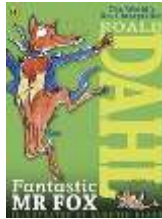


Year 3 Curriculum Contents-Spring Term

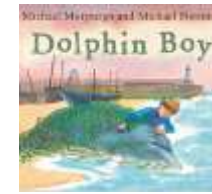
Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers



Spring Term 2 Class Readers



At St. Mary's, we teach and encourage the transferable skills for independent, life-long learning. We shape our curriculum to reflect the ethos, aims and values of our school. In every year group throughout the school, our teachers plan a series of half termly thematic-based approaches to learning, which are based on the 2014 National Curriculum and firmly rooted upon a set of skills which are progressive.

In order to provide a broad and well-rounded curriculum for the children we teach science, geography, history, art, DT, computing, French, P.E. and music, alongside our core subjects of English, mathematics and R.E. Each half term our curriculum topic is centred around a 'hook', which we use to draw in our learners and pique children's interest. These include 'Journeys', 'Transformations', 'Animals', 'Nature', 'Mysteries' and 'Here We Are'.

At St. Mary's RC First School our learning is focused on a 'Literary' curriculum, developing a love of reading and strengthening literacy skills. We ensure a rigorous approach to the teaching of reading so that our school develops learners' confidence and enjoyment of reading. In addition, our English curriculum follows the 'Literary Curriculum' from the Literacy Tree, where we teach topics focused on a book-based English curriculum. To highlight the importance of reading in our school

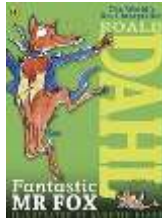
R.E.

Year 3 Curriculum Contents-Spring Term

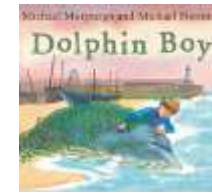
Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers



Spring Term 2 Class Readers



we are mindful to make useful links between our class readers and the rest of our curriculum subjects. We ensure half termly thematic links are also evident and linked to our current class readers, making links to this within and across subject areas.

Below are (termly) Cross-Curriculum Map documents for each year group highlighting the links between the current class reader and the curriculum for each class. In addition, there are also termly overviews outlining the termly 3I's (Intent, Implementation & Impact) for each year group across subject areas. We support curriculum development across the school ensuring cross-curricular links and opportunities are developed with a class reader or English reading text being a central part of the planning process.

PSHE

Intent

PSHE helps pupils to develop the knowledge, skills attitudes and understanding they need to fulfil their potential. Teaching children how to keep themselves healthy, safe and able to make informed decisions in their future life and work.

Intent

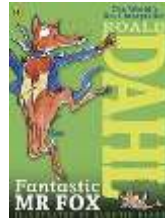
As a Catholic school we are committed to the Catholic Faith, recognising and valuing every individual as special and unique in the image and likeness of God. Religious Education respects and promotes each child's innate capacity for wonder, awe, reverence and spirituality. Our Religious Education curriculum leads our children to aspire not to have more,

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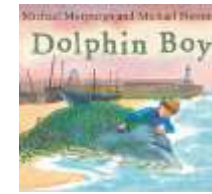
Reading Focus this term:
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Spring Term 1 Class Readers



Spring Term 2 Class Readers



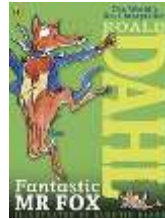
	<p>Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.</p>		<p>but to be more; children are taught about God's love; they learn about their Christian responsibilities; children are provided with experiences of church, Catholic and Christian traditions, as well as being taught to be respectful and understanding of people and traditions from other faith backgrounds. Through Religious Education our children learn about their unique place within the home, school and parish community.</p>
<p>Implementation</p>	<p>Unit 1 – Religious Understanding tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us. Children will also learn about different types of sin, and the importance of forgiveness in relationships.</p> <p>The sessions in Unit 2 – Personal Relationships help children to develop a more complex appreciation of different</p>	<p>Implementation</p>	<p>We follow the 'Come & See' Religious Education Programme in line with guidance from the Hexham & Newcastle diocese.</p> <p>This programme provides:</p> <ul style="list-style-type: none"> · opportunities for celebration, prayer and reflection in implicit and explicit ways. · children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, people and objects.

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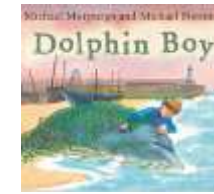
Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers



Spring Term 2 Class Readers



family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.

Unit 3 – Keeping Safe incorporates some of the excellent NSPCC Share Aware resources, as well as teaching on bullying and physical, emotional and sexual abuse through a series of animated stories.

- a 'systematic presentation of Christian event, message and way of life' in ways appropriate to the age and stage of development of the child.
- that for its implementation and production it requires the adults involved to understand the underlying theological as well as educational principles.
- appropriate materials about other faiths.
- academic respectability as in other curricular areas – utilising appropriate stages from the National Curriculum.

