Pope Paul Catholic Primary School Curriculum Overview

Year 3 2023-2024

Subject	Spring 1	Spring 2
RE	**People of Prayer**	**Lent to Easter**
Maths	**2D Shapes** Connect the number of sides to the number of angles. (and vertices) in a polygon Classify regular and irregular polygons. Draw and constructing polygons (property focus on vertices and congruence) Draw and constructing polygons (properties) **Perimeter** Understand perimeter as distance around the sides of a closed shap and introducing the language of length and width. Calculate perimeter in rectilinear shapes (presented on 1cm² squared paper) Know that different rectangles can have equal perimeters. Find the perimeter of regular shapes. Find perimeter of rectangles and regular polygons by measuring Solve problems and providing proof with perimeter **Multiplication – 3, 4 and 8 t times tables including counting** **Division – 1, 2, 3, 5, 4 and 8 times tables.** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	**Fractions – Finding Fractions of Discrete and Continuous Quantities** Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. **Ordering Fractions** Find fractions of shapes Step 2: Compare and order unit fractions. Step 3: Compare and order fractions with the same denominator. Step 4: Exploring equivalence. Step 5: Showing equivalence with accurate diagrams **Adding and Subtracting Fractions** Find complements of 1 Add fractions with the same denominator. Subtract fractions with the same denominator. Apply the addition and subtraction of fractions with the same denominator **Problems Solving with Fractions** Problem solving involving fractions of shape. Order and compare a range of fractions. Solve mixed worded problems including multi-step **Statistics** Make links between bar charts and pictograms.

	Multiplication – Strategy, Associative and Distributive Laws Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. **Multiplication and Division Worded Problems** Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which objects are connected to m objects.	Complete pictograms from information provided. Interpret and infer information from pictograms (including multi-step questions)
English	**Traditional Tales** Use conjunctions to link events together Refer to the text for evidence when explaining Recognise different narrative genres Suggest reasons for actions and events Infer characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story Identify evidence of relationships between characters based on dialogue and behaviour Summarise main ideas from a text Identify themes across texts e.g. friendship, good and evil, bullying Analyse and compares plot structures **Explanation texts** **Poetry Haiku** **Weekly Spellings**	**Narrative** To punctuate speech accurately. To use prepositions To construct clear paragraphs. To use a range of conjunctions. **Non chronological report** To understand the features and layout of non-chronological reports. To use headings and subheadings. **Weekly Spellings**

Science	**Rocks and Soils** Compare and group together different kinds of rocks based on their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.	**Light** Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the sizes of shadows change. Science week – focus on the scientific skill, observation over time. Big questions, odd one out game to develop talk in Science.
Art/D&T	**Cloth, Thread, Paint** Explore the work of artists who use thread, cloth, and paint and to respond to their work in my sketchbook. Develop own mark making vocabulary by looking at how artists use a variety of marks. Use paint and stitch to create energy and texture exploring the theme 'water' / 'land'.	**Shell Structures** Research difference shell structures Design, make and evaluate picture frame for Mother's Day
History	**Prehistoric Britain: Stone Age to Iron Age** **Key Questions Hooks:** Was Stone Age man simply a hunter and gatherer, concerned only with survival? How different was life in the Stone Age when man started to farm? What can we learn about life in the Stone Age from a study of Skara Brae? Why is it so difficult to work out why Stonehenge was built?	**Prehistoric Britain: Stone Age to Iron Age** How much did life really change during the Iron Age? Can we solve the mystery of the 52 skeletons of Maiden Castle? Class Trip to Celtic Harmony (March)

P.S.H.E. **Ten Ten**	**Module 1 Created and Loved By God** **Unit 3: Emotional Well-being** Emotional Well-Being helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. Children will also identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness. **What am I feeling?** Know that emotions change as they grow up. Know that feelings are neither good nor bad, but information about what they are experiencing help them consider how to act **What am I looking at?** Recognise that images in the media do not always reflect reality and can affect how people feel about themselves. Know that God made us and loves us as we are. I **am thankful.** Identify behaviour that is wrong, unacceptable, unhealthy, or risky, and they will be reminded that feelings and actions are different things. They will learn that particular feelings and pressures may make us want to act inappropriately, and so they will learn how to build resilience in various ways, including choosing to be thankful. **Unit 4 Life Cycles.** **Lifecycles** Returning to the story of Jairus' daughter from Autumn Term – Life Cycles explores the miraculous nature of human conception and birth and offers an opportunity for thanksgiving.	**Module 2 Created to Love Others** **Jesus My Friend (Story Sessions)** ***Focus: Jesus' parable of The Prodigal Son*** Through the story of the two brothers, children will learn about different types of sin, and the importance of forgiveness in relationships. **Friends, Family and Others** Know ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong. Know what different types of relationships there are including those between acquaintances, friends, family, and relatives. Know that good friendship is when both persons enjoy each other's company and also want what is truly best for the other. Know the difference between a group of friends and a 'clique'. **When Things Feel Bad** Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying. Take part in discussions and roleplay activities to consider how bullying affects people, and what strategies can be employed to resist pressure and practise resilience.
Italian		
PE	**Swimming** **Gymnastics - Linking Movements** Step gracefully and with control. Turn through 90, 180, 270 and 360 degrees. Link high and low moves. Create a sequence of rolls and balances. **Outdoor Adventures and Activities** Work together in a small group to solve problems. Show enthusiasm, determination and resilience.	

Music	**Recorder Lessons (continue from Autumn Term)** **Latin dance (Classroom percussion)** Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern .	'**March' from The Nutcracker** Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music. **From a Railway Carriage** Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music
Computing	**Authoring** Understand that: computer systems store data as bytes and we use this unit to specify size. computer networks have a structure which we can use to save and share digital resources. we can store data on computers in remote locations, which we can refer to as the cloud. there are different operating systems used by our computing devices. digital objects can be inserted and controlled in word-based texts. We can explore how images can rapidly increase document size. multimedia texts are effective in communicating ideas to specific audiences. non-linear multimedia texts can be organised to include audience control over how the content is accessed.	