



St Mary and St Joseph's RC Primary School

Class plan - Year 3 St Mary and St Joseph's Curriculum Overview



Through the Ages

History



Y3 WRM - Autumn

Mathematics



Rocks, Relics and Rumbles

Geography



Y3 WRM - Spring

Mathematics



Emperors and Empires

History

Term

Autumn

Spring

Summer

Suggested text /
Class Novel

Stig of the Dump - Clive King

The Firework-Maker's
Daughter - Philip Pullman

Roman Tales: The
Goose Guards -
Terry Deary

Memorable experience	Prehistoric visit. [Prehistoric Pots] - Bell Beaker pottery. [Cook Well, Eatwell] - Healthy balanced diets	Let's rock!. Geologist visitor [Ammonite] - Exploring ammonites	Living museum. [Mosaic Masters] - Exploring mosaics
Innovate challenge	Archaeological investigation. [Prehistoric Pots] - Making Bell Beaker-style pots. [Cook Well, Eatwell] - Making a taco filling	Red alert!. [Ammonite] - Sculpting ammonites	Historical reports. [Mosaic Masters] - Mosaic masters
Parents as Partners	Make Prehistoric Pots!	Exhibition of art work	
Beyond the Classroom-4D, garden, outdoor classroom	Virtual trip to a Stone Age Settlement/monument Experience the Iron Man story setting - 4D classroom.	Rock Hunt outdoor classroom/Forest school/local area Park Visit - Forces in Action-Beyond the classroom Volcanoes/Volcanic eruption - 4D classroom Creating erupting volcanoes! - Outdoor classroom.	Growing plants - outdoor classroom Ancient Rome/Virtual Roman Fort/Virtual Roman Battle - 4D Classroom

English	<p>Autumn 1 Read to Write: Iron Man - To write an approaching threat Narrative. To write an explanation text of how to capture The Iron Man.</p> <p>Autumn 2 Read to write: The Fox - To write a Fable Narrative. To write an information report about foxes.</p>		<p>Spring 1 Rhythm of the Rain - To write a story setting. To write an alternative information leaflet. Spring 2 Jemmy Button - To write a return narrative based on Jemmy Button. To write a letter.</p>	<p>Summer 1 Egyptology - To write an Egyptian mystery narrative. To write a secret diary.</p> <p>Summer 2 Into The Forest: To write a lost narrative in first person. To write a newspaper report about the discovery of the missing Dad.</p>	
Voice 21 - Oracy	<p>Class rules for oracy Vary tone of voice for humorous or sad parts of a story telling (physical). Notice when someone has not contributed and invite them to speak in a group oracy activity. (social and emotional).</p>		<p>Take on the challenger role in a small discussion. (Cognitive) Take part in a consensus circle and reach a shared conclusion (cognitive). Begin to summarise the opinion of one contributor. (cognitive)</p>	<p>.Be able to change their mind in response to another person's argument. E.g. the opinion continuum. (social and emotional) Use awareness of audience to support choice of formal/informal language. (Linguistic)</p>	
Physical development	<p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) Perform safe self-rescue in</p>	<p>INSPIRE, CREATE, PERFORM INSPIRE How can I show my feelings in my movements? How</p>	<p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) Perform</p>	<p>WATCH, MOVE, CONNECT WATCH Develop an awareness of various visual</p>	<p>STRIKE, REACT, RALLY STRIKE Take part in sending and receiving activities send an object back</p>