The three main topics this term are:

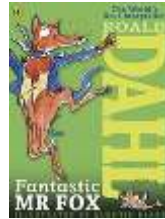
- **LOCAL CHURCH-COMMUNITY: JOURNEYS** - The Christian family's journey with Jesus through the Church's year.
- **EUCCHARIST – RELATING: LISTENING & SHARING** - Listening to the Word of God and sharing Holy Communion.
- **LENT/EASTER – GIVING** - Lent a time to remember Jesus' total

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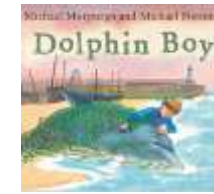
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Spring Term 1 Class Readers



Spring Term 2 Class Readers



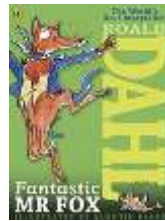
Impact	<p>By the end of this term it is our intention that the vast majority of children will understand:</p> <ul style="list-style-type: none"> • That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; • The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; • That relationships take time and effort to sustain; • We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness. • Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; • That there are different types of relationships including those between acquaintances, friends, 	Impact	<p>giving.</p> <p>By the end of this term it is our intention that the vast majority of children will be able:</p> <p><u>LOCAL CHURCH-COMMUNITY:</u></p> <p><u>JOURNEYS</u></p> <ul style="list-style-type: none"> • to ask and respond to questions about their own and others' experiences and feelings about the events which mark the year or the season. • to ask questions about what they and others wonder about how we help one another on the journey through the year. • to retell some of the stories of the Mysteries of the Rosary or the special feasts of the year. • to use religious words and phrases to describe the liturgical year and how it is composed of seasons and feasts days. • to describe how some prayer leads to good actions.
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Year 3 Curriculum Contents-Spring Term

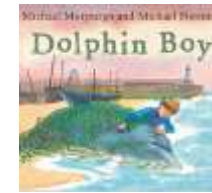
Reading Focus this term:
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Spring Term 1 Class Readers



Spring Term 2 Class Readers



- relatives and family;
- That good friendship is when both persons enjoy each other's company and also want what is truly best for the other;
- The difference between a group of friends and a 'clique'.
- Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying;
- Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.
- To recognise that their increasing independence brings increased responsibility to keep themselves and others safe;
- How to use technology safely;
- That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;
- How to report and get help if they

- to **make links** to show how feelings and beliefs affect how they and others behave in their life journey and what is important to them.
- to **make links** between some scripture and what Christians believe.
- to use a developing religious vocabulary to begin.
- to **give reasons** why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used.

EUCCHARIST – RELATING:
LISTENING & SHARING

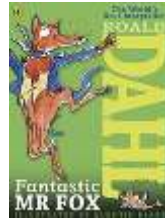
- to **ask and respond** to questions about their own and others' experiences and feelings about listening well and sharing.
- to **ask questions** about what they and others wonder about the joys and difficulties of listening and sharing and realise that some of

Year 3 Curriculum Contents-Spring Term

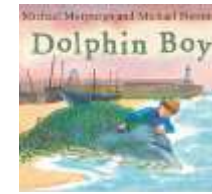
Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers



Spring Term 2 Class Readers



encounter inappropriate materials or messages.

- How to use technology safely;
- That bad language and bad behaviour are inappropriate;
- That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;
- How to report and get help if they encounter inappropriate materials or messages.
- To judge well what kind of physical contact is acceptable or unacceptable and how to respond;
- That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.

these questions are difficult to answer.

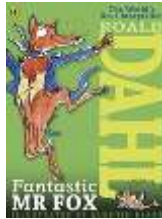
- to use religious words and phrases
- to **describe** the actions and symbols used during the celebration of the Eucharist.
- to **describe** some ways in which Christians share God's love with others.
- to **make links** to show how feelings and beliefs affect their own and others' desire to listen and to share.
- to **compare** their own and others' ideas about the questions of how and why we listen and share and that these questions are difficult to answer.
- to use a developing religious vocabulary to **give reasons** for specific actions and words used during the celebration of the Eucharist.
- to give **reasons** why Christians want to share the Good News of Jesus.

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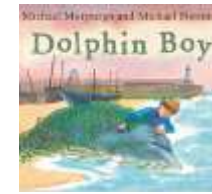
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Spring Term 1 Class Readers






Spring Term 2 Class Readers



LENT/EASTER – GIVING

- to **ask and respond** to questions of their own and others' experience and feelings of how people give themselves for others.
- to **ask and respond** to questions about the courageousness of giving and realise that some questions are difficult to answer.
- to **retell** some of the stories of Holy Week and the Resurrection.
- to use religious words and phrases to **describe** the religious actions and symbols of Lent and Holy Week.
- to **describe** some ways in which Christians use the time of Lent to give to others.
- to **make links** to show how feelings and beliefs affect their own and others' attitude to giving of themselves.
- to **make links** between the

Year 3 Curriculum Contents-Spring Term

<p>Reading Focus this term: (See Cross curricular links documents)</p> 	<p>Spring Term 1 Class Readers</p> 	<p>Spring Term 2 Class Readers</p> 
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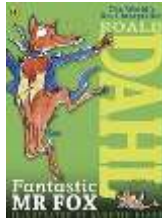
			<p>scripture and what Christians believe about how they should act.</p> <ul style="list-style-type: none"> to give reasons given by Christians for being kind and generous, especially during Lent.
English-Speaking & Listening		English-Word Reading & Composition	
Intent	<p>Speaking and listening are essential life skills. Our aim is to enable pupils to be increasingly confident in using spoken language in a variety of contexts in order to communicate ideas, views and feelings. We encourage pupils to express themselves creatively and imaginatively. Pupils will use their knowledge, skills and understanding in speaking and listening across a range of curriculum areas.</p>	Intent	<p>In Reading, we aim to teach our pupils to read confidently, fluently, accurately and with understanding. Pupils are encouraged to develop the habit of reading for both pleasure and information. Confident reading enables pupils to acquire knowledge and build on what they know. Through reading, pupils will have a chance to develop culturally and emotionally.</p>
Implementation	<p>Pupils will be taught to communicate across a range of contexts. They will learn how to speak clearly and confidently to an audience. Pupils will have the opportunity to work in groups of different sizes; in pairs, small groups, large groups and as a whole class. They will be encouraged to expand and develop their vocabulary to discuss concepts and enhance their</p>	Implementation	<p>Using an engaging visual and text-based stimulus, children will take part in individual and daily guided group reading. During guided and class reading sessions, children will be encouraged to ask relevant questions to gain a better understanding of a text. They will learn to read and respond to levelled texts drawing on inferences such as inferring a</p>

