



Year 3 Curriculum

Writing

Narrative: To look at a novel as a theme. Three covered in total throughout the year: The Iron Man, George's Marvellous Medicine and The Magic Finger, literacy pieces to be based around these examples using reading skills as a support for writing. Writing stories of mystery, fables, fairy tales/folk tales and play scripts.

Non-fiction: when possible examples to be based on our current history topic, e.g. Children During WWII or Life in Britain since 1948. Written examples to include recounts (diaries), Non-chronological reports, letters of persuasion, discussion (for and against), explanation texts and a recount (biography).

Poetry: poetry on a theme, poems with a particular structure e.g. shape poems, rhyming couplets and classic poetry for performance.

Children are widely encouraged to evaluate and edit their writing by proofreading to check for errors in spelling and grammar. All children's work will be displayed and certain examples chosen fortnightly as 'star writers'.

Reading

To read, listen and discuss a range of fiction, poetry, plays and non-fiction texts. As a whole class whole novels will be read aloud by the teacher with children joining in, practicing skills such as tone and volume, as well as taking note of punctuation when reading aloud. To use knowledge of root words, prefixes and suffixes to the understand meaning of words.

Children are encouraged to read books for a variety of purposes: enjoyment, research, skills development and reference. Dictionary skills are taught to enable children to look up meanings of unfamiliar words as well as the use of thesauruses to promote improvement in choice of vocabulary. Children are encouraged to collect favourite phrases and words, improving their writing skills also.

Communication

The children will engage in meaningful discussions in all areas of the curriculum and listen to and learn a wide range of subject specific vocabulary. They will practice speaking to small and larger audiences and rehearse sentences or speeches used for performance.

Mathematics

Children will apply mathematical knowledge across the curriculum, in particular in science, technology and computing. We will deepen our understanding of mathematics by using frequent repetition. All children will explore numbers and place value, understanding the value of all numbers and will add, subtract, multiply and divide using efficient formal written methods. The properties of shape will be explored and children will look at angles and be able to describe position, direction and movement in precise ways.

Science

To look at the topics: Animals including humans, Rocks, Plants, Light and Dark and Forces including Magnets. The children will

R.E

The catholic faith and ethos is taught throughout every aspect of our school day at St. Margaret Mary's. In Year 3 we look closely at:

The Church: the role of Mary as the mother of Jesus and the way Jesus proclaimed good news to everyone.

Revelation: Gospel accounts of the key events in the life of Jesus, Gospel accounts of the coming of the Holy Spirit and the transformation of the apostles, Ways in which people of today can hear and respond to God's call and responses to creation (e.g. prayer, art, music etc).

Life in Christ: The value of sharing, showing respect and care for others, Gospel accounts which show the love and complete self-giving of Jesus, The joys and challenges that freedom and responsibility bring and the love and mercy of God which calls people to sorrow and forgiveness.

Celebration: Prayer in the life of Jesus, Celebrations which mark significant events, sings and symbols and their significance in the liturgy and the significance of the church's name for the sacrament of the Eucharist- The Mass, the Lord's Supper, the Breaking of Bread.



Art and Design

Children will create their own sketch books and will practise art and design techniques such as drawing, painting and sculpture with a range of materials. This will be linked to topics and certain times during a term, e.g. Christmas (making of decorations). We will research artists to support our learning.

Computing

To understand computer networks including the internet; how they can provide multiple of services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Children will have access to their own secure email address, sending emails to people both inside and outside of school. Children should also be able to describe how internet search engines find and store data, use search engines effectively, be discerning in evaluating digital content, use technology responsibly, securely and safely.

Design and Technology

The children will research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Children will generate, develop, model and communicate ideas through discussion and sketches. Tools, equipment and materials need to be selected by the children as they see most effective. We will link to our current topics where possible and will research key events and individuals in design and technology.

Geography

Autumn term 1

Where does our food come from?

To explore the topic 'Where does our food come from?' understanding that food comes from many different places around the world and how land in different climate zones are used and changed to produce our food. Looking also at how food is produced in the United Kingdom and to be able to understand and describe the trade links that enable food from around the world to be sold in the United Kingdom.

Spring term 1

Earning a living

To explore jobs and why they are important to us, discussing about unemployment and its effects. To be able to group jobs into sectors and find out about how people earn a living in other parts of the world, understanding that in some cases children around the world help earn a living for their families.

Summer 2

Settlements

To find out about the needs of early settlers and the origins of place names as well as being able to identify settlements and reasons for their original siting. Children will be able to recognise a range of mapping symbols and know their meanings, completing the topic by designing a village settlement influenced by physical features and personal choice.

History

Autumn 2

What was it like for children during WWII.

To understand why war was declared, looking at world leaders and countries that fought on either side. Discover about the Blitz, learning about the Luftwaffe, Hitler's attack strategies, how Britain could defend themselves and how people would keep safe during air raids. We will learn about rationing (linking to our mathematics), life as an evacuee, The Holocaust and what life was like for families during World War II.

Spring 2

How life has changed since 1948

Children are encouraged to think about how life has changed since 1948, identifying characteristics of the 1950's, 1960's, 1970's, 1980's and 1990's. We will discover what life was like during each decade. For example: we will be going back to the swinging sixties, learning about what Beatlemania was and understanding how home, work and population has changed.



Summer 1

The Romans

The children will look at details surrounding the invasion of Britain by the Romans and study the Roman army. We will discover the Celts who lived in Britain when the Romans invaded and discover what their lives were like on a day-to-day basis. We will look at what evidence is left today from the Romans and consider how the things left behind impacts our lives today.

Music

To play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. As well as be able to use and understand basic musical notations. The children will look at music from a variety of traditions and from great musicians and composers, appreciating the quality of a live performance.

Personal Development

Children take part in weekly 'U Can Shine' lessons which focus on their own personal development. The children look at the importance of resilience and attitude and how these impact learning. The children set personal targets and are challenged to achieve their personal best.

Physical Education

To practice key skills needed in competitive games, modified where appropriate to suit the children's age and to apply basic principles suitable for attacking and defending. Through circuit activities and gymnastic sessions children will develop flexibility, strength, technique, control and balance. Children will perform dances using a range of movement patterns; this will be carried out in the spring term as we will create an overall performance linked to our topic 'Life Since 1948'.

P.S.H.E

The children will take part and plan circle times where topics of concerns will be discussed. We always promote the importance of friendships and kindness and ensure all children understand that they are able to speak to all adults in school should they have any problems or concerns.