

# CURRICULUM OVERVIEW

Sharing our Learning



## Y3 INFORMATION

- YEAR: 2022-23 • TERM: 4
- CONTACT: [year3@st-johnfisher.org](mailto:year3@st-johnfisher.org)

## Y3 TEACHING & LEARNING TEAM

- Mrs A Broadhead • Mrs E Walton • Mr W Ormesher
- Mrs N Cox

Dear Parents and Carers,

This is our fourth curriculum overview of the school year and its purpose is to share information about what the children will be learning this term. This is a key term as we prepare for a range of different statutory assessments and other checks that will take place in Term 5, after the Easter holiday. The key assessment areas are:

- **FS2** - a formal check on the progress of children in their key foundation year
- **Y1** - National Phonics Screening
- **Y2** - Key Stage 1 statutory assessments (SATs), writing moderation and follow-up phonics screening\*
- **Y3** - writing moderation
- **Y4** - formal multiplication tables assessment and writing moderation
- **Y5** - writing moderation
- **Y6** - Key Stage 2 statutory assessments (SATs) and writing moderation

\*for children who did not achieve the phonics standard in the Y1 national screening

Good attendance is always important, but even more so this term, and not just because it will really support children to learn and progress, but also to support their wellbeing. We know that absence from school makes many children anxious because they tell us that they worry about missing learning and their classmates.

We know that there are times when absence is unavoidable, for example, when children are poorly, and so we always work very hard to help them settle back in. We also do really appreciate it when unnecessary absences are avoided, for example, no term-time holidays and odd days here and there, as well as appointments, if there is an option for them to be made after school, during school holidays or at the end of a school day. This really does help children to maintain both their learning and connections with friends.

As usual, the overview contains important information about the children's curriculum and the key words they will need to know if they are going to be able to know and do more. There are also tips for supporting them.

Please encourage your children to complete homework tasks. If they have done their best, but have not managed to finish a task or have not understood something, please offer reassurance and tell them to stop. Try to avoid the temptation to 'over-help', as this can mask issues, and delay them getting help. Simply notify us via email, a note or over the phone and we will follow it up positively, and offer lots of encouragement.

If you have any questions or need support, please contact us. We would also really like to hear from you if you have specific knowledge, experiences or artefacts, related to our topics, that you would like to share.

Yours sincerely,

*J. Harvett*  
Headteacher

## TERM 4 LEARNING VALUE: SELF-BELIEF

- **Self-belief is all about**
  - ✓ trusting in your own abilities
  - ✓ setting yourself challenging goals
  - ✓ gaining confidence
  - ✓ thinking of yourself positively

"Self confidence is a super power. Once you start to believe in yourself, magic starts happening."

-UNKNOWN



ST CLARE  
Catholic Multi Academy Trust



- **If you have self-belief, you realise that:**
  - ✓ you can reach your potential if you believe in yourself
  - ✓ you should set yourself challenging, yet achievable, goals to help stay motivated
  - ✓ gaining confidence will give you the strength to carry on (and on) – even when there are challenges
- **You can show your self-belief by:**
  - ✓ having a positive and determined mindset
  - ✓ being courageous and resilient when facing the challenging, but achievable, goals you set yourself
  - ✓ knowing that you will reach your potential and achieve your goals

The following words come to mind when we think of self-belief:

- |                      |                  |              |
|----------------------|------------------|--------------|
| • courage            | • determination  | • positivity |
| • tenacity and focus | • faith          | • confidence |
| • assuredness        | • inner strength | • resilience |



## RE & CATHOLIC LIFE

Click [here](#) for information about our Term 4 RE curriculum. Details of liturgies, Masses and services are shared via our online calendar, our website and in our newsletters (click [here](#)). Recordings can be viewed via this [link](#).

In Term 4 we focus on the virtues of 'Love' and 'Charity', which are especially relevant during the season of Lent and our journey to the greatest feast of Easter.



During Lent chaplains will support staff with the organisation of simple daily Lenten class liturgies. These will run from **Monday 27<sup>th</sup> February 2023** until **Friday 31<sup>st</sup> March 2023**. Please book through the school office and arrive by 3.05pm. The Lenten liturgies will take place in classes on the following days.

Monday	Tuesday	Wednesday	Thursday	Friday
Y1 Y5 Y6	FS2 Y3 Y4 Y5 Y6	FS2 Y1 Y2 Y5 Y6	FS2 Y1 Y2 Y3 Y4	FS2 Y2 Y3 Y4

## HOMEWORK

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

- a mix of 'MyMaths' online homework ([www.mymaths.co.uk](http://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, including library and reading books brought home from school
- ✓ 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 division, time and fractions

**Key words we will be using are:**

- ✓ fraction
- ✓ part
- ✓ whole
- ✓ numerator
- ✓ denominator
- ✓ quarter
- ✓ half
- ✓ three-quarters
- ✓ o'clock
- ✓ quarterpast
- ✓ quarter to
- ✓ seconds
- ✓ minutes
- ✓ hours

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

- ✓ practising finding half, quarter or three quarters of a number of objects
- ✓ practising counting in tenths, quarters and halves

**GEOGRAPHY**

This term we will be looking at natural hazards, focusing on earthquakes and volcanoes. We will investigate how these events occur and the various impacts they can have on people and the environment.