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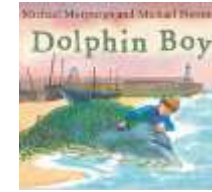
Reading Focus this term:
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	knowledge about language.		characters' feelings thoughts and motives from their actions (using VIPERS). Pupils will continue to develop their vocabulary and the breadth and depth of their reading, in order to encourage them to become independent, fluent and enthusiastic readers.
Impact	By the end of the term it is our intention that the vast majority of children will be able to: <ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates. • Speak clearly and fluently in different contexts. 	Impact	<p style="text-align: center;"> Vocabulary Infer Predict Explain Retrieve Sequence </p> <p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. • Read books that are structured in different ways and read for a range of

Year 3 Curriculum Contents-Spring Term

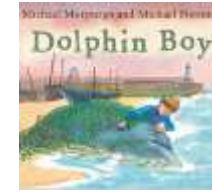
Reading Focus this term:
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Spring Term 1 Class Readers



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- Give well-structured descriptions, explanations and narratives for different purposes.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Consider and evaluate different viewpoints.

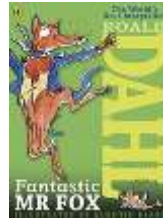
- Use dictionaries to check the meaning of words that they have read.
- Identify themes and conventions in a wide range of books.
- Discuss words and phrases which capture the reader's interest and imagination.
- Prepare poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action.
- Engage in conversation, asking questions to demonstrate their understanding and making predictions.
- Create roles in drama that show how behaviour can be interpreted from different viewpoints.
- Develop scripts based on improvisation.
- Infer character feelings, thoughts and motives and justify with evidence.
- Retrieve information from non-fiction texts.
- Identify how language structure and presentation contribute to meaning.

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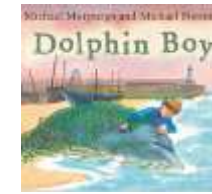
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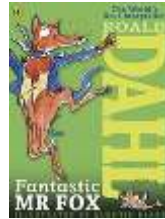
			<ul style="list-style-type: none"> • Evaluate how figurative language impacts on the reader. • Provide reasoned justification for their views. • Develop their own creative writing styles.
English-Writing: Transcription & Handwriting		Writing: Composition, vocabulary, Grammar & Punctuation	
Intent	Our aim is for pupils to write clearly and accurately. They will be encouraged to write legibly and fluently; with an increasing knowledge of the relationship between sounds and letters, word structure and the spelling structure of words.	Intent	Writing enables pupils to communicate ideas, express themselves creatively, provide information and persuade a reader of a viewpoint. Pupils will be encouraged to use inspiration and ideas from reading in order to prepare their ideas before they write. Effective composition involves articulating and communicating ideas, then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.
Implementation	Children will practice handwriting using 'Letter join' to produce consistency in size and proportion of letters, consolidate	Implementation	Pupils will develop their range of writing styles and the use of more varied grammar, vocabulary and narrative

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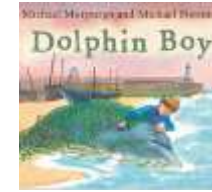
Reading Focus this term:
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correct joins and increase fluency and pace. Pupils will be given the opportunities to write a variety of genres.

structures in order to compose their own examples of different writing genres.

Classic Fiction – Fantastic Mr. Fox

Through Roald Dahl’s *Fantastic Mr Fox*, children explore plot, character and tension. They learn about direct speech and tense, and write their own exciting stories.

Poetry – Performance poetry

Children will listen to performance poems and explore their features. Children will use conjunctions indicating time and cause. Pupils will investigate negative prefixes, informal language and rhymes leading up to writing their own rap.

Fiction – Stories on a theme (Sea Animals)

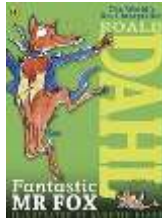
Pupils will read Michael Morpurgo’s sea stories *Dolphin Boy* and *The Sandman and the Turtles* to explore his use of

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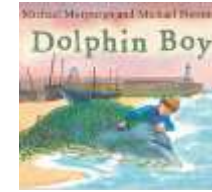
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Spring Term 1 Class Readers



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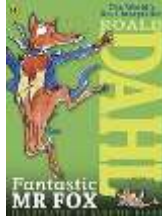
			<p>characterisation, dilemmas, dialogue, word classes and the perfect tense. Children will then write their own stories, in paragraphs, based around the features of these two books.</p>
Impact	<ul style="list-style-type: none"> • Consolidate spelling patterns for Year 3 and 4 • Prefixes – im, sub, inter, super, anti, auto • Suffixes- ation, sion, tion, ssion, cian, ous • Spell some Year 3 and 4 words correctly. • Increase the legibility, consistency and quality of their handwriting. 	Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <p>Classic Fiction – Fantastic Mr. Fox</p> <ul style="list-style-type: none"> • discuss a blurb, opening chapters and main characters of a book. • identify and discuss the language used to build suspense and tension in a text. • create a story map that shows how tension builds across a chapter. • explore characters from different perspectives. • understand how dialogue is punctuated. • infer or predict how characters might be feeling. • write a dialogue between two of the

