

Year 3 Curriculum Evening

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
RE	The Christian Family	Mary, Our Mother ADVENT	Called to Change	Jesus, the Teacher LENT	He is Risen Celebrating Easter and Pentecost	Being a Christian
Maths	Place value Addition & subtraction Money	Addition & Subtraction Money Multiplication & Division Statistics	Multiplication & division Measurement - Length & Perimeter	Fractions Geometry - Properties of Shapes	Measurement- Time Fractions	Geometry - property of shape Measurement - Mass and Capacity
English Key Text + Writing Genres	<u>Cloud Tea Monkeys</u> Descriptive Writing Letter Instructions Non-Chronological Report	<u>The First Drawing</u> <u>How to Wash a Woolly Mammoth</u> Character Description Diary Entry Narrative Instructions	<u>The Tear Thief</u> Shared Poem Persuasive Poster Letter	<u>Cinderella of the Nile</u> News Report Diary Entry Character Description Advert Innovation of Tradition Tale	<u>Jim: A Cautionary Tale</u> Warning Poster Innovated Ending Performance Poetry Narrative Poem	<u>How to Live Forever</u> <u>The Pied Piper of Hamelin</u> Lost Poster Letter Setting Description Diary Entry Non-Chronological Report Story
Art/DT	Art Formal Elements of Art - Exploring Shape and Tone Painting - Tints and Shades	Art Prehistoric Art	D&T Textiles - Making Cushions Mechanical Systems - Pneumatic Toys	D&T Structures: constructing a pyramid Food: Eating Seasonally	Art Artist Focus - Carl Giles	D&T Electrical Systems: Static Electricity
Computing	E-Safety Computing Systems and Networks - Connecting Computers	E-Safety Creating Media - Animation	E-Safety Creating Media - Desktop Publishing	E-Safety Data and Information - Branching Databases	E-Safety Programming - Sequence in Music	E-Safety Programming - Events and Actions
French	In a French Classroom		Transport	Circle of Life	Portraits	
Geography	Climate Zones		North America		Rio and South-East Brazil	
History	Stone Age to Iron Age Q1: Was Stone Age man simply a hunter and gatherer, concerned only with survival? Q2: How different was life in the Stone Age when man started to farm? Q3: What can we learn about life in the Stone Age from a study of Skara Brae? Q4: Why is it so difficult to work out why Stonehenge was built? Q5: How much did life really change during the Iron Age and how can we possibly know? Q6: Can you solve the mystery of the 52 skeletons of Maiden Castle?			Ancient Egypt Q1: What can we quickly find out to add to what we already know about Ancient Egypt? Q2: How can we discover what Ancient Egypt was like over 5,000 years ago? Q3: What sources of evidence have survived and how were they discovered? Q4: What does the evidence tells us about everyday life for men, women and children? Q5: What did the Ancient Egyptians believe about life after death and how do we know? Q6: What did Ancient Egypt have in common with other civilizations from that time?		
Music	Rhythmic patterns with voices & instruments	Rhythmic patterns with voices & instruments	Learn to play Ukulele	Learn to play Ukulele	Learn to play Ukulele	Learn to play Ukulele
PE	Orienteering Tag Rugby	Dance Badminton	Gymnastics Handball (External)	Hockey Cricket	Athletics	Rounders Tennis
PSHCE	Relationships What makes a family; Personal boundaries; The impact of behaviour; The importance of self-respect; Courtesy and being polite		Living in a Wider World The value of rules and laws; E-Safety; Jobs and skills; Personal Goals		Health and Wellbeing Health Choices and habits; Feelings; Personal strength and achievements; Safety in the local environment and unfamiliar places.	
Science	Rocks and Soils Classification of rock types, physical properties	Classification of rock types, physical properties Fossils - how fossils are formed	Animals: nutrition, skeletons and muscles	Sources of light; shadows and reflections	Simple forces, friction and magnetism	Plants, including parts, lifecycles and requirements for life