**Key words we will be using are:**

- ✓ natural disaster
- ✓ volcano
- ✓ eruption
- ✓ earthquake
- ✓ magma
- ✓ lava
- ✓ plate tectonics
- ✓ crust
- ✓ mantle
- ✓ core
- ✓ rubble

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

- ✓ researching volcanic eruptions and earthquakes thinking about what happened and who was affected
- ✓ investigating how people respond to natural disasters, including governments and charities

**PE**

The children will do PE on Wednesdays and will focus on elements of our REAL PE programme and hockey.

**Key words we will be using are:**

- ✓ balance
- ✓ control
- ✓ movement
- ✓ paired
- ✓ single

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

- ✓ discussing and recapping what your child has been learning in lessons
- ✓ practising some of the skills with you

**SCIENCE**

During our 'Rocks and Soils' topic we will be investigating rocks and finding out how different types of rock are formed, both natural and man-made. We will discover the properties of different rocks and discuss their uses. We will learn about how soil is made and what it's made from as well as how fossils are made.

**Key words we will be using are:**

- ✓ sedimentary/metamorphic/igneous
- ✓ topsoil/subsoil
- ✓ bedrock
- ✓ magma/lava
- ✓ heat
- ✓ pressure

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

- ✓ looking out for rocks in and around the home and out and about and talking about how they are used
- ✓ doing research to find out about different palaeontologists and the fossils they discovered
- ✓ exploring the websites:
- ✓ <http://www.nhm.ac.uk/> (look at the 'Dino Discovery' section)
- ✓ <http://www.nhm.ac.uk/discover/dino-directory/index.html>
- ✓ asking your child to explain how rocks, soil and fossils are made to share their learning with you.)

**MUSIC**

We will explore African drumming. We will look at African culture to understand the various instruments. We will play different rhythms and then create our own in groups. We will investigate the history of music.



**Key words we will be using are:**

- ✓ drum
- ✓ Africa
- ✓ rhythmic
- ✓ beat
- ✓ crotchet
- ✓ quaver
- ✓ semiquaver

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

- ✓ continuing to practise skills just like a drummer starting out, using kitchen utensils to provide a beat/noise
- ✓ asking your child to show you the three different basic rhythms that all align together to create one samba groove; drumming along with your child to the addictive pulse of samba

**ART & DT**

Our focus links to history as the children explore pneumatics and design/make Roman figures with moving parts.

**Key words we will be using are:**

- ✓ strong
- ✓ stable
- ✓ design
- ✓ test
- ✓ construct
- ✓ construction
- ✓ pneumatic
- ✓ air
- ✓ materials
- ✓ strength
- ✓ joining
- ✓ technique

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

- ✓ looking for and recognising familiar objects that use air to make them work
- ✓ using key words to describe how the objects use air in order to work
- ✓ having a go at creating your own pneumatic system at home

**FRENCH**

This term we will revise colours, numbers 11-20; days of week, colours, greetings; feelings; names; and ages.

**Key words we will be using are:**

- ✓ lundi
- ✓ mardi
- ✓ mercredi
- ✓ jeudi
- ✓ vendredi
- ✓ dimanche
- ✓ jaune
- ✓ bleu
- ✓ noir
- ✓ vert
- ✓ orange
- ✓ blanc
- ✓ rose
- ✓ brun
- ✓ rouge



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

- ✓ practising the vocabulary and joining in with songs and games and activities on the web

**COMPUTING**

As the children explore 'branching databases' topic they will gain an understanding of how they can be used to sort objects by using yes/no questions. They will create their own branching databases and evaluate their effectiveness as they consider which types of data can best be presented using branching databases.

**Key words we will be using are:**

- ✓ database
- ✓ effectiveness
- ✓ internet safety
- ✓ databases

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

- ✓ using 'kiddle' with children at home to model how to search safely
- ✓ discussing how to use the internet safely and effectively
- ✓ deciding what your rules are for technology time and internet safety will be at home

**PSHCE**

We will reflect on self-belief, our Term 4 value. We will look consider ways in which self-belief can be boosted.

**Key words we will be using are:**

- ✓ goals
- ✓ achievement
- ✓ aspirations
- ✓ growth mind-set

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

- ✓ supporting your child to think about what they aspire to achieve
- ✓ supporting/challenging your child to think about why it is important to be ambitious and aim high
- ✓ reflecting on those things that help them to feel and be more positive and those things that do not