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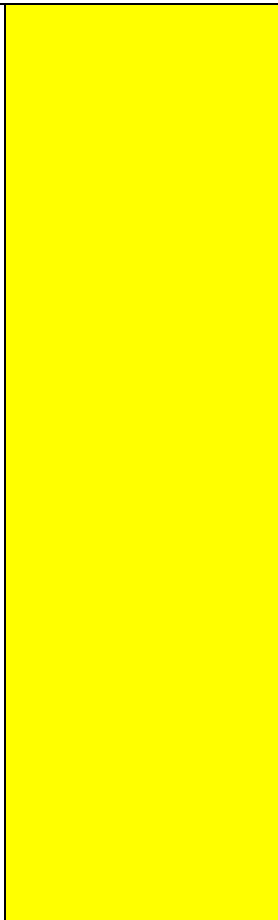
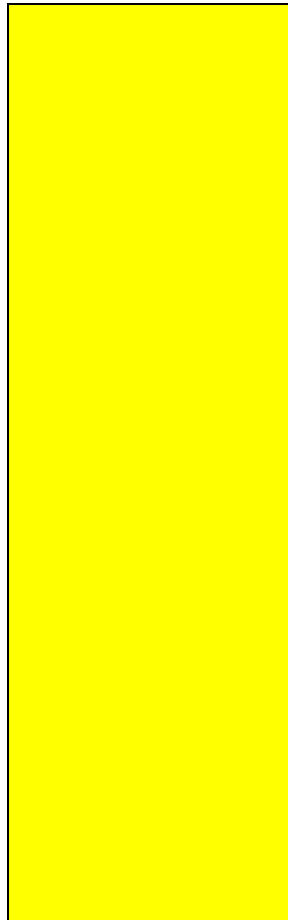
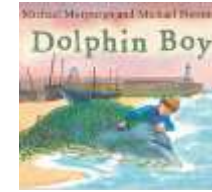
Reading Focus this term:
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characters from a book.

- analyse the structure of a story.
- use direct speech and associated punctuation in a story.
- use paragraphs effectively.
- edit and improve work.

Poetry - Performance poetry

- read a poem with expression.
- use informal language in a written piece of work.
- identify negative prefixes.
- use negative prefixes and synonyms to write a poem.
- identify features, including rhyming pairs.
- plan rhymes for a poem.
- give and receive positive criticism/feedback.

Fiction - Stories on a theme (Sea Animals)

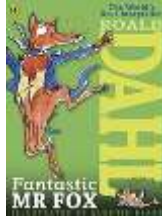
- understand how to infer feelings

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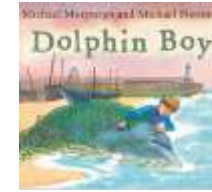
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and thoughts from a text.

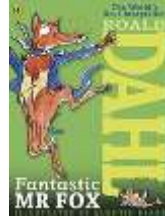
- summarise the main points of a story.
- decide what could be factual and what is probably fictional in a story.
- write a review of a book based on my opinions.
- use a text to help me work out characters' feelings and motives.
- identify dialogue and reporting clauses.
- understand direct speech and act it out according to the reporting clauses.
- write dialogue using reporting clauses.
- add adverbs to a reporting clause.
- understand how a story is structured into paragraphs.
- write a story with paragraphs and dialogue.
- edit a story and make improvements.

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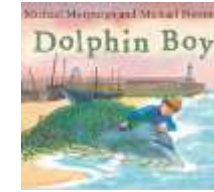
Reading Focus this term:
(See Cross curricular links documents)



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Mathematics

Intent

Maths is highly interconnected to other curriculum areas and is essential to everyday life. We aim for pupils to become fluent through varied and frequent practice so that they develop conceptual understanding. Children will be encouraged to approach problem solving in an organised manner, recording their work in a systematic way in order to make clear connections. They will develop their use of mathematical language in order to be able to communicate their ideas.

Science

Intent

Science can be used to explain what is occurring, make predictions and analyse results. We aim for pupils to develop their scientific skills and knowledge through engaging in different types of science enquiry. They will be encouraged to ask and answer scientific questions and understand the role of science in the world around them. Children will extend their knowledge of specialist vocabulary.

British Science Week

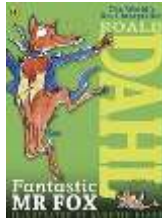
In March we intend to be part of British Science Week. This event runs throughout the whole of the UK with the aim of celebrating science, engineering, technology and maths (*STEM*). The idea is to raise awareness, spark enthusiasm and celebrate science, engineering, technology and maths across the school. Pupils will take part in a variety of STEM related activities which break down the stereotypes surrounding STEM and

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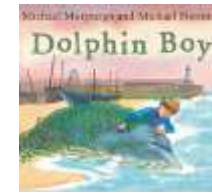
Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers



