

CURRICULUM OVERVIEW

Sharing our learning



Y3 INFORMATION

- YEAR: 2023-24 • TERM: 3
- CONTACT: year3@st-johnfisher.org

Y1 TEACHING & LEARNING TEAM

- Mrs A Broadhead • Mr H Hobson • Miss R D'Roza
- Miss N Flynn • Mrs H Ahmed

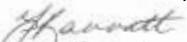
Dear Parents and Carers,

Happy new year! This is our third curriculum overview of the academic year. Its purpose is to keep you informed about the things the children will be learning and share ideas for supporting and encouraging them at home. Our approach will continue to be about affirming and encouraging the children as we challenge and support them to go further and further.

At home, children should be encouraged to attempt all homework tasks, which are designed to help them practise skills and embed new knowledge. Sometimes children can find some aspects more difficult, so we ask that if they do struggle with anything simply offer reassurance and encourage them to do as much as they can *on their own*. Sometimes this is all they will need in order to realise that they **do remember more** and can **do more**. This can also boost your children's self-confidence and be a positive life-lesson. If they do continue to struggle and you feel that they have done their best, please ask them to stop, and reassure them that everything will be ok. Then, let us know via a note or email, so we are clear what the issue is. Staff will then follow everything up. They will affirm and encourage the children as they support them to address the difficulty.

We understand completely, that ways of teaching and learning can change over time and so we are always happy to talk about this with parents/carers either individually or as group so that they understand and can feel confident when offering support at home. We are here to help, so please call or email if you need to. A reminder that the next Curriculum Showcase takes place on **Thursday 8th February 2024** in the school hall from 8.50am until 9.45am and again after school from 3.30pm until 4.15pm. All welcome, thank you.

Yours sincerely,


Headteacher

TERM 3 LEARNING VALUE

Our Term 3 Learning Value is 'Respect'. Having respect for ourselves and others is very important.

- ✓ it helps us to be more self-confident
- ✓ our growing self-confidence encourages others to be more confident
- ✓ it helps us to see ourselves (and others) through *kind eyes*
- ✓ it teaches us to be proud of our achievements without ever being arrogant
- ✓ it encourages us to celebrate others' qualities and achievements
- ✓ it enables us to build the resilience to face and overcome challenges
- ✓ it is vital in teams and keeps communities strong and united
- ✓ it opens our minds to new ideas and possibilities
- ✓ it helps us to learn more about our own lives and those of others respectfully
- ✓ it teaches us to be more open and unafraid of difference
- ✓ it helps us to grow as people, as children of God, and fulfil our potential gradually and over time
- ✓ it teaches us that we also have a part to play in helping others to grow and achieve their potential too



RE & CATHOLIC LIFE

Click [here](#) for information about our Term 3 RE curriculum. Details of liturgies, Masses and services are shared via our online calendar, our website and in our newsletters (click [here](#)). Recordings can be viewed via this [link](#).

In Term 3 we focus on the virtues of 'Faith' and 'Simplicity'.



ST CLARE
Catholic Multi Academy Trust



HOMEWORK

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) 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.

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

- ✓ reading, regularly, different fiction and non-fiction books together, including texts about vehicles
- ✓ discussing the what you read together, posing questions about what is shared, what happens and why
- ✓ having a go at predicting what will happen next when reading a story together
- ✓ summarising what you have read to see if the key points have been remembered in the summary
- ✓ looking for examples of how and when question marks, full-stops and exclamation marks are used not just in books, but in newspapers, magazines and products at home and when you are out and about
- ✓ Writing anything e.g. letters/cards to family/friends or as part of a role-play or make-believe game

MATHEMATICS

This term we will focus on:

- measurement in different contexts and ways
- multiplication and division

Key words we will be using are:

- | | | | | | |
|----------|------------|-------------------|-------------------|-------------|----------------|
| ✓ divide | ✓ division | ✓ multiply | ✓ multiplication | ✓ digit | ✓ order |
| ✓ shape | ✓ times | ✓ millimetre (mm) | ✓ centimetre (mm) | ✓ metre (m) | ✓ written form |

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

- ✓ helping them to learn multiplication tables and making sure they practise for a short time, every day
- ✓ identifying the division facts that link to times tables e.g. $2 \times 6 = 12$ (linked division facts are $12 \div 6 = 2$ and $12 \div 2 = 6$)

HISTORY

This term we are learning about the Romans. We will investigate why the Romans were great conquerors and explore what they did for Britain. The children will learn about invasions, Roman deity and wider Roman society.

Key words we will be using are:

- | | | | | |
|--------------|------------------|-------------|--------------------|-------------|
| ✓ emperor | ✓ soldier | ✓ centurion | ✓ slave | ✓ gladiator |
| ✓ barbarian | ✓ Roman numerals | ✓ toga | ✓ conquer/conquest | ✓ invasion |
| ✓ settlement | ✓ deity/gods | ✓ Britain | ✓ Society | |



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

- ✓ investigating the Roman conquest/settlement of Britain together, listing the facts you find most interesting
- ✓ researching the other invaders who also settled in Britain
- ✓ thinking about the types of historical evidence that help us learn about the past

SCIENCE

The children will discover what light is and investigate how it travels. They will study shadows and explore how they are affected by light levels. They will also use spectrosopes and colour-wheels to study the properties of light.