<p>different water-based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres NC AIMS 'Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.' LOOK, RUN, AVOID' 'LOOK' Identifying a space to move into. Identifying spaces that I need to avoid. Moving safely around the area. 'RUN' Sometimes I need to run fast, sometimes I don't. Changing my speed to get past the hyenas. Moving quickly whilst dodging. 'AVOID' Using my looking and running skills to avoid the defenders. Working with a team mate to avoid the defenders. Changing direction quickly.</p>	<p>can I use chance choreography to create ideas? How do I use whole/small group choreography to create ideas? CREATE How can I develop a motif into a longer piece of work? Can I use mirror image in my sequences? Can I use canon in my sequences? PERFORM Can I move in time to the music with good posture, extension and control? Can I show use of area, levels, pathways., direction? Can I show canon, unison and mirror image? LINK DANCES TO TOPICS NC AIMS 'perform dances using a range of movement patterns'</p>	<p>safe self-rescue in different water-based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres NC AIMS 'Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke'. DUEL, WIN, LOSE DUEL Identify the movement of an opponent Change direction quickly Try to trick your opponent WIN Celebrate calmly as an individual or with your team Tell a friend something that made you successful. Work with a partner to support their learning.</p>	<p>cues to enable pupils to send or receive an object. Identify where to send an object during a game (accuracy) MOVE Move to receive Work with a partner(s) to effectively cover the space you are working in Be "ready" to play CONNECT Explore how to design different versions of games Be able to send and object to a partner(s) To discuss and trouble shoot with others during the unit of work EMERGING SPORTS TABLE TENNIS 4 SQUARE SPIKEBALL NC AIMS 'Use running, jumping, throwing and catching is isolation and in combination 'they</p>	<p>and forth continuously Use the correct amount of force when striking. REACT Track and move in line with a ball/object Move in a range of directions to strike/stop the ball or object Work with a partner/small group to be able to start a rally. RALLY Be able to use a variety of equipment to rally with I can play the ball while it moves in basic rally activity Apply simple tactics such as manipulating a ball to change its direction NC AIMS 'master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and</p>
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NC AIMS 'Team games developing simple tactics for attacking and defending' 'Master basic movements.. Including running, agility, balance and coordination, '

LOSE Congratulate my opponent. Trial an idea that has been suggested by a friend. Identify the things that worked well for you. NC AIMS 'Develop simple tactics for attacking and defending' 'Engage in competitive and co-operative activities' 'Develop balance, agility and coordination' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'.

(pupils) should develop an understanding of how to improve in different physical activities' 'play competitive games modified where appropriate'.

begin to apply these in a range of activities'

Geography	Human features; Stone Age monuments Locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality.	Layers of the Earth; Rocks; Plate tectonics; Ring of Fire; Features of volcanoes; Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; Compass points; Maps	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Art and design	[Prehistoric Pots] - Significant people - Bell Beaker culture; Sketching; Clay techniques; Making Bell Beaker-style pots. [Contrast and Complement (Y3)] - Colour theory; Colour wheel; Tertiary colours; Warm and cool colours; Complementary colours; Analogous colours	[Ammonite] - Sculpture Artistic techniques used in sketching, printmaking and sculpture. [People and Places]: Genre of figure drawing. They study the figure drawings and urban landscapes of the artist LS Lowry and create artwork in his style to show scenes from their school.	[Mosaic Masters] - History of mosaics; history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile.

Big Questions	What makes a house a home? Why do we make promises? Are visitors always welcome?	Is life a journey? What's so important about listening and sharing? What makes some people give everything for others?	What's the use of energy? What helps me choose well? What makes a place special?
Religious Education	<p>HOMES: EXPLORE - The joys and sorrows of being a family at home. REVEAL - God's vision for every family. RESPOND - Acquire the skills of assimilation, celebration and application of the above. PROMISES: Know and understand: EXPLORE - Belonging to a group involves promises and rules. REVEAL - The meaning of the promises made at Baptism. RESPOND - Acquire the skills of assimilation, celebration and application of the above. VISITORS: Know and understand: • EXPLORE - The demands and joys of visitors. • REVEAL - Advent: waiting for the coming of Jesus. RESPOND</p>	<p>JOURNEYS: Know and understand: • EXPLORE - a journey through a year. • REVEAL - the Christian family's journey with Jesus through the Church's year. RESPOND - Acquire the skills of assimilation, celebration and application of the above. LISTENING AND SHARING: Know and understand: • EXPLORE - Listening and sharing with one another. • REVEAL - Listening to the Word of God and sharing in Holy Communion. RESPOND - Acquire the skills of assimilation, celebration and application of the</p>	<p>ENERGY • EXPLORE - The energy of fire and wind. • REVEAL - The wonder and power of the Holy Spirit. RESPOND - Acquire the skills of assimilation, celebration and application of the above. CHOICES • EXPLORE - Choices have consequences. • REVEAL - The importance of conscience in making choices. RESPOND - Acquire the skills of assimilation celebration and application of the above. SPECIAL PLACES • EXPLORE - Everyone has a</p>