Autumn 1: The Christian Family

Autumn 2: Mary, Our Mother

Spring 1: Called to Change

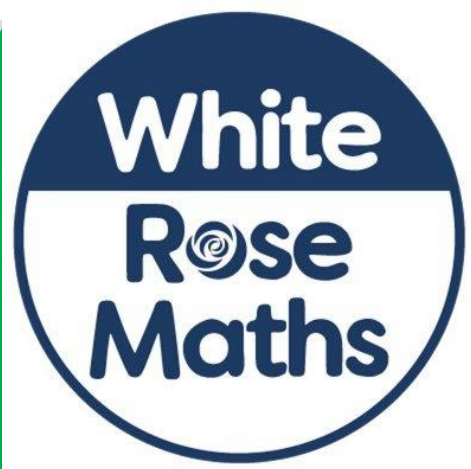
Spring 2: Jesus, the Teacher

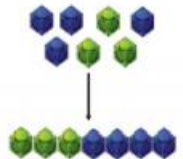
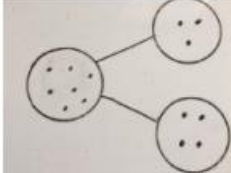
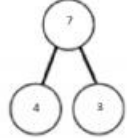


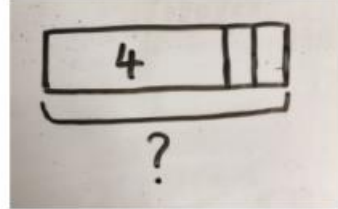

Summer 1: He is Risen

Summer 2: Being a Christian

Daily collective worship and prayers. The children will help lead Collective Worship in groups. RE also includes circle time based on Virtues to Live By.

St Bernadette Feast Day : Friday 18th February 2022.



Concrete	Pictorial	Abstract
<p>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).</p>  <p>A photograph showing 4 blue cubes and 3 green cubes being combined into a single row of 7 cubes.</p>	<p>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</p>  <p>A photograph of a part-whole model with two circles. The top circle contains 7 dots, and the two bottom circles contain 4 and 3 dots respectively.</p>	<p>$4 + 3 = 7$ Four is a part, 3 is a part and the whole is seven.</p>  <p>A diagram of a part-whole model with a top circle containing the number 7 and two bottom circles containing the numbers 4 and 3.</p>
<p>Counting on using number lines using cubes or Numicon.</p>  <p>A photograph of a number line from 0 to 10. Blue cubes are placed on numbers 1, 2, 3, and 4. Yellow cubes are placed on numbers 5, 6, and 7. An arrow points from 4 to 7.</p>  <p>Two photographs showing Numicon blocks. The first shows a green block (4) and two red blocks (2) with an arrow from 4 to 6. The second shows a green block (4) and three orange blocks (3) with an arrow from 4 to 7.</p>	<p>A bar model which encourages the children to count on, rather than count all.</p>  <p>A photograph of a hand-drawn bar model. The bar is divided into a large section labeled '4' and a smaller section. A bracket underneath the entire bar is labeled with a question mark '?'.</p>	<p>The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? $4 + 2$</p>  <p>A photograph of a number line from 4 to 6. An arrow starts at 4 and jumps to 5, and another arrow starts at 5 and jumps to 6.</p>

Implement their learnt skills through reasoning and problem-solving tasks.

Times tables- consolidate 2s, 5s and 10s and introduce 3s, 4s and 8s.

PRACTISE, PRACTISE, PRACTISE



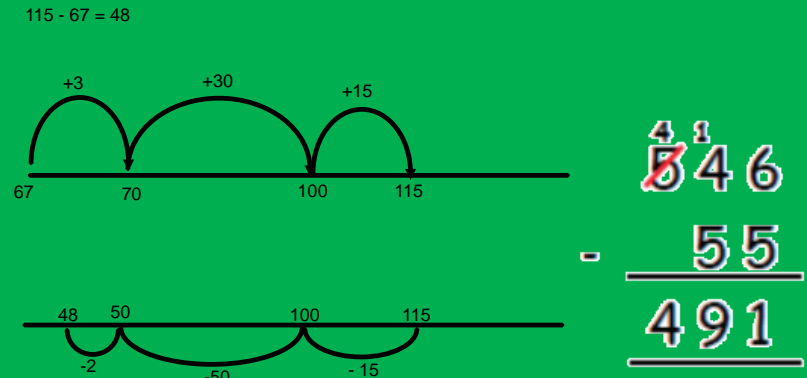
Aim is for all children to move towards using both written and mental calculation methods and be able to independently select the correct method.