Key words we will be using are:

- ✓ source
- ✓ straight
- ✓ natural
- ✓ darkness
- ✓ energy
- ✓ emit
- ✓ manmade
- ✓ absence

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

- ✓ identifying different light sources in your home
- ✓ studying shadows indoors and out, taking note of how they can change

ART

The children will investigate the role of perspective as we use powder paint to replicate the style and works of different landscape artists. They will learn how depth can be created in our pieces and practise these techniques as they take inspiration from the contrasting approaches and styles of Jacob More and Andy Warhol.

Key words we will be using are:

- ✓ colour mix
- ✓ tone
- ✓ primary colours
- ✓ classic
- ✓ modern
- ✓ shading

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

- ✓ discussing your child's design ideas
- ✓ challenging them to consider what they need in order to actually create their Art effectively

COMPUTING

This term the children will develop knowledge about 'desktop publishing'. They will use desktop publishing software, considering and making careful choices about font size, colour and type so they have the skills to edit and improve documents.

Key words we will be using are:

- ✓ publishing
- ✓ edit
- ✓ evaluate
- ✓ software
- ✓ font
- ✓ size
- ✓ style
- ✓ colour
- ✓ type
- ✓ bold
- ✓ italic
- ✓ underline
- ✓ edit
- ✓ improve

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

- ✓ needs to be completed – the list related to internet safety and not desktop publishing

PE

This term the children will focus on aspects of our Jasmine 'Real' PE programme and developing skills linked to Tag Rugby.

Key words we will be using are:

- ✓ rugby
- ✓ teamwork
- ✓ position
- ✓ pass
- ✓ marking

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



MUSIC

The children will learn what an arrangement is and create a variety of arrangements using different techniques and instrumentation. They will create an acapella arrangement of the popular children's song 'Down in the Jungle' and create a more complex arrangement of Keane's 'Somewhere Only We Know' using vocals, glockenspiels and percussion instruments. The children will learn how to read and perform a melody using dot notation before composing and performing their own short 4-bar melodies using dot notation.

Key words we will be using are:

Rhythm and Notation

- ✓ crotchet **1 beat**
- ✓ quaver **half a beat**
- ✓ minim **2 beats**
- ✓ bars **and** bar lines

Pitch

how high or low an instrument or voice

Performing

- ✓ rehearse
- ✓ plan/perform
- ✓ evaluate
- ✓ feedback
- ✓ composer
- ✓ conductor

Tempo

speed at any one time in a piece of music
fast/faster
slow/slower

Composition

a piece of the children's own creating

- ✓ dot notations
- ✓ graphic score
- ✓ composition frame
- ✓ arrangements/arranging
- ✓ cover version
- ✓ plan
- ✓ composer
- ✓ melody/tune

Texture

how many instruments playing at once:

- ✓ thick **lots**
- ✓ thin **few**

Pulse

The constant beat within a piece of music)

Dynamics

how loud/quiet a section of the piece is

- ✓ louder
- ✓ quieter
- ✓ loud
- ✓ quiet
- ✓ forte
- ✓ piano

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

- ✓ continuing to practise at home some skills learned in class e.g. clapping different beats and notes.
- ✓ asking your child to explain/demonstrate what was covered in class
- ✓ look at a piece of pop music and see how the same piece sounds when it is arranged in a 1920s jazz style, or how a piece of 1980s electro-pop sounds when rendered for a chamber orchestra.

FRENCH

This term we are focusing on food. The children will be encouraged to follow stories and join in with the repeated parts; they will learn how to say what foods they like and dislike; describe the colour and size of objects; and politely for something.

Key words we will be using are:

- | | |
|--|--|
| ✓ une pomme 1 apple | ✓ une sucette 1 lollipop], |
| ✓ deux poires 2 pears | ✓ de la tarte aux cerises slice of cherry pie |
| ✓ trois prunes 3 plums | ✓ une saucisse 1 sausage |
| ✓ quatre fraises 4 strawberries | ✓ Une brioche 1 small brioche bun |
| ✓ cinq oranges 5 oranges | ✓ de la pastèque slice of watermelon |
| ✓ du gateau some cake | ✓ Je voudrais... I would like |
| ✓ un cornet de glace 1 ice cream cornet | ✓ du some , de la some |
| ✓ un cornichon 1 gherkin | ✓ des some S'il vous plaît please |
| ✓ un morceau de fromage a piece of cheese | ✓ voilà here you are |
| ✓ du saucisson some salami | ✓ meric thank you merci bien thank you very much |

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

- ✓ exploring this [website](#) and listen to how words should be said correctly
- ✓ asking your child to say the foods and greet people in French – what children practise is shared in class



PSHCE

This term the children will continue exploring what 'respect' is. They will consider why it is important it is to show respect others and to different points of view. They will be encouraged to reflect on the various ways they can take responsibility for our environment and steps they can take, personally, to limit damage to our world.

Key words we will be using are:

- ✓ respect
- ✓ views
- ✓ friendship
- ✓ differences
- ✓ environment
- ✓ recycling
- ✓ responsibility
- ✓ climate change

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

- ✓ supporting your child to solve a problem on their own
- ✓ encouraging that making mistakes is okay

