

# CURRICULUM OVERVIEW

Sharing our learning



## Y3 INFORMATION

- YEAR: 2024-25 • TERM: 5
- CONTACT: [year3@st-johnfisher.org](mailto: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 fifth curriculum overview of the school year and its purpose is to share information about what our children will be learning in Term 5. Please remember that good punctuality and attendance are both very important for helping your children to feel confident in school so that they are able to enjoy and achieve.

Term 5 is a particularly important and busy one, with children in all year groups involved in various statutory and non-statutory assessments, as set out below:

- **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

As usual this overview contains important information about our Term 5 curriculum, including the **crucial knowledge** the children must gain by the end of the term, and those **key words** that they need to know across each curriculum area. You will also find the usual tips for helping your children at home. Please encourage your children to complete homework tasks and challenges. If they struggle with anything, but have done their best, please reassure them and tell them to stop. Try to avoid the temptation to over-help, as this can mask issues and delay the help. Just let us know and we will follow everything up.

If you have any questions or need support yourselves, please contact us. We would also 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,

  
Headteacher

## TERM 5 LEARNING VALUE: TEAMWORK

Teamwork is key in both learning and sport. When we pull together, we can often achieve much more than would be possible on our own. Being part of a team also gives us an opportunity to share our own experiences, knowledge and skills, whilst learning from the examples of the teammates we are working with.

Being part of a team enables us to learn what it means to both lead *and* take direction from others. We can learn how to be a supportive teammate and how to accept the support of others when we need it too.



**"The strength of the team is each individual member. The strength of each member is the team."** Phil Jackson



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## RE & CATHOLIC LIFE

The focus is **'To the Ends of the Earth'**. Please click [here](#) for the **Y3** RE overview for Term 5. Our focus virtues are **'perseverance'** and **'kindness'**.

### Annual Resurrection Mass

You are all invited to join us for our **Resurrection Mass**, led by the young people of **Y6** that takes place at **10.00am** on **Friday 25<sup>th</sup> March April 2025**, at Our Lady of Lourdes Catholic Church. The Mass will be filmed and made available later to view online [here](#).

### SJF Collective Worship

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

## 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.

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



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- ✓ 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 the children will focus on understanding time, and telling the time correctly, and further developing their understanding and confidence working with angles.

### Key words we will be using are:

- ✓ seconds
- ✓ minutes
- ✓ hours
- ✓ o'clock
- ✓ quarter-past
- ✓ half past
- ✓ angles
- ✓ right angle
- ✓ 90 degrees
- ✓ acute
- ✓ obtuse
- ✓ reflex

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

- ✓ tell, record, write and order the time (analogue and digital)
- ✓ distinguish between AM and PM when using a 12-hr clock

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

- ✓ practising telling the time and looking for angles around the home and out and about

## GEOGRAPHY

As we focus on our local area of Sheffield the children will investigate the geography of our city and explore our local geography. They will use different maps to identify and locate significant areas and landmarks.

### Key words we will be using are:

- ✓ Sheffield
- ✓ similarities
- ✓ differences
- ✓ Yorkshire
- ✓ population
- ✓ city
- ✓ events
- ✓ present
- ✓ past

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

- ✓ how to locate Sheffield on a map of Great Britain
- ✓ how to use a map of south-east Sheffield to locate our school and other physical and human features, including Crystal Peaks Shopping Centre
- ✓ how to collect data e.g. traffic frequency, in south-east Sheffield

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

- ✓ discussing how areas around you can change
- ✓ exploring your local area to see what is around you

## SCIENCE

The children will finish their 'Rocks' topic before focusing on plants. They will identify and describe the functions of the parts of different flowering plants; exploring what plants need to grow and be healthy. They will investigate the part flowers play in the life-cycle and investigate how water is transported within plants

### Key words we will be using are:

- ✓ root
- ✓ transport
- ✓ nutrients
- ✓ soil
- ✓ germinate
- ✓ bedrock

The **crucial knowledge** children must gain is an understanding of the functions of the different parts of a flowering plant are as follows: roots, which anchor the plant in place and suck water and soil from soil; stem/trunk, which supports the plant like a backbone; leaves, which use sunlight, water and air to make food for the plant; flowers, which produce seeds that can grow into new plants.

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

- ✓ looking after plants at home together – compare them and discuss how they each grow and change
- ✓ talking about (and describing) the plants that you can see when out and about
- ✓ having a go at growing a plant from a seed or bulb, at home – keeping a simple photo record



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## MUSIC

The children will learn how to make simple yet effective music using just a handful of elements, how to read and understand notation to capture compositions, and how to structure ideas. The resulting music will sound a little like a 20th-century American musical movement called minimalism.

### Key words we will be using are:

✓ duration ✓ texture ✓ rhythm ✓ pitch ✓ structure ✓ timbre, ✓ beat

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

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

## FRENCH

This half term is a great opportunity to revisit prior language learning of rules about nouns that the children were introduced to in the "Animals" module, to revisit numbers 0-20 and to introduce the children to polite requests and enjoy a simple target language story, board game and performance about "The Hungry Giant".

### Key words we will be using are:

✓ une pomme **apple** ✓ une banane **banana** ✓ une carotte **carrot** ✓ une poire **pear** ✓ j'ai faim **I'm hungry**

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

✓ learning and practising the fruits and animals from the previous topic

## ART

This term our focus will link to the world famous British artist and sculptor, Barbara Hepworth. The children will explore her life, inspiration, style and works.

### Key words we will be using are:

✓ design ✓ sculpture ✓ model ✓ technique ✓ construct ✓ inspiration

**You can support your child's learning at home by** researching the life and work of Barbara Hepworth, comparing different sculptural pieces created by her and others, thinking carefully about those pieces you like more or less and giving reasons for your opinions. What is your favourite piece? Why?

## PE

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

### Key words we will be using are:

✓ stretch ✓ control ✓ speed ✓ agility ✓ 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 the concept of sequencing as we experiment with programming using the 'Scratch' tool to introduce them to programming. They will use a selection of motion, sound, and event blocks to create their own programs, featuring sequences as they work to create a representation of a piano, independently.

### Key words we will be using are:

✓ programming ✓ 'Scratch' ✓ code ✓ motion ✓ sound

### 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



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**PSHCE**

The children will reflect on what teamwork is and consider why it is important for supporting members.

**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 could do to support others  
✓ ☐ challenging your child supportively to think about why it is important to look out for others

**MOMENTS  
MATTER,  
ATTENDANCE  
COUNTS.**

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