

# CURRICULUM OVERVIEW

Sharing our learning



## Y3 INFORMATION

- YEAR: 2024-25 • TERM: 2
- 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,

In this second curriculum overview of the year we share the curriculum that will cover the busy seven weeks leading up to Christmas. You will find the key words listed that your children will be learning, along with suggestions for things you can do to support their learning at home.

Our approach is always to be encouraging and reassuring. We want our children to feel happy and to have fun so that they engage with their learning as much as possible. We want them to feel confident too, because confidence builds resilience, and this is key to our children developing in to happy and successful learners.

We want to help all our children feel assured and safe if and when they struggle, at points, with their learning, or are making mistakes. They are reminded that both struggling and making mistakes are sometimes part of the learning process as knowledge and skills develop. We offer the reassurance that we are all there to help and support them, so that they can be fearlessly open about struggles and anything that worries them.

With this in mind, if children tell you that they are struggling with a homework task, please encourage them to do what they can, on their own, and just stop. Reassure them that it will be ok, and then let us know, via a note, an email, or by leaving a message with staff on the gate or in the school office (which will be passed on). If you pinpoint an issue, let us know, as this will help us when we follow it up.

Try to resist the temptation to over-help, as this might mask issues, and delay children getting the help they need. There is never any shame in them not understanding something, so there is nothing for them to worry about. Staff will work hard to ensure that issues are addressed, sensitively, so children feel safe and happy.

We know that ways of teaching and learning change over time, and so we are always happy to explain our approaches to parents/carers who would like more information, so they can support their children at home.

Yours sincerely,

*Harrold*  
Headteacher

## TERM 1 LEARNING VALUE: HONESTY

To be honest is to speak and act truthfully and to not, knowingly, say anything that is untrue. It is about being open and having integrity. People who are honest try hard to take responsibility for themselves - their words and actions. They do not break rules or laws, nor do they hide their true intentions and actions from others.

Honesty is as much about being truthful with others as it is about being truthful with ourselves. This includes understanding not just what drives us, but also what holds us back. It is about trying to understand why we act in certain ways, in different situations. It is also about remaining true to ourselves - our values and beliefs - even when there is pressure for us not to. Being honest is not always easy, but it is something we must always aim for, in our learning and in life more generally.



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## RE

As the Hallam diocesan Catholic primary schools start to move away from the 'Come and See' programme to the new RE Directory, aspects of our SJF RE curriculum are changing. Information about our Term 2 RE curriculum will be shared separately.

A reminder that details of all celebrations, Masses and services are shared in our weekly newsletters (click [here](#)) and recordings of past events can be viewed via this [link](#).

In Term 2 we explore the key virtues of '**hope**' and '**patience**' and our focus prayers will be the '**Eternal Rest**' in November and the '**Act of Contrition**', during the season of **Advent**, in December up to Christmas Eve.

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Citizenship Statement of Belief Assembly</b> <hr/> <b>'Virtues to Live By' Class Assemblies</b> (Y2 to Y6)	<b>'Virtues to Live By' FS2 Story Circle</b>	<b>Themed Assembly</b>	<b>Weekly Celebration of the Word</b> <hr/> <b>'Virtues to Live By' Class Assembly</b> (Y1)	<b>Celebration Assembly</b> <hr/> <b>Chaplains' Celebrations</b>

## HOMEWORK

Homework, which is shared each Friday and expected back by the following Friday, will consist of:

- a mix of 'MyMaths' online homework ([www.mymaths.co.uk](http://www.mymaths.co.uk)) and other Mathematics homework
- 'Bug Club' support reading and engagement with 'Times Tables Rock Stars' to practise
- spellings to be learned for a weekly quiz (please work hard on these as there are new standards to meet)
- other cross-curricular homework shared 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 practise weekly spellings
- ✓ describing everyday objects in exciting ways, trying to use ambitious words

### Reciprocal Reading

All children will have daily access to reading resources and will benefit from reciprocal reading each day which aims to improve their confidence, enjoyment and develop key comprehension skills.

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

- ✓ reading and enjoying different sorts of books together at home
- ✓ sharing questions about the different texts you enjoy together - thinking about what 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



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## MATHEMATICS

This term we will focus on graphs and data; addition and subtraction; and multiplication and division.

### Key words we will be using are:

✓ bar chart	✓ data	✓ tally	✓ collect	✓ multiply	✓ multiplication
✓ digit	✓ order	✓ value	✓ place value	✓ number	✓ add
✓ addition	✓ subtract	✓ subtraction	✓ divide	✓ division	✓ written form

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

- ✓ adding and subtracting numbers you may see in day to day life – setting little challenges for one another
- ✓ encouraging them to practise times tables for a few minutes every day, playing online games together

## GEOGRAPHY

The children will learn about settlements and linking this to aspects of farming. We will build upon prior learning as we delve in to big questions about the Stone Age to Bronze Age period, for example, why did people choose to settle where they did?

