



# Curriculum Information Year 3 2021-22



“St Mary’s aims to develop the talents of each pupil as a unique individual whose full potential can be developed in a community which has Christ at its centre.”

## Our Core Mission & Values:



As our School Mission Statement states: St Mary's aims to develop the skills and talents of all its pupils, in a nurturing family environment, which has Christ's living example of love at the heart of everything we do. As a thriving Catholic Christian school community, we have a unique and privileged position in living out this Mission: facilitating outstanding learning opportunities for our pupils; promoting values of empathy, tolerance and respect; being a living embodiment of 'church' for our wider school community.

## Our Vision:

A Vision of Growth from St Catherine of Siena:

“Be who God means you to be and you will set the world on fire.”

The vision of St Mary's RC Primary School is as a hub of excellence in all we do: Educational Excellence, in our Teaching and Learning, in the formative Faith experiences we help facilitate for our pupils and wider school family, and in the way in which we strive to build God's Kingdom in our local and global community, piece by piece. By each member of our school family being encouraged, supported and inspired to live and work to the absolute fullness of their potential, our school will continue to be a beacon of educational, spiritual and community excellence for all to see.

## Our Commitments to Excellence and Growth:

As a community dedicated to excellence and growth in all we do, we commit to striving towards being the absolute best we can be. As a learning community, we have the highest expectations of our pupils, and as such, hold ourselves to account by the highest standards. Our home school partnership aims to outline the commitments we make towards one another, in order that we may best meet the needs of all pupils in our school. As a learning community, we strive to work as closely as possible with the parents and carers of our young people, as initial educators, to support and encourage educational, social, moral, physical and spiritual growth and development. Through choosing the family of St Mary's for your child's education, you are choosing to enter in to a partnership which strives to support, encourage, empathise and enable, and one of which we hope to all be proud.

## Our Curriculum:



At St Mary's, we strive to offer a broad and balanced Curriculum, based on firm groundings, which inspires, motivates and supports, and is delivered by highly skilled Teachers and support staff. We are committed to excellence in all we do, and the promotion of growth and development of each individual child.

The principles of the St Mary's Curriculum are as follows:



## Curriculum Subjects:

Our Core Curriculum consists of Religious Education, English, Mathematics and Science. Alongside this, pupils will access a Foundation Curriculum through which topics in Humanities (History and Geography), Computing, Art and Design Technology, Music, Physical Education and French will be taught. You will be able to see the class' planned units of study outlined on their Curriculum Overview. Further information can be found on our school website (<http://www.whickhamstmarys.org.uk/curriculum-information.html>).

