

St Wulstan's Catholic Primary School
Year 3 Curriculum
Autumn 2019

Subject	Content
RE	<p>Unit A : Belonging we gather as God's Family</p> <ul style="list-style-type: none"> ● Pupils will know that Baptism is the sacrament of Belonging to God's Family, the church. ● They will be able to identify some signs and symbols of Baptism and express their meaning. Be able to sequence the rite of Baptism and be able to discuss elements of the celebration of Mass about gathering as the Family of God. <p>Unit B: Reconciliation</p> <ul style="list-style-type: none"> ● Pupils will know that human beings often have freedom to make choices. ● They will understand the difference between a good and a bad choice and the consequences these bring. ● They will know some teaching of Jesus about the forgiveness of sin when wrong choices have been made. ● They will understand that the Sacrament of Reconciliation is the Church's celebration of God's forgiveness of sin. <p>Unit C: Advent</p> <ul style="list-style-type: none"> ● Pupils will know the story of the Annunciation and Visitation ● They will understand that both Mary and Elizabeth recognised and welcomed the presence of Christ. ● Pupils will be able to think about how Christians use the season of Advent as a time of preparation to welcome and recognise the presence of Christ. <p>Unit D: Christmas</p> <ul style="list-style-type: none"> ● Pupils will know the story of the shepherds and how they reacted to the news of the birth of Christ's birth. ● Pupils will be able to empathise with the feelings and reactions of the shepherds at this event. ● They will know the crib is an important symbol of prayer and devotion.
English	<p><u>Reading</u></p> <ul style="list-style-type: none"> ● Word ● Apply their improving knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. ● Key Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ● Comprehension ● Develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes. ● Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read. ● Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination. ● Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. <p><u>Writing</u></p> <p><u>Transcription</u></p> <ul style="list-style-type: none"> ● Use some prefixes and suffixes and understand how to add them (English Appendix 1). ● Spell some homophones. ● Use the first two letters of a word to check its spelling in a dictionary. ● Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p><u>Composition</u></p> <ul style="list-style-type: none"> Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Plan their writing by beginning to discuss and record ideas. Draft and write by creating simple settings, characters and a basic plot in narratives. Draft and write by beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings]. <p><u>Vocabulary, punctuation and grammar</u></p> <ul style="list-style-type: none"> Use grammatical terminology for Year 3 understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. Use grammatical terminology for Year 3 understanding paragraphs as a way to group related material. Use grammatical terminology for Year 3 using headings and sub-headings to aid presentation. Use grammatical terminology for Year 3 beginning to use inverted commas to punctuate direct speech. Evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggesting improvements.
<p>Maths</p>	<p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving working with and estimating numbers up to 1000 in a variety of units. <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Add and subtract numbers mentally, including three-digit number and ones. Add and subtract numbers mentally, including three-digit number and tens. Add and subtract numbers mentally, including three-digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. 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. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Creative Curriculum	<p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Science, Computing, Geography, History and Music. Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.</p>
	<p><u>Tremors</u> Overwhelming and mighty, Mother Nature’s awesome energies hiss and roar deep within the Earth. Plates collide, spewing lava. Rocks rain down and mud slides in torrents. Towns and cities vanish under ashen clouds. Discover the dangerous and ferocious world of natural disasters, and glimpse their savage and deadly effects. Visit the ancient city of historic Pompeii, frozen in time, then create blistering explosions from model volcanoes that fire foamy lava. Discover the properties of rocks shaped by the Earth’s breath-taking power. Watch out! Volcanologists detect formidable rumblings from an extinct volcano in Scotland’s capital. Red alert! What would you do?</p> <ul style="list-style-type: none"> • Geography – earthquakes and volcanoes • Art and Design – photography, sculpture • Computing – presenting information • D&T – structures • History – Pompeii • Science – Rocks <p><u>Predator</u> It’s time to take a walk on the wild side! Find out who’s coming to visit. Is it a bug-munching lizard or an eagle-eyed bird of prey? Whatever it is, do you think you can handle it? Learn about creepy crocs and amazing alligators, the deadly assassin bug and the voracious Venus flytrap. Be inspired to write an informative leaflet all about your favourite predator and compose a poem about a predator or its prey. Then use what you know about the best of the beasts to create the ultimate predator; the apex of the food chain. Cross your dad with a peregrine falcon or your nan with a great white shark! What incredible species can you imagine? Feeling peckish? Let’s jump aboard the food chain!</p> <ul style="list-style-type: none"> • Science – Food chains, fossils, plant parts and functions, skeletal systems, working scientifically • Art and Design - 3D scale models • Computing – algorithms, flow diagrams, online research, digital presentations • D&T – Selecting and using materials • Geography – fieldwork, using maps to locate continents and countries