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

- being able to explain what a settlement is, identifying important features and what inhabitants need as settlements have developed throughout history, identifying different land uses
- being able to use an atlas to find a route between two places

### Key words we will be using are:

✓ settlement	✓ Stone Age	✓ Bronze Age	✓ Iron Age	✓ farm/farming	✓ food
✓ county	✓ improve	✓ change	✓ similarities	✓ differences	

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

- ✓ thinking about the area you live in and together exploring how old it is and what its origins were
- ✓ locating other places that you have visited and investigating nearby geographical features e.g. rivers

## SCIENCE

During our 'Forces' topic we will be learning about magnets and how forces make magnets act in certain ways. The children will investigate the poles on magnets, exploring how they attract/repel different materials.

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

- understanding that some forces need contact between two objects, but magnetic forces, which have two poles, can act at a distance, to attract and repel some materials but not others

### Key words we will be using are:

✓ force	✓ poles	✓ magnet	✓ magnetic	✓ attract	✓ repel	✓ materials
✓ forces	✓ pull	✓ push				

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

- ✓ looking at different materials in your house and predicting whether they're magnetic
- ✓ looking at what might make a material magnetic
- ✓ recapping what push and pull forces look like

## MUSIC

The children will Exploring Bengali/Scottish folk songs, comparing songs from different parts of the world and then investigate Structure (symmetry and pattern in melody, ternary form) thinking about melody and accompaniment.







### Key words we will be using are:

✓ rhythm ✓ performance ✓ beat ✓ tempo ✓ 3/4 and 4/4 ✓ pitch ✓ melody

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

✓ listening to different styles of music and talking about similarities and differences

## FRENCH

During this half term the children will revisit colours with a fireworks theme. They will go on to learn the days of the week and months of the year.

### Key words we will be using are:

✓ lundi (Monday)	✓ mardi (Tuesday)	✓ mercredi (Wednesday)	✓ jeudi (Thursday)
✓ vendredi (Friday)	✓ samedi (Saturday)	✓ samedi (Saturday)	✓ dimanche (Sunday)
✓ dimanche (Sunday)	✓ voilà (there you are)	✓ C'est quand ton anniversaire? (When is your birthday?)	
✓ s'il vous plaît (please)	✓ merci (thank you)	✓ C'est quel jour aujourd'hui? (What day is it today?)	

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

✓ asking your child to count and identify days of the week in French.

## DESIGN TECHNOLOGY

The children will investigate a collection of different shell structures including packaging. The children will take a small package apart identifying and discussing parts of a net including the tabs. They will then use this knowledge to help create a gift box for Father Christmas' elves to use.

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

- how to design and construct strong, stiff shell structures by first selecting (and using) the appropriate tools to measure, mark out, cut, score, shape and assemble material with some accuracy
- understanding how to test and evaluate how their products against the design criteria for the intended user – and why

### Key words we will be using are:

✓ shell structure ✓ 3 dimensional ✓ net ✓ accuracy ✓ shaping ✓ decision  
✓ cut ✓ score ✓ capacity ✓ assemble ✓ adhesive

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

✓ using different nets to create 3D shapes  
✓ discuss what makes a good package

## PE

This term the children will focus on key elements from our 'REAL PE' programme around gymnastics and dance.

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

- being able to create narratives in response to stimuli that incorporate dance phrases e.g. canon, unison, repetition, actions and reactions, with a level of control, accuracy and fluency, when performing actions with a partner, to communicate something

### Key words we will be using are:

✓ balance ✓ control ✓ expression ✓ movement ✓ shape

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

✓ discussing what they have been learning in lessons using the key words correctly  
✓ asking them to demonstrate and teach you what they have been learning in school



## COMPUTING

This term we will be will use a range of techniques to create a stop-frame animation using tablets. We will apply those skills to create a story-based animation using animation software.

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

- being able to create and follow a storyboard that has a clear beginning, middle and end, where the movement is smooth using some additional media

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

- ✓ animation
- ✓ picture
- ✓ stop-frame

**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
- ✓ looking at 'Scratch' online with children to explore what they have been learning at school with them

## PSHCE

This term we will be continue to think about growing as we focus on how we can take more responsibility for ourselves at home and in school - and how this can help others too. We will also reflect on how we can take personal responsibility for our environment the actions we can take to prevent damage to the world.

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

- understanding that there are different types of families and similarities and differences in loving relationships between family members and others and being able to talk about these
- recognising the feelings young people might experience as they grow up;

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

- ✓ rights
- ✓ responsibilities
- ✓ environment
- ✓ independence

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

- ✓ supporting them to work through an issue or problem on their own – drawing on their own knowledge
- ✓ encouraging them to understand that making mistakes is okay and a just a normal part of learning and life

## Be Safe Be Happy Week 2024

Week 1 of the term is 'Be Safe Be Happy Week'. Across school the children will participate in a range of different lessons and workshops led by staff and visiting experts that will explore issues around personal safety and wellbeing.



## Remembrance 2024

The children will have special lessons that explore the origins and significance of Remembrance Sunday.

On **Monday 11<sup>th</sup> November** 2024, we will come together, as we always do, to participate in our Community Service of Remembrance at Our Lady of Lourdes and we invite family and friends, as well as members of our wider community, to join us as the children lead us in a prayerful act of remembrance.

The service will be filmed so it can be viewed on our website.



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