

# CURRICULUM OVERVIEW

Sharing our learning



## Y3 INFORMATION

- YEAR: 2025-26 • TERM: 1
- CONTACT: [year3@st-johnfisher.org](mailto:year3@st-johnfisher.org)

## Y3 TEACHING & LEARNING TEAM

- Mrs A Broadhead • Miss R D'Roza • Mr C Murphy

Dear Parents and Carers,

Welcome to our first curriculum overview of the new school year! Here you'll find details of what your child will be learning this term, along with simple ways you can help at home.

Top tips for supporting learning:

- ✓ read with your child every day – bedtime is perfect
- ✓ encourage them to try homework activities, but stop when they've done their best
- ✓ reassure them if they find something tricky and let us know so we can support in school
- ✓ avoid over-helping – every child learns at their own pace

Teaching methods change over time, so please ask us if anything feels unfamiliar. Using different methods at home can confuse children, and we're always happy to explain our approach.

If you have skills, experiences, artefacts, contacts, or time to help with visits, please do get in touch – your support makes a real difference.

Thank you for working with us to help your children feel confident, happy, and successful in their learning.

Yours sincerely,

*Havvatt*  
Headteacher

## TERM 1 LEARNING VALUE: DETERMINATION

Determination means believing in yourself and never giving up, even when things are difficult. It is about having a positive mindset; setting challenging goals; learning from setbacks; and finding the confidence and courage to keep going until you achieve.



## RE & CATHOLIC LIFE

The focus is 'To the Ends of the Earth'. Please click [here](#) for the Term 5 Y3 RE overview for Term 1. Our focus virtues are 'respect' and 'courtesy'.

SJF Collective Worship



Monday	Tuesday	Wednesday	Thursday	Friday
Statement of Belief & Citizenship Assemblies	Hymn Practise ----- Virtues Assemblies	'Picture News' & Themed Assemblies	Weekly Liturgy of the Word	Celebration Assembly ----- Chaplains' Celebrations



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## 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.

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

- ✓ ensure ascending and descending letters are parallel and of the same length
- ✓ write simple sentences, identifying the subject and verb
- ✓ use subordination (when, that, because) to write complex sentences
- ✓ use headings and sub-headings when writing none-narrative pieces

#### 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** children must gain is knowing that:

- ✓ culture is all the things that make a group of people unique, such as language, traditions and beliefs



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

- ✓ Stone Age people relied heavily on tools made out of stone, and their lives were directed towards survival
- ✓ people in the Stone Age lived in small groups, moving around their environment to hunt and gather food
- ✓ the Stone Age came before the Bronze Age and the Iron Age

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

- settlement • Stone Age • Bronze Age • Iron Age • food • farm • county • improve • change

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

- ✓ researching the history of your local area, including its age and locations other areas of you have visited

## PE

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

**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** children must gain is knowing that:

- ✓ nutrients are the special ingredients in food that give the body energy and all animals, including humans need nutrients to live
- ✓ animals are heterotrophs, which means that they cannot produce their own food and must get their nutrition from eating things like other animals and plants
- ✓ humans and some other animals have skeletons that support and protect their bodies

**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



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## ART AND DT

The children will develop knowledge of printing techniques as they explore the work of local artist Luke Horton and how he uses printmaking techniques in his work.

### Key words we will be using are:

- light
- dark
- print
- block-printing
- 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.

### 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

The children will explore how to be more independent in their learning and approach to challenges. They will explore how to be more responsible for themselves and others in and out of school

### 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



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