Spring Term 2 Class Readers



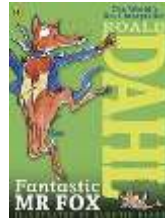
Implementation	<p>We have a mastery approach to teaching Maths. This means that the majority of pupils progress through the curriculum content at the same pace. Maths objectives are taught through units of work that allow children to practice and consolidate key knowledge and skills. Providing variation through problem solving and reasoning, allows children to build fluency and a more in depth understanding of mathematical concepts. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.</p>	Implementation	<p>promote cross-curricular learning.</p> <p>The acquisition of key scientific knowledge is an integral part of our science lessons. Promoting science in school is highlighted by the use of 'Working Scientifically' walls in each classroom, where key vocabulary is displayed for the duration of the topic alongside the working scientifically skills for each session. We aim to develop and promote the importance of developing scientific enquiry across year groups. Emphasis is placed on learning outside of the classroom, with each class having designated timetabled 'Forest School' time and where applicable educational visits are linked to developing children's science topical learning. Science specific home learning tasks, supporting parental engagement help support children's natural curiosity whilst enabling them to experience first-hand the science all around them.</p> <p style="text-align: right;">British Science Week</p>
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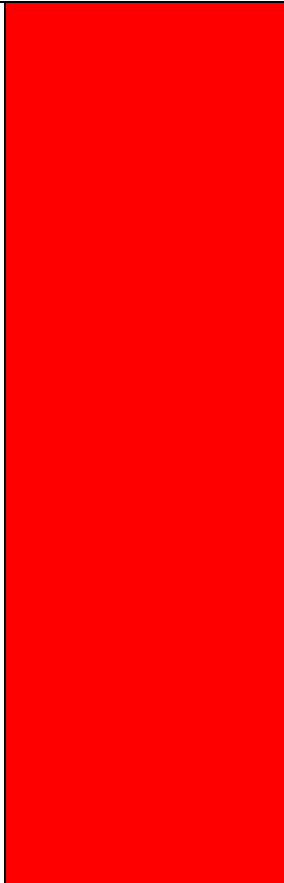
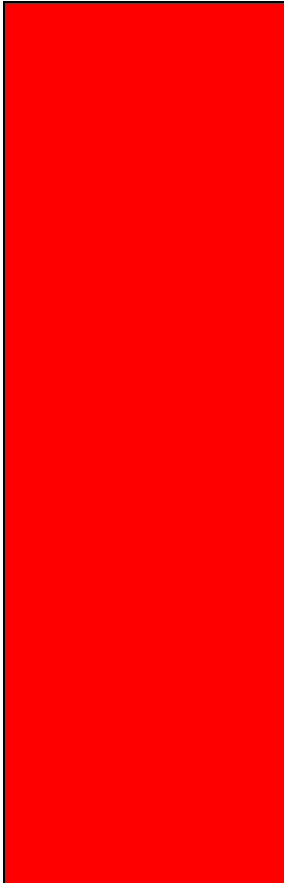
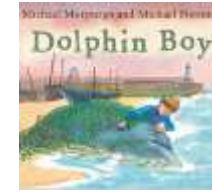
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Spring Term 1 Class Readers



Spring Term 2 Class Readers



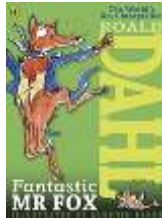
- Breaking down of stereotypes using a weekly introduction of ‘STEM scientist of the Week’.
- Introduction to the variety of STEM related careers.
- Awareness of the attributes required for a career in STEM.
- Recognition of the STEM attributes pupils demonstrate throughout the school day.
- Identifying innovations and conversations around the uses of these in our everyday lives.
- Practical experiences to get pupils thinking in order to conceive ‘Innovating for the Future’
- Sharing innovations and ideas with others.
- Communicating with ‘real’ life STEM ambassadors for inspirational career talks and support with innovations.
- Completion of CREST awards at home and at school.

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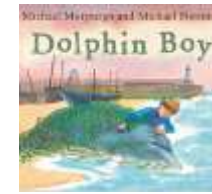
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Spring Term 1 Class Readers



Spring Term 2 Class Readers



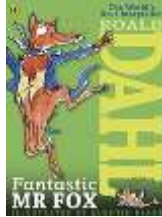
Impact	<p>By the end of this term it is our intention that the vast majority of children will be able to:</p> <p><u>Multiplication & Division</u></p> <ul style="list-style-type: none"> • Recall multiplication and division facts for the 3x, 4x and 8x tables with increasing speed and accuracy. • Use multiplication and division facts from the 3x, 4x and 8x tables to solve word problems with more than one step. • Identify patterns in known multiplication tables. • Multiply multiples of 10 (including three-digit numbers) mentally using known facts. • Use the grid method to solve multiplication problems which go beyond known facts. • Begin to use expanded 	Impact	<p>By the end of this term it is our intention that the vast majority of children will be able to:</p> <p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> • Explain the different ways that plants and animals including humans obtain food. • Explain the difference between food groups and nutrient groups. • Explain what the right type and amounts of nutrition are for human beings as well as some of the consequences related to eating the wrong type of diet. • Use the scientific names for the main bones in the human body and explain how the skeleton protects, supports and
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Year 3 Curriculum Contents-Spring Term

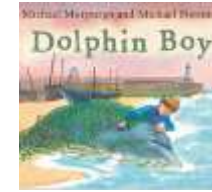
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multiplication when working with numbers beyond known facts.

- Use number lines to solve division problems beyond known facts with increasing accuracy and speed.
- Begin to use the bus stop method as a written method for division.
- Solve missing number problems which go beyond known facts.
- Solve scaling problems with increasing accuracy, beginning to work out the scale used from the measurements.
- Spotting patterns when solving correspondence problems and beginning to predict the number of possibilities.

Measurement – Money

- compare money amounts up to £1.
- make different money combinations using coins up to £1.
- add together up to three items in pence where the total equals up to

helps the body to move.

- Set up a simple practical enquiry and write an explanation for their findings.

