

CURRICULUM OVERVIEW

Sharing our learning



Y3 INFORMATION

- YEAR: 2023 - 24 • TERM: 1
- CONTACT: year3@st-johnfisher.org

Y3 TEACHING & LEARNING TEAM

- Mrs A Broadhead • Mr H Hobson • Miss T Hobson
- Mrs H Ahmed

Dear Parents and Carers,

This is the first curriculum overview of our new school year. Its purpose is to tell you about our curriculum and all the things your children will be learning during this first term. We will also offer suggestions for supporting your children at home.

New learning can be fragile which is why it is important to give our children the right kind of support in school and at home. If we get it right our children will feel positive and confident as they learn and make progress.

Homework is set to support and consolidate this new learning - and to encourage the children. It is important that homework is attempted by children on their own. If they do not understand something **they should not worry**. Simply offer them reassurance and encourage them to do what they can. This will help us to understand what they remember and know, so that any gaps can be pinpointed and targeted with the right support.

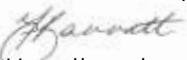
If the children have done their best we will *always* be proud of them. If your child is stuck then please let us know. You can speak to someone in the office; let the teacher know via the class email; or send in a note. Remember to say (i) what they remembered; (ii) what they could do; and (iii) what they struggled with. We will then follow it up with lots and lots of reassurance and the right kind of support.

Please avoid the temptation to 'over-help' your children with homework tasks because this could end up masking a gap and delay the children getting the help they need. Just offer encouragement and keep telling them that everyone at school will understand and help and support them.

We know that ways of teaching and learning change over time and so we are **always** happy to explain our approaches if you are not sure and have questions. Please just ask. Children can find it very confusing if parents/carers try to show them what they remember being taught at school, especially if this is different to our approach.

As always, please contact us if you can offer support with any aspect of the curriculum overview perhaps because you have particular skills, knowledge or experiences, artefacts, useful contacts or you would like to volunteer to help us on an educational visit. Thank you for your support.

Yours sincerely,


Headteacher

TERM 1 LEARNING VALUE

Our value for this term is '**Determination**'. Being determined is having the ability to keep going, even when there are setbacks. It's accepting that things don't always work out the way you expect them to, but continuing to set new goals that help you to grow as a person. Believing in yourself, being patient, and being the best that you can be are all important parts of determination!

What does determination look like to you?

- ✓ you can say "Yes I can!"
- ✓ you can set yourself your own challenging goals
- ✓ you have confidence in yourself to keep going, even when things get tough



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Y3 SJF CURRICULUM OVERVIEW | TERM 1

If you have determination what do you realise?

- ✓ never, ever, ever give up
- ✓ you can reach your potential if you believe in yourself
- ✓ confidence gives you the strength to carry on when it's really hard

How can you show determination?

- ✓ having a positive and determined mind-set
- ✓ setting challenging goals and having the courage to try
- ✓ be a superhero
- ✓ say "Yes I can!"



RE

Information about our Term 1 RE curriculum is in the 'Come and See' letter accompanying this overview.

Details of liturgies, Masses and services will be shared in the weekly newsletter, available [here](#) and recordings can be viewed via this [link](#).

In Term 1 we focus on the key virtues of '**courtesy**', '**honesty**' and '**thankfulness**', which are very relevant as we continue our Eastertide journeys together.

HOMWORK

Homework is given out on Wednesday and it is expected back by the following Tuesday. It will consist of:

- a mix of 'MyMaths' online homework (www.mymaths.co.uk) and other Mathematics homework
- 'Bug Club' for reading homework and Times Tables Rock Stars
- spellings for a weekly spelling quiz each week (please work hard on these to meet new standards)
- cross-curricular theme-related homework at various other times

ENGLISH

Spelling, Punctuation, Grammar & Handwriting

All children will benefit from having daily handwriting and spelling practise and regular grammar and punctuation sessions focused on individual needs. We will also focus on children's individual writing targets.

You can support your child's learning at home by:

- ✓ continuing to practice weekly spellings
- ✓ describing everyday objects in exciting ways

Reciprocal reading

All children will have daily access to reading resources and will be completing reciprocal reading each day which will help to improve their confidence, enjoyment and develop comprehension skills.

You can support your child's learning at home by:

- ✓ reading texts together at home
- ✓ asking questions about different texts you read together and discussing what has happened and why
- ✓ having a go at predicting what will happen next when reading a story together
- ✓ trying to summarise what has just been read – remembering that a summary covers just the main points



MATHEMATICS

This term we will focus on:

- place value
- mental calculation strategies
- more formal calculation methods

Key words we will be using are:

- | | | | | |
|---------------|------------|------------|---------------|----------------|
| • place value | • hundreds | • tens | • ones | • partition |
| • order | • compare | • addition | • subtraction | • written form |

You can support your child's learning at home by:

- ✓ adding, subtracting and multiplying two digit numbers
- ✓ talking about numbers and what each digit in a number means up to 10,000
- ✓ practising multiplication (times) tables so they know

HUMANITIES

We will be learning about settlements with a focus on farming. We will be learning about the progression of life from the Stone Age to Bronze Age and we will delve into why people chose to settle where they did.

Key words we will be using are:

- | | | | | |
|--------------|-------------|--------------|------------|----------------|
| • settlement | • Stone Age | • Bronze Age | • Iron Age | • Food |
| • Farm | • County | • Improve | • Change | • similarities |

You can support your child's learning at home by:

- ✓ researching into the area of where you live and explore how old the settlement is around you
- ✓ locating any geographical areas of interest that you may have been to

PE

PE is on Wednesdays. They will focus on Basketball and elements of from our REAL PE programme.

