

CURRICULUM OVERVIEW

Sharing our learning



Y3 INFORMATION

- YEAR: 2024-25 • TERM: 4
- CONTACT: year3@st-johnfisher.org

Y3 TEACHING & LEARNING TEAM

- Mrs A Broadhead • Miss R D'Roza • Miss M MacInnes

Dear Parents and Carers,

This is our fourth curriculum overview and its purpose is to share information about what the children will learn this term. This is a key time of the year as we prepare for a range of statutory and non-statutory assessments and checks that will take place in the coming weeks and throughout Term 5. The key assessment areas are:

- **FS2** - a formal check on development and progress of children, from baseline, against the Early Learning Goals
- **Y1** - National Phonics Screening
- **Y2** - writing moderation, follow-up phonics screening*, and non-statutory end of Key Stage 1 assessments
- **Y3** - writing moderation
- **Y4** - multiplication tables screening 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

Though good attendance is *always* important, during this time, it is even more crucial. Good attendance is important for supporting children's wellbeing, and not just for enabling them to learn and progress. Children tell us that being absent from school can leave them feeling anxious about missed learning and falling behind, and also losing touch with friends. We know that some absences are unavoidable, which is why we all work very hard to help settle those children returning after a period of sickness, and to support them to catch up.

We are thankful 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 or during the holidays. Doing simple things like this really will help children to thrive in school - which is what we all want.

This overview contains important information about the children's curriculum, key words and crucial learning that all children must know in order to know and do more. There are also tips for supporting children at home.

Please support and encourage your child to attempt the various homework activities, which are designed to help them practise skills and embed new knowledge. Children might find some things more difficult, and if this is the case, please offer reassurance and encouragement if they do struggle with anything. It is always important that they try to do as much as they can *but* if they continue to struggle, and you feel that they have done their best, please ask them to stop, and reassure them that it will be ok. Let us know via a note or email, so we are clear what they managed and struggled with, and our **Y3** team will follow everything up.

We know that ways of teaching and learning change over time and are happy to answer any questions that you might have so that you feel more confident when offering support at home. We are here to help, so please call or email whenever you need to.

Yours sincerely,

H Barrett
Headteacher



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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

**RE & CATHOLIC LIFE**

The focus is '**Galilee to Jerusalem**'. Please click [here](#) for the RE overview that covers Terms 3 and 4. Our focus virtues are '**charity**' and '**forgiveness**'.

Ash Wednesday Service

Our **Ash Wednesday Service** takes place 5th March, at 10.00am at Our Lady of Lourdes Catholic Church. We will mark the day with a special non-Eucharistic service led by the young people of **Y4**, during which the children's Lenten promises will be offered up, and blessed ashes distributed. Please note that it is not a Mass.

Lent Class Reflections

Our Chaplains will help organise Lenten class reflections starting on **Monday 10th March 2025** and continue until **Wednesday 26th March 2025**. Please book through the School Office as places are limited. Thank you.

**Monday****Tuesday****Wednesday****Thursday****Friday**

Y1 Y2 Y3 Y4 Y5 Y6

FS2 Y3 Y4 Y5 Y6

FS2 Y1 Y2 Y5 Y6

FS2 Y1 Y2 Y3 Y4

No visitors

Monday

**Citizenship
Statement of
Belief Assembly**

**'Virtues to Live By'
Class Assemblies
(Y2 to Y6)**

Tuesday

**'Virtues to Live By'
FS2 Story Circle**

Wednesday

**Themed
Assembly**

Thursday

**Weekly
Celebration
of the Word**

**'Virtues to Live By'
Class Assembly
(Y1)**

Friday

**Celebration
Assembly**

**Chaplains'
Celebrations**

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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) 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.

The **crucial knowledge** children must gain is knowing how to:

- ✓ use subordination (when, that, because) to write complex sentences
- ✓ write simple sentences using fronted adverbials
- ✓ identify the subject and object in sentences and demarcate sentences with full stops and capital letters
- ✓ write narratives with simple plots
- ✓ use headings and sub-headings where appropriate in non-narrative writing
- ✓ use simple and compound sentences for cohesion
- ✓ begin editing sentences to include a comma to separate fronted adverbials from independent clauses and compound sentences and subordinate clauses (when, that, because) and fronted adverbials

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

MATHEMATICS

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

Key words we will be using are:

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

The **crucial knowledge** children must gain is knowing how to:

- ✓ add and subtract fractions with the same denominator within one whole
- ✓ identify equivalent fractions
- ✓ compare and order fractions with the same denominator

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



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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.

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

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

The **crucial knowledge** children must gain is knowing that:

- ✓ children recognise that an environment can be damaged through natural means, e.g. volcano eruptions, or by human-made means, e.g. deforestation.
- ✓ children can identify the crust, mantle and core on a cross-section diagram of the Earth
- ✓ children can name some environmental impacts of volcano eruptions (ash damaging ecosystems), flooding (landslides) and earthquakes (tsunamis).

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.

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

- ✓ sedimentary
- ✓ metamorphic
- ✓ igneous
- ✓ topsoil
- ✓ subsoil
- ✓ bedrock

The **crucial knowledge** children must gain is:

- ✓ fossilization is rare and happens as follows: organism dies – soft parts of body decompose, leaving skeleton – skeleton gradually buried in rock over time – bones gradually dissolve by water in the rock – minerals in the water replace the bone leaving fossil
- ✓ children can group various rocks according to their colour and texture.
- ✓ soil is produced from the slow weathering of rocks.

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.)

MUSIC

The children will Take a musical journey and explore the relationship between words and music through listening and composing using a variety of stimuli including music, poetry, and works of art – all featuring trains and railways.

Key words we will be using are:

- ✓ structure (repetition)
- ✓ classical music
- ✓ round,
- ✓ pattern
- ✓ timbre,
- ✓ beat
- ✓ texture (layers, unison)

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

- ✓ Listen and compare how different composers have approached creating word-based patterns



FRENCH

Our focus will be on carnival time and numbers as the children learn names and the teen numbers.

- | | | | | |
|------------------------|-----------------------------|----------------------------|----------------------------|-------------------------|
| ✓ onze eleven | ✓ douze twelve | ✓ treize thirteen | ✓ quatorze fourteen | ✓ quinze fifteen |
| ✓ seize sixteen | ✓ dix-sept seventeen | ✓ dix-huit eighteen | ✓ dix-neuf nineteen | ✓ vingt twenty |

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

- ✓ learning and practising the numbers from 1-20

DESIGN TECHNOLOGY

The children will investigate pneumatics as they design/make their own volcanic monsters, with moving parts.

Key words we will be using are:

- ✓ strong
- ✓ stable
- ✓ design
- ✓ test
- ✓ construct
- ✓ construction

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

PE

This term's focus is on aspects of our Jasmine 'Real' PE programme and developing skills linked to Hockey.

Key words we will be using are:

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

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

- ✓ discussing what they have been learning in lessons and asking them to teach you a skill they are learning
- ✓ playing team-style games together in the garden or at the park

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
- ✓ database
- ✓ size

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

This term the children will continue exploring what 'respect' is. They will consider why it is important it is to show respect others and to different points of view. They will be encouraged to reflect on the various ways they can take responsibility for our environment and steps they can take, personally, to limit damage to our world.

Key words we will be using are:

- ✓ respect
- ✓ views
- ✓ friendship
- ✓ differences
- ✓ environment
- ✓ responsibility
- ✓ climate change
- ✓ recycling

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

- ✓ sharing thoughts and ideas discussing on what values are needed to be a good and respectful friend