Scientists and Inventors

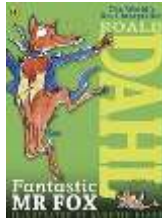
- Identify familiar plants in the local area.
- Match facts to the names of four people who brought plants to Britain.
- Design their own new plant and use prompts to explain its requirements for growth.
- Give five facts about Marie Curie's life and work and use prompts to describe her legacy.
- Describe how Marie Curie used x rays.
- Use prompts to explain the function of bones shown in x ray images.
- Give five facts about William Smith's life and work.
- Explain how he found fossils in the

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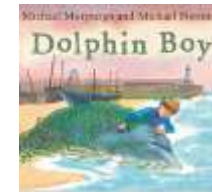
Reading Focus this term:
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£1.

- add together up to three items in pounds where the total equals up to £150.
- calculate the change required when paying for a single and several items, paying with £1.

Measurement – Length and Perimeter

- estimate and measure to the nearest centimetre.
- estimate and measure to the nearest metre.
- estimate and measure in multiples of five millimetres.
- measure and draw lines in mixed units (centimetres and millimetres).
- solve word problems by adding and subtracting three measurements in centimetres.
- solve addition problems involving metres by adding two three-digit numbers totalling up to 550m.

same order in the rocks he studied.

- Use a key to identify fossils and time periods.
- Give five facts about Inge Lehmann's life and work.
- Describe how Inge Lehmann used earthquake waves to research the Earth's core.
- Identify convex and concave mirrors.
- Develop their own question to investigate convex and concave mirrors.
- Identify which devices and inventions use convex mirrors and which use concave mirrors.
- Explain how electromagnets are made.
- Describe how the first electromagnets were developed and name two scientists who worked on them.

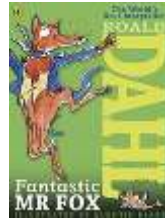
British Science Week

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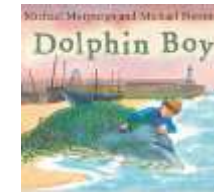
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- solve subtraction problems involving metres by subtracting two three-digit numbers involving exchanging.
- solve addition and subtraction problems involving millimetres by adding four amounts.
- use $\text{and} =$ to compare two mixed-unit length measurements.
- order mixed-unit length measurements.
- calculate the perimeter of squares (side measurements given).

Statistics

- create scaled bar charts and pictograms.
- create Venn and Carroll diagrams.
- create a table of information.
- ask and answer two-step questions about charts, tables and diagrams.

Number-Fractions

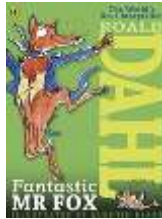
- Encourage STEM interest in pupils and introduce transferable skills used by those working in STEM jobs.
- Promote positive attitudes towards STEM and break down stereotypes for working in this field.
- Enthuse children in creating their own inventions and how these will be useful.
- Contact with 'real' people who use innovations (tools) to make their work more efficient.
- Research inventions and innovations and how they influence our lives today.
- Develop greater awareness of scientists who have changed the world with their discoveries and innovations.
- Pupils to complete and run their own CREST projects.
- To raise awareness, spark enthusiasm and celebrate science,

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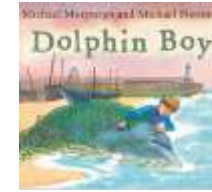
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- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Solve problems that involve all of the above.

engineering, technology and maths across the school.

History

Intent

In Key Stage 2 children study the National Curriculum for History and we aim to: Ensure children have a secure chronological understanding of British History from the Stone Age to the modern day and can confidently use a range of sources to support their knowledge and understanding. Allow children to demonstrate historical questioning

Geography

Intent

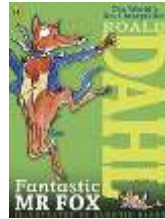
In Key Stage 2 children study the National Curriculum for Geography and we aim to: Inspire pupils with a curiosity about the world. We aim to teach children about diverse places, people, resources and natural and human environments. This knowledge about the world will help them to deepen their understanding of Planet Earth and how we all have a role in

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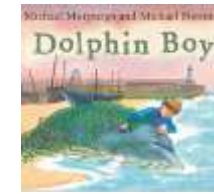
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	including; causes of change, similarities and differences, and the impact of significant events.		sustaining and protecting our environment.
Implementation	Children will learn in depth about William the Conqueror's reign from 1066 onwards, how King John made himself very unpopular as monarch and why King Henry VIII married so many times. Children will discover who Queen Anne was, what Queen Victoria achieved during her reign and look at the role of the British monarchy today. Children will develop historical skills through research using a variety of sources, making connections and asking historically valid questions.	Implementation	This 'All around the World' topic allows children to take a closer look at where the countries of the world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones.
Impact	<ul style="list-style-type: none"> • Ask questions about life in Norman England and look at a map of the British Empire to understand why the UK was such a powerful nation in the Victorian era. • Have a chronological understanding of which monarch reigned in relation to another. • Explain that the Magna Carta was 	Impact	<ul style="list-style-type: none"> • Locate the Equator on a map and globe. • Locate the Northern Hemisphere on a map and globe. • Locate the Southern Hemisphere on a map and globe. • Find the North and South Poles on a globe or map. • Identify lines of latitude on a map.