In year 3 we focus on:

1) Column addition

$$\begin{array}{r} 376 \\ 495 \\ \hline 871 \end{array}$$

2) Number line subtraction moving to column subtraction



3) Grid method

28 x 32

	20	8
x 30	600	240
2	40	16

$$\begin{array}{r} 640 \\ +256 \\ \hline 896 \end{array}$$

4) Short Multiplication



Number and Calculation:

- ✓ Learn 3, 4 & 8x tables
- ✓ Secure place value to 100
- ✓ Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits
- ✓ Written column addition & subtraction
- ✓ Solve number problems, including multiplication & simple division and missing number problems
- ✓ Use commutativity to help calculations

Fractions & decimals:

- ✓ Use & count in tenths
- ✓ Recognise, find & write fractions
- ✓ Recognise some equivalent fractions
- ✓ Add/subtract fractions up to <1
- ✓ Order fractions with common denominator

Geometry & Measures:

- ✓ Measure & calculate with metric measures
- ✓ Measure simple perimeter
- ✓ Add/subtract using money in context
- ✓ Use Roman numerals up to XII - tell time
- ✓ Calculate using simple time problems
- ✓ Draw 2-d / Make 3-d shapes
- ✓ Identify and use right angles
- ✓ Identify horizontal, vertical, perpendicular and parallel lines

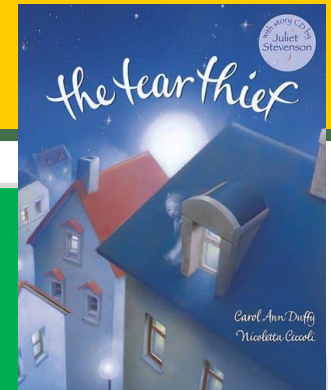
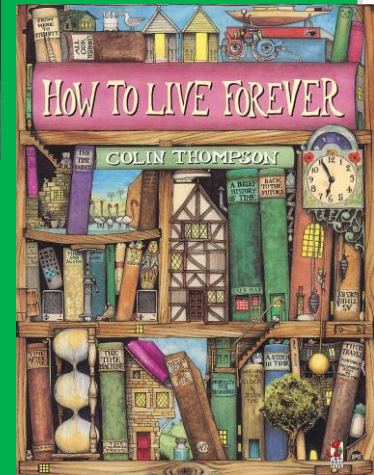
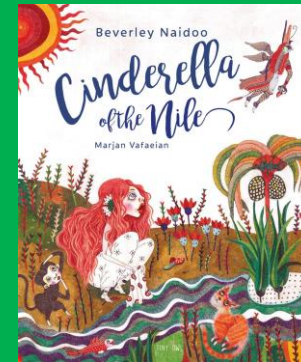
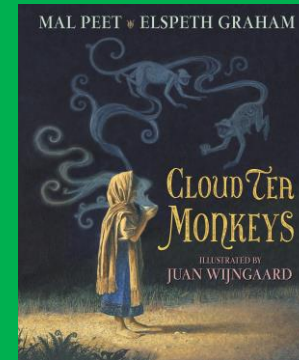
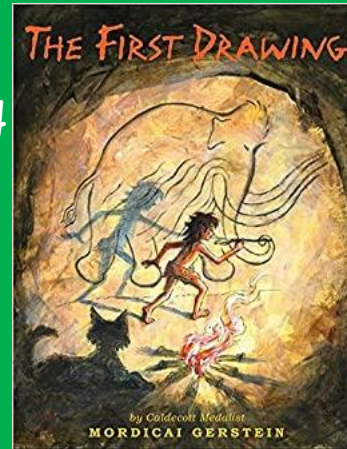
Data:

