

# CURRICULUM OVERVIEW

Sharing our learning



## Y3 INFORMATION

- YEAR: 2024-25
- TERM: 1
- CONTACT: [year3@st-johnfisher.org](mailto:year3@st-johnfisher.org)

## Y3 TEACHING & LEARNING TEAM

- Mrs A Broadhead
- Mr H Hobson
- Miss R D'Roza

Dear Parents and Carers,

This is the first curriculum overview of our new school year and its purpose is to tell you about our curriculum and all the things your children will be learning during this first term. We also offer suggestions for supporting your children learning at home. New learning is fragile and so it is important to give our children the right support in school and at home, to help them feel positive and confident as they learn and progress.

Reading with your child every day, especially at bed time, is extremely important. Attempting the homework activities is also important and will help the children with their learning. If children struggle with anything please just reassure them. Encourage them but do not force them, and let them stop when they have done all they can. Let us know so that we can offer reassurance and follow up with the right support. We are so proud when our children do their best, so please avoid the temptation to 'over-help', they are all on their own journeys.

Approaches to teaching and learning do change over time which is why we are always happy to explain what we do, so please ask if you have any questions. Children can become very confused if parents/carers show them the methods they remember being taught at school when they differ 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: DETERMINATION

Being determined is having the ability to keep going, even when something is challenging or 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 trying to be the best 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

*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!"



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**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' and our focus prayers are the 'Hail Mary' and 'Hail Holy Queen'.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Citizenship & Statement of Belief Assembly	'Virtues to Live By' Class Assembly Story Celebration (FS2)	Themed Assembly	Celebration of the Word	Celebration Assembly Chaplains' Celebrations

**HOMEWORK**

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](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
- ✓ 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**

We will be focusing on place value, mental calculation strategies and using 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.

**The Crucial Knowledge that children must develop from this unit includes:**

- developing an overview of the major changes between the Stone Age to the Iron Age
- being able to consider how we know about a historical period without having access to written sources
- being able to research what life was probably like for people who lived in in Britain at these times

**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 and the children will focus on basketball and elements of from our REAL PE programme.

**The Crucial Knowledge/skills that children must develop from this unit includes knowing how to:**

- move with a ball whilst keeping it under close control
- keep possession of a ball as part of a team game or activity
- pass, send and receive a ball, with increasing accuracy and success
- take up spaces and positions as part of a team in games that make it difficult for opponents

**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.





**The Crucial Knowledge that children must develop from this unit includes knowing that:**

- what animals - including humans - eat should be matched to their needs
- food of the wrong type or too much food can make animals - including humans - unhealthy
- skeletons provide support and protection for the body and its organs
- there are two basic types of skeleton: (i) internal skeletons and (ii) external skeletons

**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 following the topic 'I've been to Harlem'. They will learn how to compose a pentatonic ostinato; sing a call and respond song in groups holding notes confidently; play melodic and rhythmic accompaniments to a song; and listen to (and identify) when notes in a melody go up and down.

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

- pitch
- shape
- ostinato
- round
- pentatonic

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

- ✓ encouraging children to talk about what they have learned in school

**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. The crucial knowledge for this topic is:

**The Crucial Knowledge that children must develop from this unit includes:**

- using layers of one colour
- making printing blocks (e.g. from coiled string glued to a block)
- making precise repeating patterns
- using more than one colour to layer in a print

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

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

**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**

We will be looking at building our confidence when speaking French, practising: greetings and farewells, feelings, numbers 1-10 (writing and speaking), colours, and name phrases.





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

- bonjour
- salut
- ca va
- au revoir
- je m'appelle
- comment t'appelles-tu?
- numero
- un (1)
- deux (2)
- trois (3)
- quatre (4)
- cinq (5)
- six (6)
- sept (7)
- huit (8)
- neuf (9)
- dix (10)

#### 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.

#### The Crucial Knowledge that children must develop from this unit includes knowing how to:

- explain how digital devices function
- identify input and output devices
- explain how I use digital devices for different activities
- recognise similarities between using digital devices and using non-digital tools
- recognise the physical components of 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

#### The Crucial Knowledge that children must develop from this unit includes being able to:

- list some helpful behaviours that support teamwork
- understand how different behaviours affect the whole team
- talk about different emotions our teammates may experience
- discuss ways we can resolve disputes within a team
- talk about how fulfilling our responsibilities benefits our team

#### 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 them to try and solve problems