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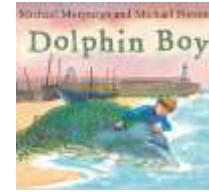
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	<p>an important document.</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Interpret a range of sources of geographical information, including maps. • Understand how our knowledge of the past is constructed from a range of sources. 		<ul style="list-style-type: none"> • Identify lines of longitude on a map. • Identify the Arctic Circle on a globe or map. • Identify the Antarctic Circle on a globe or map. • Identify the location of the Tropics of Cancer and Capricorn. • Identify differences between the UK and the tropics. • Identify the location of the Prime Meridian. • Find the local time in another city using time differences.
Computing		Art & Design	
Intent	Children will be taught to understand and apply the concepts of computer science. Through practical experience we aim to encourage them to apply information technology to solve problems. Children will be taught how to be responsible users	Intent	Art and design should engage, inspire and challenge pupils. We aim to develop the knowledge and skills in order to create their own works of art and design. Pupils will be encouraged to evaluate their work in order to develop and improve. Pupils

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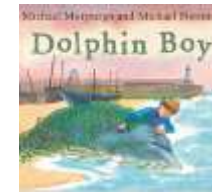
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Spring Term 2 Class Readers



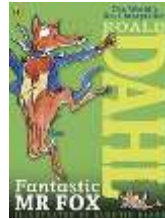
	through keeping themselves safe online, reporting concerns and recognising acceptable/unacceptable behaviour.		will learn about great artists and designers and understand their cultural significance.
Implementation	Using Purple Mash children will gain an insight into simple 'Spreadsheets'. Formatting cells as currency, percentage, decimal to different decimal places or fractions. Children will use the formula wizard to calculate averages and combine tools to make spreadsheet activities such as timed times tables tests. Children will be using a spreadsheet to model a real-life situation adding a formula to a cell to automatically make a calculation in that cell.	Implementation	<p>Inspired by Brazilian artist Vik Muniz and his work with recyclable material pickers, pupils will create recycled art using buttons and bottle tops.</p> <p>Based on the documentary 'Waste Land', class will discuss wasteland site 'Jardim Gramscho' and the people who work scavenging recyclable materials. Artist Vik Muniz used this recyclable waste to create portraits of the workers. Pupils observe images of Vik Muniz work.</p> <p>Inspired by Vik Muniz art, pupils to create their own piece of art using recyclable materials:</p> <ul style="list-style-type: none"> • Using buttons, pupils to create art work of their choice. • Collectively, class to create larger

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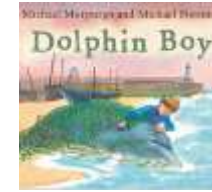
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			<p>scale art pieces using recycled bottle tops and other plastic materials and 'paint by numbers approach'.</p> <ul style="list-style-type: none"> • Class discussion of how to blend colours.
Impact	<ul style="list-style-type: none"> • Children can navigate around a spreadsheet. • Children can explain what rows and columns are. • Children can enter data including text, numbers and images into cells. • Children can use the Move Cell and Lock tools. • Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. • Children can find specified locations in a spreadsheet. • Children can use the number formatting tools within 2Calculate to appropriately format numbers. • Children can add a formula to a cell 	Impact	<p>Most pupils will be able:</p> <ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To gain the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

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<p>Reading Focus this term: (See Cross curricular links documents)</p> 	<p align="center">Spring Term 1 Class Readers</p> 	<p align="center">Spring Term 2 Class Readers</p> 
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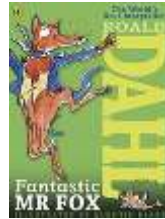
	<p>to automatically make a calculation in that cell.</p> <ul style="list-style-type: none"> • Children can make practical use of a spreadsheet to help them plan actions. • Children can use the currency formatting in 2Calculate. • Children can use a series of data in a spreadsheet to create a line graph. <p>Children can use a line graph to find out when the temperature in the playground will reach 20°C.</p>		
Modern Foreign Languages-French		Physical Education	
Intent	<p>Children will continue to develop and build upon their previous learning. We aim to make language learning engaging for all children through music, games and stories. Pupils will be taught to express their ideas and thoughts in French with increasing confidence and fluency. They will be encouraged to improve the accuracy of their pronunciation and intonation.</p>	Intent	<p>Through P.E., pupils will engage in a variety of physical activities in order to support their health and fitness. They will have opportunities to develop their competence and skills so that they are able to compete in sport and other activities. We aim to use P.E. sessions to help build character and embed values such as fairness and respect.</p>
Implementation	<p>In the ‘Where in the World?’ unit, pupils will learn to develop their intercultural</p>	Implementation	

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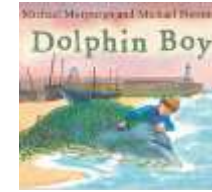
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understanding by being introduced to the sights of some typical French cities. They will also learn to describe places in their own town and begin to give their opinions about certain places; pupils will learn to count to 20 and give their address in French.

In the 'Nature and wildlife' unit, pupils will learn to speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of animals in a zoo. Pupils will acquire basic grammar rules appropriate to the language being studied; how to apply these, for instance, to build sentences and how these differ from or are similar to English, in the context of animals in a zoo.

Impact

Most pupils will be able to:

- Listen and respond to topic vocabulary
- answer questions orally using the topic vocabulary

Impact

UNIT 3 – COGNITIVE

Progression of skills

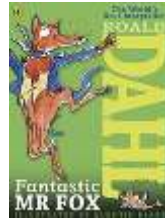
Most pupils will be able to:

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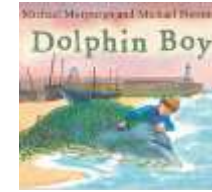
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- Write an answer in a sentence using the topic vocabulary
- Use an English/French dictionary to translate from English to French.
- Select suitable adjectives to describe a subject.
- Use a description to support an opinion.