- Acquire the skills of assimilation, celebration and application of the above.

above. GIVING ALL
Know and understand:
• EXPLORE - How people give themselves. • REVEAL - Lent, a time to remember Jesus' total giving. RESPOND - Acquire the skills of assimilation, celebration and application of the above.

special place. • REVEAL - Special places for Jesus and the Christian community. RESPOND - Acquire the skills of assimilation, celebration and application of the above.

Personal, social and emotional development and Caritas in Action (SMSC)

Wider World - Money Matters: The role of money in their own and others' lives. Caritas in Action

Wider World - Money Matters: Concepts related to money for example: borrowing, interest, debt etc... Caritas in Action

Wider World - Money Matters: What it means to be 'enterprising' for example how to make/raise money etc... Caritas In Action

Ten Ten RHE/PSHE	Ten Ten: LKS2 Module 1, Unit 1 Session 1: Get up! Session 2: Sacraments: LKS2 Module 2, Unit 1 Story Sessions: Jesus My Friend:	Ten Ten LKS2 Module 2, Unit 2 Session 1: Friends, Family others Session 2: When things feel bad LKS2 Module 2, Unit 3 Session 1: Sharing Online Session 2: Chatting Online Session 3: Safe in My body Session 4: Drugs, alcohol and tobacco Session 5: First Aid Heroes	Ten Ten LKS2 Module 3, Unit 1 Session 1: A community of love Session 2: What is the Church? LKS2 Module 3, Unit 2 Session 1: How do I love others?
Computing	Coding, Online Safety, Spread Sheets.	Touch typing, Email, Branching Data Bases.	Simulations, Graphing, Presenting (MS Power point) (Google Slides).
Design and technology	[Cook Well, Eatwell] - Food groups; Eatwell guide; Methods of cooking; Cooking appliances; Hygiene rules; Making taco fillings	Making it move! Exploring cam mechanisms. Experiment with different shaped cams before designing, making and evaluating a child's automaton toy	

Mathematics

Block 1: Number – Numbers beyond 20; Block 2: Number – Addition and subtraction, Addition methods, Subtraction methods, Problems (addition and subtraction), Estimating and checking; Block 3: Number - Times tables, Multiplication, Division, Problems (multiplication and division)

Block 1: Number – Times tables, Problems (Multiplication and division), Multiplication methods, Division methods; Block 2: Measurement – Money, Converting units; Block 3: Statistics – Construct, read and interpret; Block 4: Measurement – Length and height, Converting units, Perimeter; Block 5: Number – Recognising, finding and making fractions, Equivalence, Counting and calculating with fractions

History	Historical vocabulary; Prehistory; Stone Age; Bronze Age; Iron Age; Chronology and timelines; Everyday life; Tools and weapons; Settlements; Stonework and metalwork; Religion and beliefs; Wealth and power; Invention and ingenuity; Evidence and enquiry	Significant people - Mary Anning; Pompeii	Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman army; Roman invasion of Britain; Significant people - Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy
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Music	Charanga: Unit 1 Let Your Spirit Fly Listening and appraising, Playing, Composition, Improvisation, Performance, Reflect. Charanga: Unit 2 Blown Away Recorder 1	Charanga Unit 3: Three Little Birds Listening and appraising, Playing, Composition, Improvisation, Performance, Reflect. Charanga Unit 4: The Dragon Song Listening and appraising, Playing, Composition, Improvisation, Performance, Reflect.	Charanga Unit 5: Bringing Us Together Listening and appraising, Playing, Composition, Improvisation, Performance, Reflect. Charanga Unit 6: Reflect and Rewind Listening and appraising, Playing, Composition, Improvisation, Performance, Reflect.
Science	AMAZING BODIES - Humans including animals CHANGING WORLD	ROCKS - Fossils; Soils. FORCES - Including Magnets.	PLANTS CAN YOU SEE ME? - Light

