



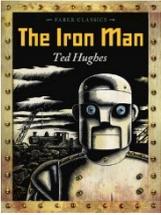
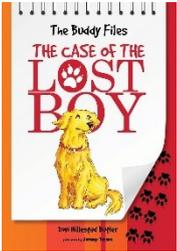
Proudly and joyfully, we love, live and learn as God's children

Year 3

Curriculum Overview for Spring Term 2024

| Curriculum Subject and topic | Curriculum Objectives | What you can do to help your child... |
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| <p>RE</p> | <p>Christmas In this unit, the story of the shepherds provides a focus for children to reflect on the birth of Jesus Christ and who he is.</p> <p>We listen to God's Word at Mass This unit involves the children in thinking about listening and finding out about the Liturgy of the Word at Mass. Through this topic they will explore the value and the importance of listening to the Word of God in the Scriptures.</p> <p>Lent The unit is designed to help the children appreciate that during Lent Christians resolve to change and try to become more like Christ. The children will be introduced to new Gospel stories about Jesus bringing change into the lives of people he encountered.</p> <p>Prayer This unit involves the children learning something about the</p> | <p>Art Work: Look at pictures of the adoration of the shepherds from religious art. Draw and paint their own pictures. Read Luke 2: 8-20–The Angels and the Shepherds</p>  <p>Find out about the reverence and respect shown in other world religions to holy writings.</p>  <p>1 Corinthians 13: 4-8 – Hymn to Love Colossians 3: 16-17 – God's Word Living in Us 1 John: 4-7 – God is Love</p>  <p>Create a book of prayers to be used during Lent.</p>  |