- ✓ Interpret bar charts & pictogram

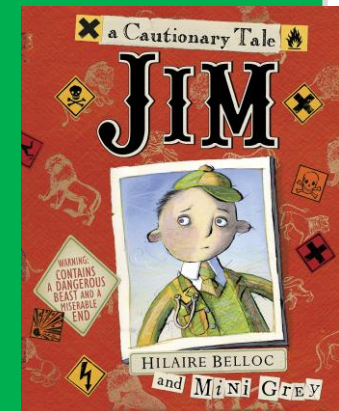
English

Areas for writing:

- ✓ Stories by the same author/ setting
- ✓ Reports
- ✓ Instructions
- ✓ Adventure and Mystery
- ✓ Information texts
- ✓ Myths and legends
- ✓ Authors and letters
- ✓ Plays and dialogues
- ✓ Poetry



Writing is also addressed through other areas of the curriculum - History, Geography, RE



Spelling

Trialling a new scheme until December

Focusing on the teaching of spelling through patterns, phonics and rules.

No spelling lists sent home

Spelling incorporated into the school day.

Spelling is
~~diffecolt~~
~~challengeng~~
hard.

Spelling

The Three Zones of Spelling

The Patterns of Spelling



Structures for Learning



The Pressure of Spelling



'In the Moment' Strategies



The Remembering of Spelling



Strategies for Learning



G	R	O	U	P	I	N	G	S
Good Endings/ Suffixes	Recognising Punctuation	Organising Sounds	Understanding Plurals	Prefixes	Irregular/ Exception Words	New Meaning/ Homophone	Group/Year Specific	Syllables
I	M	P	R	O	V	I	N	G
Interrogate and Check	Memorise Rules/ Exceptions	Pronunciation	Rely on Phonics	Order of Letters	Verification	Inspecting a Dictionary	Navigating a Thesaurus	Guesses
A	C	Q	U	I	R	I	N	G
Analogies	Check Etymology	Quiz Yourself	Understanding Patterns	I/Me Personal Spelling	Recognising Parts	Illustrative	Noticing Families and Roots	Go! Speed! Write!

Spelling Rainbow

The Training Space

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Punctuation and Grammar

- Prefixes : e.g super-, anti-, auto
- Word families and the correct use of a or an
- Time, place and cause conjunctions e.g while, when, before, because
- Paragraphs
- Use of Headings and sub-headings
- Using the present perfect form of verbs
- Inverted commas for punctuating direct speech
- Terminology : adverb, preposition, conjunction, prefix, word family, clause, consonant letter, vowel letter, inverted commas or speech marks



Reading

- Change when necessary
- Check up on children not changing books throughout the week

Reading raffle (every Friday)

Children will receive raffle tickets for reading throughout the week:

Read $\times 3 = 1$ ticket

Read $\times 5 = 2$ tickets

Read $\times 8 = 3$ tickets

Read $\times 10 = 4$ tickets

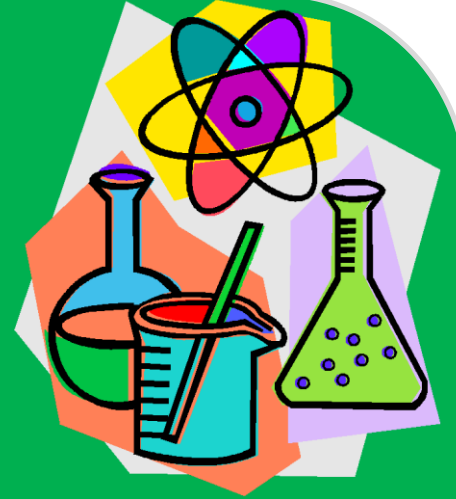
Read $\times 12 = 5$ tickets

Children must read for a good amount of time/pages/chapter to gain a "read".

