



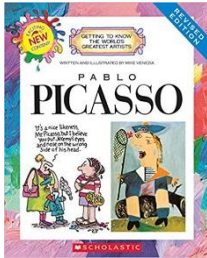
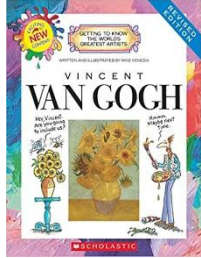
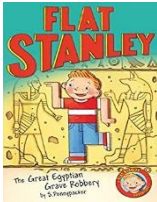
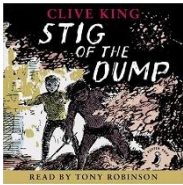
St Robert Southwell Catholic Primary School
Aiming for Excellence - Being the Best We Can Be

Maths	RE	English
In the Spring Term, the children will cover the following topics. <u>Number – Multiplication and Division</u> The children will recall and use multiplication and division facts to answer written calculations and problems. They will learn how to use the formal written method when multiplying, with and without exchanges. <u>Length and Perimeter</u> The children will measure, compare, add and subtract using different units of measurement. They will measure the perimeter of simple 2-D shapes <u>Fractions</u> The children will understand what numerators and denominators are, how to find & compare unit and non-unit fractions, counting fractions on a number line as well finding equivalent fractions <u>Measurement: Mass and capacity</u> The children will learn how to find equivalent masses, compare and add & subtract masses. The children will also measure and find equivalent capacities and volumes.	<u>Galilee to Jerusalem</u> By the end of this unit, pupils will understand key Gospel stories and teachings from St Matthew that reveal the meaning of the Kingdom of God. They will be able to retell the visit of the Magi and explain what their gifts show about who Jesus is. They will also be able to recall the 'Our Father' prayer and link it to building God's kingdom. Pupils will think critically and creatively by exploring the feelings of characters in the stories, reflecting on Jesus' teaching about the kingdom, and considering how people may need to change their behaviour to help build it. Throughout the unit, pupils will learn how Matthew groups parables and miracles to highlight their shared message, discover how everyday images help explain God's kingdom, and see how miracles reveal Jesus' divine power and compassion. <u>Desert to Garden</u> In this unit, pupils explore the Liturgy of the Eucharist, learning that the Eucharist is a miraculous meeting point with Jesus' death and Resurrection. Pupils explore what happens at Mass, the real presence of Christ in the Eucharist, and the meaning behind prayers, actions, and responses. By the end of the unit, pupils will be able to retell the feeding of the five thousand, recall and explain Jesus' words and actions at the Last Supper, and link these to the Mass and to the Church's teaching about the Eucharist. Pupils will think critically by wondering about the offertory prayers and their links to Creation and by exploring cultural practices related to Holy Week. They will respond to their learning by reflecting on the Catholic belief that Jesus gives himself in Holy Communion, discussing others' experiences of Mass, and considering what these teachings mean for their own lives. <u>Catholic Social Teaching Focus – Solidarity and Peace</u>	Year 3 will enjoy a range of exciting texts that will be the stimulus for some inspiring writing. They will read about characters who have travelled back in time to the Stone Age and to Ancient Egypt. The children will enjoy reading Stig of the Dump in Spring 1 and Flat Stanley - The Great Egyptian Adventure in Spring 2. There will also be the opportunities to read I was born in the Stone Age and Marcy and the Riddle of the Sphinx to support reading further. The children will write an acrostic poem based on an important object to them. This will then inform their fictional writing piece where the children will write a crime story. An item will be stolen (just like in Stig of the Dump) and the character will have to solve the crime! Lastly, the children will write an instructional piece on how to catch a thief, inventing a method and explaining how it will work! The children will also write a list poem on the contents of a khaki bag for an adventure. They will use their list poem to support with their fictional piece on an explorer story. Lastly, the children will write a non-fiction piece (non-chronological report) using their magical item from their explorer story. They will describe what it looks like, where it can be found and its magical powers.