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| | <p>prayer life of Jesus. They will examine and reflect on some of the ways in which Catholics pray and the signs and symbols associated with prayer.</p> <p>Holy Week</p> <p>The unit is designed to help deepen the children's knowledge of some of the events of Holy Week and to deepen their understanding of the foundation of the Church's celebration of the Mass.</p> | <p>Create a poster with religious symbols on and share with your class.</p>  <p>Write a prayer to be said in preparation for the celebration of the Mass.</p> |
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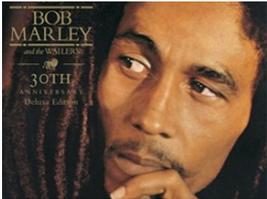
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| <p>Literacy</p>  <p>The Iron Man by Ted Hughes</p>  <p>The Case of the Lost Boy by Dori Hillestad Butler</p> | <p>Reading</p> <ul style="list-style-type: none"> • Ask questions to improve their understanding of a text • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predict what might happen from details stated and implied • Identify main ideas drawn from more than one paragraph and summarising these <p>Writing</p> <ul style="list-style-type: none"> • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Use diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined. • In narratives, creating settings, characters and plot • In non-narrative material, using simple organisational devices • Proof-read for spelling and punctuation errors • Use inverted commas to mark speech • Spell words from the Year 3/4 spelling list | <p>You could use the VIPERS method to develop reading skills:</p> <p>Vocabulary – find and explain the meaning of words in context</p> <p>Infer – make and justify inferences using evidence from the text</p> <p>Predict – predict what will happen next based on the contents given</p> <p>Explain – explain how the content contributes to the main theme</p> <p>Retrieve – retrieve and record key information and identify key details</p> <p>Summarise – summarise the main idea</p> <p>Practice handwriting continuous Cursive</p>  |
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| <p>Maths</p> | <p>Number</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 Solve number problems and practical problems involving these ideas. 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 <p>Statistics</p> <ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. <p>Measurements</p> <ul style="list-style-type: none"> Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events [for example to calculate the time taken by particular events or tasks]. | <p>Visit these platforms:</p> <p>MyMaths.co.uk Maths.com</p> <p>Times Table Rockstars</p> <p>Allow children to count your change or calculate the total you will spend.</p> <p>Sing the times table songs using songs on You Tube, such as these:</p> <p>https://www.youtube.com/watch?v=uV0ZL2h8IRg</p> <p>https://www.youtube.com/watch?v=IZ4oolN7Bmo</p> <p>https://www.youtube.com/watch?v=kN3RG5iLKpo</p> <p>There are many more songs you can explore.</p> <p>Activity – open a tube of smarties and group into colours now draw a pictogram of the results.</p> <p>Can you stand still for one minute game. Spend some time on learning: O' Clock Half past Quarter past Quarter to.</p> <p>Roamn Numerals:</p> <table border="1" data-bbox="1114 1464 1481 1771"> <thead> <tr> <th colspan="7">Roman Numerals: 1 - 1000</th> </tr> <tr> <th>I</th> <th>V</th> <th>X</th> <th>L</th> <th>C</th> <th>D</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5</td> <td>10</td> <td>50</td> <td>100</td> <td>500</td> <td>1000</td> </tr> <tr> <td>1</td> <td>I</td> <td>11</td> <td>XI</td> <td>200</td> <td>CC</td> <td></td> </tr> <tr> <td>2</td> <td>II</td> <td>20</td> <td>XX</td> <td>300</td> <td>CCC</td> <td></td> </tr> <tr> <td>3</td> <td>III</td> <td>30</td> <td>XXX</td> <td>400</td> <td>CD</td> <td></td> </tr> <tr> <td>4</td> <td>IV</td> <td>40</td> <td>XL</td> <td>500</td> <td>D</td> <td></td> </tr> <tr> <td>5</td> <td>V</td> <td>50</td> <td>L</td> <td>600</td> <td>DC</td> <td></td> </tr> <tr> <td>6</td> <td>VI</td> <td>60</td> <td>LX</td> <td>700</td> <td>DCC</td> <td></td> </tr> <tr> <td>7</td> <td>VII</td> <td>70</td> <td>LXX</td> <td>800</td> <td>DCCC</td> <td></td> </tr> <tr> <td>8</td> <td>VIII</td> <td>80</td> <td>LXXX</td> <td>900</td> <td>CM</td> <td></td> </tr> <tr> <td>9</td> <td>IX</td> <td>90</td> <td>XC</td> <td>1000</td> <td>M</td> <td></td> </tr> <tr> <td>10</td> <td>X</td> <td>100</td> <td>C</td> <td>1001</td> <td>MI</td> <td></td> </tr> </tbody> </table> | Roman Numerals: 1 - 1000 | | | | | | | I | V | X | L | C | D | M | 1 | 5 | 10 | 50 | 100 | 500 | 1000 | 1 | I | 11 | XI | 200 | CC | | 2 | II | 20 | XX | 300 | CCC | | 3 | III | 30 | XXX | 400 | CD | | 4 | IV | 40 | XL | 500 | D | | 5 | V | 50 | L | 600 | DC | | 6 | VI | 60 | LX | 700 | DCC | | 7 | VII | 70 | LXX | 800 | DCCC | | 8 | VIII | 80 | LXXX | 900 | CM | | 9 | IX | 90 | XC | 1000 | M | | 10 | X | 100 | C | 1001 | MI | |
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| 5 | V | 50 | L | 600 | DC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Science</p> | <p>Forces and magnets</p> <ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance | <p>Earthcub.com BBC Bitesize</p> <p>You may wish to visit: Birmingham Museum and Art Gallery Birmingham Sealife Centre</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> • Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Plants</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | <p>Birmingham Think Tank</p> <p>Explore the garden for signs of Spring.</p> <p>Go on a mini beast hunt</p> <p>Create leaf prints. Explore how many petals you can find on a tulip or daffodil Go on a nature walk</p> |
| Computing | <p>Writing programmes</p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | <p>Use ipads to look at how images can be enhanced or altered.</p> |
| History | <p>Ancient Egypt</p> <ul style="list-style-type: none"> • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. • To locate ancient Egypt in | <p>Read books on Ancient Egypt</p> <p>Use Google maps to see Egypt as it is now</p> <p>Videos on Ancient Egypt:</p> |

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| | <ul style="list-style-type: none"> • To learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt. • To find out about Tutankhamen and how artefacts can teach us about the past. • understands the importance of artefacts in helping us find out about the past • find out about the way of life in Ancient Egypt • to learn about Egyptian tombs, pyramids and burial sites. • recall, select and organise and historical data | <p>https://www.youtube.com/watch?v=tqY-wAH4Wg</p> <p>https://www.youtube.com/watch?v=IBYmOuajdC8</p> <p>There are many more videos you can view on YouTube</p> <p>Make square based pyramids from card</p>  |
| <p>Geography</p> | <p>Our European Neighbours</p> <ul style="list-style-type: none"> • mapping to locate countries and describe features studied • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | <p>There are many more videos you can explore on YouTube about Europe.</p> <p>Collect holiday leaflets and booklets on European holiday destinations.</p> <p>Set up a role play area – travel agencies.</p> |