Science

The curriculum covers six areas:

- ✓ Rocks and Soils
- ✓ Fossilisation
- ✓ Simple forces and magnetism
- ✓ Animals: skeletons and nutrition
- ✓ Sources of light; shadows and reflections
- ✓ Plants, including parts, lifecycle and requirements for life



Foundation Subjects

Art - Skills -
Exploring Shapes
and Tone, Painting -
Tints and Shades,
Artist - Carl Giles,
Prehistoric Art.

Music - Ukulele
lessons.

D&T - Textiles :
Making Cushions,
Mechanical Systems:
Pneumatic Toys,
Structures:
Constructing a
pyramid. Food -
Eating Seasonally.

History

Stone age to Iron
Age

Ancient Egypt

PE - Orienteering,
Tag rugby, Dance,
Gymnastics,
Handball,
Badminton, Hockey,
Athletics, Rounders,
Cricket and Tennis.

Geography -
Climate Zones,
North America, Rio
and South-East
Brazil.

PSHE -
Relationships, living
in a wider world,
health and wellbeing.

Computing -
Online Safety,
Computer Systems
and Networks,
Creating Media,
Data and
Information,
Programming.

French - In a French
classroom, French
Transport, A circle of
life (Animals),
Portraits (describing
in French).

Homework

Sent out FRIDAY, to return
WEDNESDAY

Homework club Friday lunch for those who haven't completed it.

Maths - Weekly maths sheets to consolidate the week's learning.

English - Daily reading at home, alternating spelling/grammar/punctuation practice with reading comprehensions.

ONGOING: Times table practice - TT Rockstars - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables as well as revision of the 2, 5 & 10 tables from KS1

Behaviour

ST JOSEPH'S BEHAVIOUR POLICY



"Be Happy..... Have Fun..... Be Good..... Work Hard"

Why?

- Our pupils make better progress when they behave well
- Our pupils make better progress when other pupils behave well
- Our staff can teach more effectively when our pupils behave well
- Everyone feels safe and secure when pupils behave well

SCHOOL RULES:

- We take care of everyone and everything
- We tell the truth and are polite
- We do what adults in school ask us to *
- We walk quietly and sensibly around school
- We do our best work



*e.g. to include

'3-2-1- Stop', this means four things: Be silent. Be still. Empty hands. Eyes on speaker

'Class line/line up', this means four things: Register order (remain that way). Silent. Smart. Walk.

REWARDS: Green → Silver → Gold

REWARDS:

Individual points (certificates - bronze, silver, gold), small individual awards from class reward pots after certain numbers of team points achieved class points, smiles/thumbs up, teacher approval, peer group approval, sticker for those on green all week, end of term draw for those on green all term, Golden Time. Exceptional behaviour to be recorded in the 'Sunshine Book' and announced at the Friday assembly and put in the newsletter.

SANCTIONS: Verbal warning (White) → Amber → Red → Red card (E)

Amber traffic light
(warning)

Red traffic light
(moved to work alone in classroom / time out at the wall)

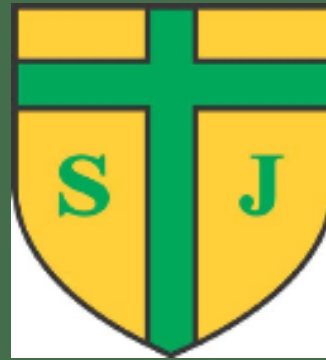
Red Card
Internal exclusion. (Moved to another class/exclusion from the playground)

1. Loss of playtime / part of lunchtime (to re-do / catch up work / reflect on behaviour)
2. Parents /Carers contacted after a red warning / internal exclusion in one week, or regular on-going sanctions

Weekly whole class records / individual records to be kept and monitored by SMT/SENco and shared with parents/carers if necessary.



St Josephs Catholic Primary School



*Thank you for
listening!
Any questions?*