Key words we will be using are:

- | | | | | |
|----------|---------------|-----------|-----------|------------|
| • bounce | • bounce pass | • dribble | • control | • movement |
| • active | • health | | | |

You can support your child's learning at home by:

- ✓ discussing what they have been learning in lessons
- ✓ encouraging children to be active at home

SCIENCE

This term we will revisit the classification of animals according to diet as carnivores, herbivores or omnivores, researching the diets of animals in more detail. We will look at human dietary requirements and begin to identify different food types and their different uses in the body.

Key words we will be using are:

- | | | | | |
|--------------|----------------|-------------|------------------|------------|
| • vertebrate | • invertebrate | • vertebrae | • backbone/spine | • bones |
| • skeleton | • shell | • carnivore | • herbivore | • omnivore |

You can support your child's learning at home by:

- ✓ looking at different types of animals and finding out what they eat
- ✓ Identifying different food types and how they help the human body

MUSIC

In this unit, the children will be diving into Camille Saint-Saëns famous composition 'The Carnival of the Animals'. Published in 1886, though rarely performed in his lifetime, 'The Carnival of the Animals' grew to become one of the most popular and accessible works of classical music for children. The children will learn about Saint-Saëns and the story behind 'The Carnival of the Animals', focusing on how he managed to convey a sense of each animal in his movements.

The children will watch live performances of the movements, listening critically and using elements to help create their own compositions, first based around a donkey and then on an animal of their choosing.

The children do a series of activities where they have to follow graphic notation to make body percussion and then follow musical notation to play along with untuned percussion instruments. They will revisit the instruments of the orchestra and learn about the BBC Proms, going on a virtual tour of the Royal Albert Hall.

Key words we will be using are:

- tempo (the speed)
 - fast
 - slow
 - faster
 - slower
- dynamics (loudness/quietness)
 - loud
 - quiet
 - louder
 - quieter
 - forte
 - piano
- pulse (constant beat within music)
- pitch (how high/low an instrument or voice is)
- composition (children's creation)
 - graphic scores
 - composing
- texture (how many instruments are playing at once)

You can support your child's learning at home by:

- ✓ encouraging children to talk about what they have learned in school
- ✓ finding out more about the life of Saint Saens
- ✓ looking at recordings of the proms and investigating how many different instruments are used

ART AND DT

We will focus on developing our printing techniques looking at how the artist Luke Horton uses simple printmaking techniques including block printing, and monoprinting, which can be explored by the children with minimal equipment.

Key words we will be using are:

- light
- dark
- print
- block
- monoprinting
- outline

You can support your child's learning at home by:

- ✓ encouraging children to show you what they have learnt at school
- ✓ encouraging children to look for Luke Horton works of art around the city.

FRENCH

Our 'All About Me' unit will teach the children to understand and follow instructions, name parts of the body, identify colours and say what they are wearing.

Key words we will be using are:

- ✓ Asseyez-vous [sit down]
- ✓ levez-vous [stand up]
- ✓ rangez vos chaises [put your chairs under]
- ✓ écoutez [listen]
- ✓ regardez [look]
- ✓ venez au tapis [come to the carpet]
- ✓ des chaussures [shoes]
- ✓ des chaussettes [socks]
- ✓ Des gants [gloves]
- ✓ une écharpe [scarf]
- ✓ un manteaux [coat]
- ✓ un chapeau [hat]

- | | |
|--|--|
| ✓ répétez [repeat] | ✓ un imperméable [waterproof jacket] |
| ✓ regardez-moi [look at me] | ✓ des lunettes [glasses] |
| ✓ allez-y [off you go] | ✓ une ceinture [belt] |
| ✓ rangez vos affaires [tidy your things] | ✓ des bottes [boots] |
| ✓ Voici [this is] | ✓ une montre [watch] |
| ✓ la tête [head] | ✓ Qu'est-ce que tu portes? [What are you wearing?] |
| ✓ les épaules [shoulder] | ✓ Je porte... [I'm wearing...] |
| ✓ les genoux [knees] | ✓ une jupe [skirt] |
| ✓ les pieds [feet] | ✓ un pantalon [trousers] |
| ✓ les yeux [eyes] | ✓ un tee-shirt [t-shirt] |
| ✓ les oreilles [ears] | ✓ une chemise [shirt/blouse] |
| ✓ la bouche [mouth] | ✓ un pull [jumper] |
| ✓ le nez [nose] | ✓ un sweat [sweatshirt] |
| ✓ oui [yes] | ✓ des chaussures [shoes] |
| ✓ non [no] | |

You can support your child's learning at home by:

- ✓ encouraging children to talking to you about what they have learnt at school
- ✓ encouraging children to speak French at home

COMPUTING

The children will be looking at 'connecting computers'. They will be developing our understanding of digital devices, with an initial focus on inputs, processes, and outputs. We will also compare digital and non-digital devices. Next the children will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.

Key words we will be using are:

- devices
- access points
- input
- output
- process

You can support your child's learning at home by:

- ✓ use 'kiddle' with children at home to model how to search safely
- ✓ discussing how to use the internet safely and effectively
- ✓ decide what your rules are for technology at home

PSHCE

We will be focussing on *growing* this term. We will explore how we can become more independent in our learning and how we can tackle problems for ourselves. We will be looking at how we can take more responsibility for ourselves and others in school and at home - and what it means

Key words we will be using are:

- solutions
- determination
- self-belief
- independence
- resilience

You can support your child's learning at home by:

- ✓ encouraging your child to have more responsibilities at home
- ✓ supporting your child to solve a problem on their own
- ✓ reassuring your that making mistakes is okay and just part of learning and understanding something