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| <p>Art</p> | <p>Famous Buildings</p> <ul style="list-style-type: none"> ● create sketch books to record their observations and use them to review and revisit ideas ● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials ● explore the architecture of Sir Christopher Wren. ● explore colour and pattern in the design of St Basil’s Cathedral. ● explore the design features of the Taj Mahal ● examine the architecture of the Sydney Opera House. ● design a building for a particular purpose | <p>Visit the Birmingham Museum and Art Gallery</p> <p>Find mages of famous buildings</p> <p>Use Google maps to identify where the buildings are located and how their designs made an impact on the community.</p> <p>Visit the national Art Gallery in London</p> |
| <p>Design and Technology</p> | <p>British Inventors</p> <ul style="list-style-type: none"> ● use research and develop design criteria to inform the design so it is fit for purpose. ● generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes ● select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ● I can explain how concrete is used to make structures more stable. ● I can create a structure strong enough to hold a dictionary using just newspaper and tape. ● I can evaluate my finished product. | <p>Research British Inventors</p> <p>Visit Birmingham’s Think Tank</p> <p>Visit the London’s Science Museum</p> |
| <p>Citizenship</p> | <ul style="list-style-type: none"> ● Epiphany <p>Compassionate and Loving Rights and Responsibilities</p> <p>Barriers to happiness</p> <ul style="list-style-type: none"> ● St John Bosco ● St Josephine Bakhita | <p>Discuss and share your experiences of these special and Holy days.</p> <p>Make links to St Vincent de Paul</p> |

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| | <p>Options for the Poor and Vulnerable Why are some parts richer or poorer than others?</p> <ul style="list-style-type: none"> • St Chad • Faith filled and Hopeful • Women's History Week • Oscar Romero | <p>Visit a place of worship.</p> <p>Create a piece of art on Oscar Remora</p> <p>Visit St. Chad's Cathedral</p> |
| PE | <p>Dance</p> <ul style="list-style-type: none"> • I can learn and perform a set routine. • I can keep in time to faster beats and perform a range of movements <p>Outdoor Activities</p> <ul style="list-style-type: none"> • I can work cooperatively with others by listening and contributing ideas to overcome team challenges. • I can read a map and complete basic orienteering challenges and courses | <p>Practice basic rolls, stretches and balancing in the garden, park or at home.</p> <p>Visit this site: https://www.youtube.com/watch?v=xRyWW-py7dE</p> <p>Join a dance Club</p> |
| Music | <p>Recorder Lessons with a trained musician</p> <p>Three little Birds by Bob Marley This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs</p> | <p>Practice the recorder notes learnt in school</p>  <p>Three Little birds by Bob Marley</p> |
| Life to the Full | <p>Created and loved by God In this Unit, media is discussed as a 'fake reality' and God's love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build</p> | <p>To engage with the teachings from Life to the Full and deepen the experience for your child, you can access the online parent platform: Website: https://www.tentenresources.co.uk/parentportal/ School Username: st-marks-b42</p> |

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| | <p>resilience against negative feelings by practising thankfulness.</p> <p>Religious Understanding Religious Understanding tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us. Children will also learn about different types of sin, and the importance of forgiveness in relationships.</p> | <p>School Password: gospel-242</p> <p>Explore the story of the prodigal son. Think about forgiveness – create a poster showing the many ways in which you can forgive others.</p> |
| French | <p>Classroom Language</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • ask and answer questions • learn adjective of colours • learn to describe animals with colour • hold a basic conversation | <p>Practice French using this platform:</p> <p>https://www.duolingo.com/course/fr/en/Learn-French</p> <p>French colour song: https://www.youtube.com/watch?v=Q1sHH-7Jmil https://www.youtube.com/watch?v=fZR66TjirDc https://www.youtube.com/watch?v=-4kNeFGBAcw</p> <p>Greetings song: https://www.youtube.com/watch?v=xCky4OSvKiw https://www.youtube.com/watch?v=9BgyvEXTZbk</p> |

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| Exciting and engaging learning opportunities: | Details of home learning project: |
| Trips to the Birmingham Museum and Art Gallery A visit to St. Chads Cathedral Birmingham or Holy Name Church | Create an Ancient Egyptian Model Create cardboard structure of a dream house Go fossil hunting in the park or on a beach |