ANALYSE PERFORMANCE

- Review, analyse and evaluate their own and others' strengths and weaknesses
- Read and react to different game situations as they develop.

MAKE GOOD DECISIONS

- Have a clear idea of how to develop their own and others' work.
- Recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents.

EXPLAIN WHY

- Understand the simple tactics of attacking and defending.
- Explain what I am doing well and I have begun to identify areas for improvement.

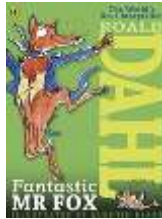
Fundamental Movement Skills

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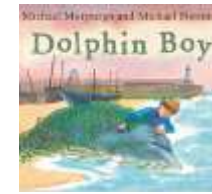
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Most pupils will be able to:

DYNAMIC BALANCE: ON A LINE

- March, lifting knees and elbows up to a 90° angle.
- Walk fluidly with heel to toe landing.
- Walk fluidly, lifting knees and using heel to toe landing.
- Walk fluidly, lifting heels to bottom and using heel to toe landing.

COORDINATION: BALL SKILLS

Most pupils will be able to:

In 20 seconds or less:

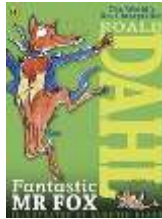
- Stand with legs apart and move a ball around 1 leg 16 times (right and left leg).
- Move a ball round waist 17 times.
- Stand with legs apart and move a ball around alternate legs 16 times.

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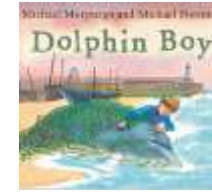
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UNIT 4 - CREATIVE

Progression of skills

Most pupils will be able to:

VARIETY AND DISGUISE

- Effectively disguise what they are about to do next.
- Use variety and creativity to engage an audience.

EXPRESS, ADAPT AND ADJUST

- Respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.

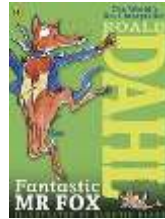
RECOGNISE AND RESPOND

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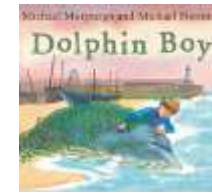
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- Make up their own rules and versions of activities.
- Respond differently to a variety of tasks or music.
- Recognise similarities and differences in movements and expression.

Fundamental Movement Skills

Most pupils will be able to:

COORDINATION: SENDING AND RECEIVING

- Strike a ball with alternate hands in a rally.
- Kick a ball with the same foot.
- Kick a ball with alternate feet.
- Roll 2 balls alternately using both hands, sending 1 as the other is returning.

COUNTER BALANCE: WITH A PARTNER

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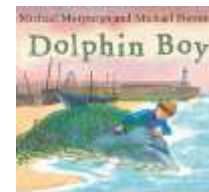
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			<ul style="list-style-type: none"> Hold on and, with a short base, lean back, hold balance and then move back together. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. Perform above challenges with eyes closed.
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Music

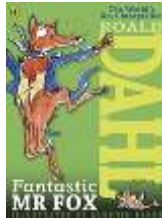
Intent	In teaching music, we aim to engage and inspire pupils to develop a love of music. Through music lessons we encourage children to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children are encouraged to improvise and compose music for a range of purposes using the inter-related dimensions of music and to listen with attention to detail and recall sounds with increasing aural memory. In notation, children will learn to use and understand staff and other musical notes. Children will be given opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians developing their understanding of the history of music.
Implementation	Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.

Year 3 Curriculum Contents-Spring Term

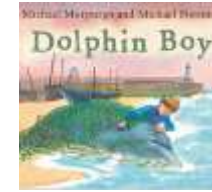
Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers



Spring Term 2 Class Readers



Impact

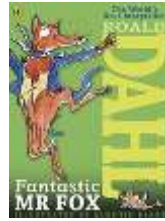
The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

Year 3 Curriculum Contents-Spring Term

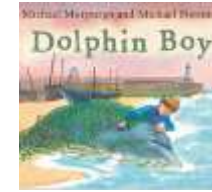
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Spring Term 1 Class Readers



Spring Term 2 Class Readers

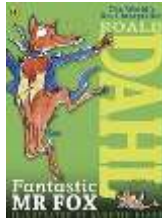


Year 3 Curriculum Contents-Spring Term

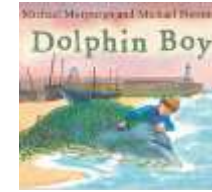
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Spring Term 1 Class Readers



Spring Term 2 Class Readers

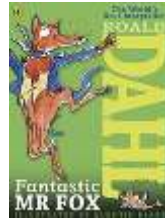


Year 3 Curriculum Contents-Spring Term

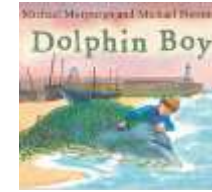
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Spring Term 1 Class Readers



Spring Term 2 Class Readers

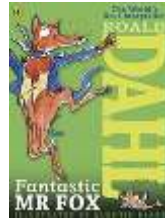


Year 3 Curriculum Contents-Spring Term

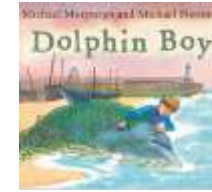
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Spring Term 2 Class Readers

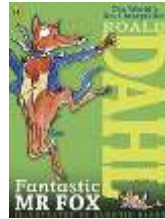


Year 3 Curriculum Contents-Spring Term

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Spring Term 1 Class Readers



Spring Term 2 Class Readers

