

# CURRICULUM OVERVIEW

Sharing our learning



## Y3 INFORMATION

- YEAR: 2023-24 • TERM: 4
- CONTACT: [year3@st-johnfisher.org](mailto:year3@st-johnfisher.org)

## Y1 TEACHING & LEARNING TEAM

- Mrs A Broadhead
- Mr H Hobson
- Miss R D'Roza
- Miss N Flynn
- Mrs H Ahmed
- Miss M Whiteley

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 and non-statutory assessments and checks that will take place later, in Term 5. The key assessment areas are:

- **FS2** - a formal check on development and progress of children in their key foundation year
- **Y1** - National Phonics Screening
- **Y2** - writing moderation, follow-up phonics screening\*, and non-statutory end of Key Stage 1 assessments
- **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 in now, and not just because it will help children to learn and progress, but also because it will support their wellbeing. We know that absence from school makes children anxious because they tell us that they worry about missing learning and their classmates and friends.

We understand that there are times when absence is unavoidable, for example, when children are poorly, and so we work very hard to help children who are returning after being ill, to settle back in. We are grateful when unnecessary absences are avoided, for example, term-time holidays and odd days here and there, as well as appointments when there is an option for them to be made after school, during school holidays or at the end of a school day. It helps children enormously if they are in school as much as possible.

This 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 at home.

At home, children should be encouraged to attempt all homework tasks, which are designed to help them practise skills and embed new knowledge. Sometimes children might find aspects more difficult, so we ask that if they do struggle with anything, simply offer reassurance and encourage them to do as much as they can on *their own*. Sometimes this is all they will need in order to realise that they **do remember more** and can **do more**. This can boost your children's self-confidence and be a positive life-lesson. If they do continue to struggle and you feel that they have done their best then please ask them to stop, and reassure them that everything will be ok. Let us know via a note or email, so we are clear what the issue is, and staff will follow everything up. They will also affirm and encourage your child as they help them to address the difficulty.

We understand completely, that ways of teaching and learning can change over time and so we are always happy to talk about this with parents/carers either individually or as group so that they understand and can feel confident when offering support at home. We are here to help, so please call or email if you need to.

Yours sincerely,

  
Headteacher



### TERM 4 LEARNING VALUE

Our Term 4 Learning Value is 'self-belief'.

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



### 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, regularly, different fiction and non-fiction books together, including texts about vehicles
- ✓ discussing what you read together, posing questions about what is shared, what happens (and why)
- ✓ having a go at predicting what will happen next when reading a story together
- ✓ summarising what you have read to see if the key points have been remembered in the summary
- ✓ looking for examples of how and when question marks, full-stops and exclamation marks are used
- ✓ writing anything e.g. letters/cards to family/friends or as part of a role-play or make-believe game



## MATHEMATICS

This term we will focus on division, time and fractions.

### Key words we will be using are:

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

### 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

## 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:
  - o <http://www.nhm.ac.uk/> (look at the 'Dino Discovery' section) and <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.)

## DESIGN TECHNOLOGY

Linking to last term's history topic, the children will investigate pneumatics as they design and make their own Roman figures, each 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 familiar objects that use air to make them work, using key words to describe what happens
- ✓ having a go at creating your own pneumatic system at home





## COMPUTING

The children will explore how branching databases can be used to sort objects by using yes/no questions. They will create their own branching databases and evaluate their effectiveness as they sort types of data.

### 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

## 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 practising some of the skills they have been learning in lessons

## MUSIC

The children will learn what a pentatonic scale is and learn to sing and play pentatonic songs

### Key words we will be using are:

✓ pentatonic    ✓ round singing    ✓ percussion    ✓ improvisation    ✓ traditional    ✓ glockenspiel

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

- ✓ continuing to practise at home some skills learned in class e.g. clapping different beats and notes.
- ✓ asking your child to explain/demonstrate what was covered in class

## FRENCH

The children focus on family and friends, and identify/introduce family and pets, spelling their names. They will also learn and use the names or places in their own homes.

### Key words we will be using are:

✓ frere    ✓ soeur                      ✓ moi                      ✓ pere                      ✓ parents    ✓ grandmere                      ✓ grandpere  
 ✓ chat    ✓ chien                      ✓ lapin                      ✓ souris                      ✓ poisson    ✓ cochon                      ✓ animal  
 ✓ maison    ✓ appartement    ✓ jardin                      ✓ entrée'    ✓ salon                      d'inde                      ✓ sale a manger  
 ✓ garage    ✓ cuisine                      ✓ chambre    ✓ bureau    ✓ grenier    ✓ sous-sol                      ✓ sale de bain

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

- ✓ asking your child to say the rooms in French – what children practise is shared in class, using this [website](#)

## 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 and encouraging them to aim high
- ✓ reflecting on those things that help them to feel and be more positive and those things that do not

