutting out more complex shapes accurately. <u>Evaluate</u> - Explaining why they think certain aspects of a peer's design are effective or why they suggested specific improvements. - Reflecting on feedback to decide if and how it could be used to improve future iterations.



St Mary's
Catholic Primary School and Nursery

		- Investigating and analysing a range of existing products by looking at their functionality and appeal. <u>Technical knowledge</u> - Beginning to understand how different structures are built. - Strengthening structures by ribbing. - Constructing a range of 3D shapes.
RHE/PHSE/SMSC (Relationships and Health Education)		Module 1 Created and loved by God Me, My Body, My Health - Learn correct naming of genitalia. Learn what changes will happen to boys during puberty. Learn what changes will happen to girls during puberty. Emotional Well-Being - That emotions change as they grow up (including hormonal effects – Version 2 only) About the range and intensity of their feelings and that ‘feelings’ are not good guides for action. That feelings are neither good or bad, but information about what we are experiencing helps us consider how to act. What ‘emotional well-being’ means and that positive actions and talking to trusted people enhance emotional well-being. - To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. That God made us and loves us as we are.



St Mary's
Catholic Primary School and Nursery

		• Some behaviour is wrong, unacceptable, unhealthy, and/or risky. Thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media. Life Cycles • Understand what 'death' means Learn about some feelings often connected with grief. Know what the Christian faith says about death and eternal life. Explore some ways to support themselves and others when they are grieving.
Mental Health and Wellbeing Safeguarding Curriculum Links	• Use correct anatomical vocabulary and age-appropriate language. • Promote respect, inclusion, and sensitivity when discussing puberty, emotions, and bereavement. • Remind pupils they do not have to share personal experiences and can speak to a trusted adult if they have concerns. • Be mindful that discussions about body changes, emotions, loss, or family experiences may be sensitive for some pupils. • Reinforce that all feelings are valid, but some behaviours are unsafe or unacceptable. • Ensure pupils know where to access support within school.	



St Mary's

Catholic Primary School and Nursery

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• Follow school safeguarding procedures for any disclosures or welfare concerns that arise during lessons. | |
|--|--|--|



St Mary's
Catholic Primary School and Nursery