French

Getting to know you! say hello and goodbye; • introduce themselves; • say if they are feeling good/bad/so-so; • count to 10; • say how old they are. All About Me! give and respond to simple classroom instructions appropriately; • name parts of the body from a song; • identify colours; • name items of clothing;

Food Glorious Food! follow a story and join in the repeated parts; • say what foods from a set they like/dislike; • describe the colour or size of an object; • ask politely for something Family and Friends • identify and introduce some of their relations; • name some common pets; • recognise some rooms in their home

Our School • listen and respond to topic vocabulary; • demonstrate understanding with actions; • write sentences converting le/la to un/une; • answer questions using the topic vocabulary. Time • say and order the days of the week; • say and order the months of the year; • count on from 11-31; • say their own birthday.



Y3 WRM –
Summer

Mathematics



Vesak

Religious education



Lent

Religious education



Guru Nanak
Gurburab

Religious education



Shavuot

Religious education

Term					
Suggested text / Class Novel					
Memorable experience		Exploring Vesak	Making pancakes	Equal treatment	Sets of rules
Innovate challenge		Exploring kindness	Exploring prayer	Thinking about equality	Exploring rules
Parents as Partners					
Beyond the Classroom-4D, garden, outdoor classroom					
English					
Voice 21 - Oracy					
Physical development		<p>RUN, JUMP, THROW</p> <p>RUN Identify the movement of your opponent. Change your steps to slow down. Discuss and create a plan to improve your</p>			

performance. JUMP
Select the best
jump for the
distance. Consider
how you will stop
yourself after
landing. THROW
Identify the target
you are going to
throw towards.
Consider how much
energy you will use
NC AIMS 'Use
running, jumping,
throwing and
catching in isolation
and in combination'
'Play competitive
games' 'Develop
flexibility, strength,
technique, control
and balance'
'Compare their
performances with
previous ones and
demonstrate
improvement to
achieve their
personal best'.

Geography

Art and design

Big Questions

Religious
Education

Life and teachings of
Buddha; Kindness

Lent; Ash Wednesday;
Holy Week; Prayer

Guru Nanak;
Gurdwara; Langar;
Equality

Torah; Ten
Commandments;
Harvest; Rules

Personal, social
and emotional
development
and Caritas in
Action (SMSC)

Ten Ten
RHE/PSHE

Computing

Design and
technology

Mathematics

Block 1: Number –
Equivalence,
Addition with
fractions,
Subtraction with
fractions; Block 2:
Measurement –
Problems
(measurement),
Time; Block 3:
Geometry – Shape,
Patterns and
symmetry, Angles;
Block 4:
Measurement –
Problems
(measurement),
Weight and mass,
Volume and
capacity,
Temperature

History

Music

Science

French



Hajj

Religious education



Ganesh Chaturthi

Religious education

Term

Suggested text /
Class Novel

Memorable
experience

Mystery suitcases

Making elephant masks

Innovate challenge

Thinking about journeys

Exploring obstacles

Parents as Partners

Beyond the
Classroom-4D,
garden, outdoor
classroom

English

Voice 21 - Oracy

Physical
development

Geography

Art and design

Big Questions

Religious Education

Pilgrimage; Hajj
customs; Special
journeys

Ganesh; Puja ceremony;
Symbolism; Obstacles

Personal, social and
emotional
development and
Caritas in Action
(SMSC)

Ten Ten RHE/PSHE

Computing

Design and
technology

Mathematics

History

Music

Science

French