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Year 3 Autumn Term		PSHE
Science	Terrific Time Travellers!	As a school, we will be following 'Life to the Full', a PSHE programme that teaches Relationships and Health Education within a Catholic context.
Rocks Children will learn about different types of rocks based on their appearance, will learn how to group rocks through examination, children will understand how fossils are formed as well as recognising that soils are made from rocks and organic matter.	 	Family Friends and Others These sessions will help children to identify more complex relationships in their lives, including family, friends and other people, and explore how to relate to people within these different relationships. Children will also discuss what it means to be a good friend and learn some strategies to use when relationships become difficult.
Plants & Soil Year 3 will build on their knowledge of plants and investigate what types of soils are used for effective growth of different plants. Children will carry out investigations on different soil types and their uses.	 	When Things Feel Bad In these sessions, children will learn how to recognise bullying and abuse (including physical bullying and emotional bullying online). Children will take part in discussions and role-play activities to consider how bullying affects people, and what strategies can be employed to resist pressure and practise resilience.
History		Sharing Online Integrating the NSPCC Share Aware programme, these sessions introduce the digital world as one that children need to take steps to stay safe in, just like the real world. They focus on how quickly things can be shared around the world online, including photos, passwords and other personal information. Children will discuss how this can be damaging and/or dangerous, and will learn steps to keep themselves safe.
Britain from the Stone Age to the Iron Age The children will explore what life was like during this period and look at artefacts and tools. They will identify key events on a time line to help them see how Britain changed. They will learn about Skara Brae, one of Britain's most prehistoric villages.		Chatting Online Continuing the integration the NSPCC Share Aware programme, these sessions discuss steps children need to take to stay safe online. They focus particularly on chatting and cyberbullying; they will help children to know how they can report and get help if they encounter inappropriate messages or material.
Ancient Egypt The children will learn about the Ancient Egyptian way of life and what it was like for different groups of people. They will look at how Egyptian artefacts, pyramids and ruins tell us about their culture and religious beliefs and the use of hieroglyphics for communication. The children will learn why the River Nile was so important to the people. Children will partake in an Egyptian workshop in school where they can dress as an Egyptian, learn the ritual of mummification and participate in a role play scene.		

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P.E	Art	Computing
<u>Basketball</u> As part of their PE curriculum, the children will develop a range of skills to enable them to build towards playing a competitive game against each other. They will learn the skills of bouncing a ball whilst moving, getting past defenders, shooting and passing to their team mates. <u>Dance (wild animals)</u> The unit of work will challenge pupils to respond to different stimuli (animals), being able to sustain characters to add drama and emotion to the dance. Pupils will bring together the choreography to create a final performance in groups. <u>Tag Rugby</u> Children will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving to score a try. Pupils will develop their understanding of when, where and why they need to create space when they are attacking. <u>Dance (Weather)</u> The unit of work will challenge pupils to respond to different stimuli (weather), being able to add drama and emotion to the dance. Pupils will create a performance which will include; stage presence, timing, rhythm and sustaining character.	<u>Still life and Portraits</u> The children are going to use a range of techniques and materials in this topic in order produce their own self portrait in paint form and though sculpture. They will start by looking at work by Keith Piper, a British contemporary artist, who uses a range of media to create his portraits and art. We will then transfer to looking at portraits by Picasso and at the famous self-portrait of the artist Van Gogh. They will then look at a range of other portraits with a particular focus on different skin tones and how they can be achieved. <u>Music</u> Year 3 will study two units in music. <u>Ensemble Skills 1: Call & Response (Glockenspiel OR Recorder)</u> <u>Composition Skills 1: Pitch, Rhythm and Structure</u> In the spring term, Year 3 students delve into the creative realm of composition, encompassing pitch, rhythm, and musical structure. This unit corresponds with the curriculum's focus on fostering composition and improvisation skills. Pupils begin crafting their musical pieces, combining the notation skills introduced in previous years. They explore fundamental aspects of musical structure, preparing them for more intricate composition and improvisation tasks in subsequent years.	<u>E-Safety-cyber bullying</u> The rules of using technology safely will be ongoing. The children will discuss how to use technology respectfully and responsibly. They will identify a range of ways to report concerns about content and contact. <u>Sequencing Sounds</u> Children will learn how to program several sprites, each following connected sound sequences, to make music. Children will begin to develop their programming skills and plan an algorithm. Children will then follow their plan and use their understanding of bugs to identify, debug and create an algorithm in the form of a computerised band that plays a musical tune. <u>Branching Databases</u> Children will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.



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