

# CURRICULUM OVERVIEW

Sharing our learning



## Y3 INFORMATION

- **YEAR:** 2021-22 • **TERM:** 4
- **CONTACT:** [year3@st-johnfisher.org](mailto:year3@st-johnfisher.org)

## Y3 TEACHING & LEARNING TEAM

- Mrs A Brownbill • Mrs J Steenson • Mr W Ormesher
- Mrs N Cox

Dear Parents and Carers,

This is our fourth curriculum overview of the school year and its purpose is to share information about what the children will be learning this term. This is a key term as we prepare for a range of different statutory assessments and other checks that will take place in Term 5, after the Easter holiday. We are also due for an external moderation of a number of areas, facilitated by the local authority. The key assessment areas are:

- **FS2** - a formal check on the progress of children in this key foundation year
- **Y1** - National Phonics Screening
- **Y2** - end of Key Stage 1 statutory assessments (SATs) & follow-up National Phonics Screening\*
- **Y3** - writing moderation
- **Y4** - formal multiplication tables assessment and writing moderation
- **Y5** - writing moderation
- **Y6** - end of Key Stage 2 statutory assessments (SATs) \*for children who did not achieve the standard in Y1

Attendance is therefore very important; not just to support children with their learning (so they can get to where they have the potential to be), but also for their wellbeing. We know that absence from school makes many children anxious because they tell us that they worry about missing learning and being with classmates.

We know that there are times when absence is absolutely unavoidable, especially during the pandemic, which has taken a heavy toll on so many of us. Whenever children return after an absence, we therefore work very hard to help them settle back in. However, we also really do appreciate it when unnecessary absences are avoided, for example, term-time holidays and appointments where there is an option for them to be after school, during the school holidays or towards the end of a school day. This means that only a minimum amount of learning and time spent with friends/classmates is lost.

As usual, this overview contains important information about the children's curriculum and the key words that they will need to know as they expand their knowledge and skills. You will also find tips for supporting them.

Please encourage your children to complete homework tasks. If they have done their best, but have not managed to finish a task or have not understood something, please offer reassurance and tell them to stop. Try to avoid the temptation to 'over-help', as this can mask issues and delay them getting help. Simply notify us via email, a note or a phone call and we will follow everything up positively, offering lots of encouragement.

If you have any questions or need support, please contact us. We would also really 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 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 and thinking of yourself positively



## If you have self-belief what do you realise?

- ✓ you can reach your potential if you believe in yourself
- ✓ you should set more challenging goals to help stay motivated
- ✓ gaining confidence gives you the strength to carry on – even when it's really hard

## How can you show self-belief?

- ✓ by having a positive and determined mind set
- ✓ by setting yourself challenging goals and having the courage to try (and keep trying) to achieve them
- ✓ by really believing that you can 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 |
| • assuredness        | • inner strength | • resilience |



## RE

Information about our Term 4 RE curriculum is in the 'Come and See' letter accompanying this overview. Details of liturgies, Masses and services will be shared in the weekly newsletter, available [here](#) and recordings can be viewed via this [link](#). In Term 4 we focus on the key virtues of 'Love' and 'Charity', which are especially relevant during the season of Lent and our journey to the greatest feast of Easter.

## HOMWORK

Homework is given out on Friday and it is expected back by the following Friday. 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

## RE

Information about the RE curriculum is included in the 'Come and See' letter accompanying this overview.

## 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.



**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**

This term we will focus on:

- division
- time
- fractions

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

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

**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

**HUMANITIES**

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.

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

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

**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

**PE**

The children will do PE on Wednesdays and will focus on elements of our REAL PE programme and orienteering.

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

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

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

- ✓ discussing and recapping what your child has been learning in lessons
- ✓ practising some of the skills with you

**SCIENCE**

The children will continue to investigate light and then begin a topic that focuses on different animals, including humans. They will learn about nutrition; different types of skeletons; and the functions and names of bones and muscles. In STEM week we will focus on using and applying knowledge and skills gained during our topic on light, focusing on shadows and investigating how they are formed when light is blocked by an opaque object. They will explore how and why shadows change size.



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

- ✓ muscle
- ✓ nutrition
- ✓ joints
- ✓ bones
- ✓ balanced diet

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

- ✓ making a food diary and talking about which meals are healthy and which are less so
- ✓ talking about the names of different bones and muscles as well as exploring books/websites: (click [here](#))

**MUSIC**

We will explore African drumming. We will look at African culture to understand the various instruments. We will play different rhythms and then create our own in groups. We will investigate the history of music.



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

- ✓ drum
- ✓ Africa
- ✓ rhythmic
- ✓ beat
- ✓ crotchet
- ✓ quaver
- ✓ semiquaver

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

- ✓ continuing to practise skills just like a drummer starting out, using kitchen utensils to provide a beat/noise
- ✓ asking your child to show you the three different basic rhythms that all align together to create one samba groove; drumming along with your child to the addictive pulse of samba

**ART AND DT**

This term our focus will link to our natural hazards topic as we investigate the best ways to design and construct earthquake-proof structures. We will look into art inspired by volcanoes.

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

- ✓ strong
- ✓ stable
- ✓ design
- ✓ test
- ✓ construct
- ✓ construction
- ✓ demolish
- ✓ demolition
- ✓ materials
- ✓ strength
- ✓ sustainable
- ✓ technique

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

- ✓ discussing what can happen when natural hazards are present
- ✓ unpicking any current or fairly recent news events that linked to natural events that occur e.g. glaciers melting, the Christchurch earthquake, floods, fires in California and Australia and hurricanes

**FRENCH**

This term we will revise colours, numbers 11-20; days of week, colours, greetings; feelings; names; and ages.



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

- ✓ lundi
- ✓ mardi
- ✓ mercredi
- ✓ jeudi
- ✓ vendredi
- ✓ samedi
- ✓ dimanche
- ✓ jaune
- ✓ bleu
- ✓ noir
- ✓ vert
- ✓ orange
- ✓ blanc
- ✓ rose
- ✓ brun
- ✓ rouge

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

- ✓ practising the vocabulary and joining in with songs and games and activities on the web

**COMPUTING**

As we explore our 'branching databases' topic we will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. We will create physical and on-screen



branching databases and will finally evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.

### Key words we will be using are:

- ✓ database
- ✓ effectiveness
- ✓ internet safety
- ✓ databases

### 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 we will be exploring our learning value of self-belief. We will look into what we can do to boost our own self-belief and those around us.

### 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 aspire to achieve
- ✓ challenging your child supportively to think about why it is important to be ambitious for themselves and aim high in everything they do
- ✓ reflecting on those things that help them to feel and be more positive and those things that do not