# Year 3 Curriculum Overview:

	Autumn 1 8 weeks		Autumn 2 7 weeks		Spring 1 6 weeks			Spring 2 6 weeks			Summer 1 6 weeks		Summer 2 5 weeks	
<b>English</b>	<ul style="list-style-type: none"> <li>Iron Age to Stone Age Narrative - The Boy with the Bronze Axe, Stone Age Boy by Satoshi Kitamura or Ug: Boy Genius of the Stone Age 4/5 weeks</li> <li>Non-fiction linked to history topic – Information Texts and/or recounts/ or biography 3 weeks</li> </ul>		<ul style="list-style-type: none"> <li>Contemporary Fiction Suggested <i>Main Text</i> – The Firework Maker's Daughter – 4 weeks</li> <li>Non-fiction Instructions and explanations - geography focus or HT Y3 Aut: Game Shows and Quizzes</li> <li>Poetry – Suggested- School Poems HT</li> <li>Christmas Focus 1 week</li> </ul>		<ul style="list-style-type: none"> <li>Picture Book Journey – Aaron Becker 3 weeks</li> <li>Non-fiction - Persuasion / discussion texts- based on Journey or suggested HT Y3 Sp Advertising - 3 weeks</li> </ul>			<ul style="list-style-type: none"> <li>Classic Children's Literature Fantastic Mr Fox – Roald Dahl</li> <li>Non-fiction - Diary or Letter – HT Diaries and Recounts unit or linked to Novel. 2 weeks</li> <li>Poetry - Performance Poems HT 1 week</li> </ul>			<ul style="list-style-type: none"> <li>Greek Myths The Orchard Book of Greek Myths (G. McCaughrean) and Greek Myths (M. Williams) HT 4 Weeks</li> <li>Non-fiction Biography or information Text related to topic</li> </ul>		<ul style="list-style-type: none"> <li>Shakespeare: Midsummer Night's Dream 2-3 weeks</li> <li>Non-fiction Recount 1 week</li> <li>Poetry 1 week</li> </ul>	
<b>Maths</b>	Place Value	Number: Addition and Subtraction	Number: Multiplication and Division		Number: Multiplication and Division	Money	Statistics	Length and Perimeter	Fractions	Fractions	Time	Geometry: Properties of Shape	Mass and Capacity	
<b>RE</b>	Domestic Church Homes	Judaism Synagogue	Baptism Promises	Advent Visitors	Local Church Journeys	Islam The Mosque	Eucharist Listening & Sharing	Lent/Easter Giving All	Pentecost Energy	Reconciliation Choices	Universal Church Special Places			
<b>Science</b>	Rocks		Energy: Light		Forces and Magnets			Plants			Animals including humans		Working Scientifically	
<b>History</b>	British History: Stone Age to Iron Age Britain							World History: Ancient Greece			World History: Ancient Greece			
<b>Geography</b>			Study of the human and physical geography of a Region of the UK: The North East		Modern Europe								Geography Fieldwork Skills	
<b>Art</b>	Stone Age to Iron Age art: painting, sculpture, foil crafts				Artist: George Seurat – drawing and painting						Sculpture: Joan Miro and Barbara Hepworth		Art/DT project choice	
<b>DT</b>			Food technology: Seasonal foods					Structures: Ancient Greek Parthenon					Art/DT project choice	
<b>Music</b>	Djembe Drumming - Led by Specialist Charanga: Let Your Spirit Fly (Short)		Djembe Drumming - Led by Specialist Christmas prep – 3 weeks		Charanga units: Three Little Birds – 6 weeks			Charanga units: The Dragon Song – 6 weeks			Charanga units: Reflect, Rewind and Replay – 6 Weeks		Charanga units: Bringing Us Together – 5 weeks	
<b>Computing</b>	<ul style="list-style-type: none"> <li>Coding – 6 weeks</li> </ul>		<ul style="list-style-type: none"> <li>Online Safety 3 weeks</li> <li>Spreadsheets 3 weeks</li> </ul>		<ul style="list-style-type: none"> <li>Touch typing 4 weeks</li> <li>Email – 2 weeks</li> </ul>			<ul style="list-style-type: none"> <li>Email continued – 4 weeks</li> <li>Branching Data Bases – 2 weeks</li> </ul>			<ul style="list-style-type: none"> <li>Branching Data Bases continued – 2 weeks</li> <li>Simulations – 3 weeks</li> </ul>		<ul style="list-style-type: none"> <li>Graphing – 3 weeks</li> <li>Revision</li> </ul>	
<b>French</b>	Colours Numbers up to 30		Family Members Describe family using adjectives		Pets Revise Colours			Describe Pets Give an opinion			Describe Pets Opinion of Pets		Numbers up to 40 Revise	
<b>PE</b>	Gymnastics		Games		Dance Swimming			Hockey Swimming			Net & wall games Swimming		Athletics Swimming	

# Curriculum Recovery



In responding to the lost school time faced by many of our pupils over the past two years, we have made continuing provision across our Curriculum to aid continued learning by:

- Revisiting and consolidating key learning from their previous year's study.
- Teaching new concepts affected by previous school closures as part of new units visited in their current year group.
- Revising certain units of study taking into consideration potential lost learning (taking into consideration the difficulties with delivering our curriculum remotely).

As a school we believe that good recovery planning,

## DOES:

- Prioritise above all else the child's emotional well-being.
- Build progressively on children's prior learning.
- Take into consideration what children have learned – not what we expect them to have learned.
- Build in time for exploring, consolidating and revisiting key points of learning.
- Focus on short-term targets and ongoing review as well as having a view of the 'bigger picture'.
- Aim for security and confidence.

## DOES NOT:

- 'Cram' learning – which can lead to cognitive overload.
- Miss out 'chunks' of learning.
- Prioritise Core subjects to the ultimate detriment of Foundation curricula.
- Give undue weighting towards a particular assessment or test.

# Year 3 Autumn Targets



Taking into consideration ongoing assessment since the start of the Autumn Term, here are some general targets which would help the majority of the class to make continued progress in their core learning. Please help your child with their ongoing learning by focusing specifically on these areas in any additional home learning tasks they undertake.

## Maths:

- Recall of number facts – adding ones *e.g.*  $2 + 5 = 7$ ,  $5 + 3 = 8$
- Recall of number bonds to 10, 20 and 100
- Counting forwards and backwards in 2s, 5s, 10s, 50s and 100s
- Multiplication and division facts for the 2-, 5- and 10-times tables

## English – Writing:

- Use of capital letters and full-stops
- Handwriting – letter formation, size of letters, finger spaces – joining if confident

## English – Revision of Y2 Spellings:

- Adding -ing and -ed: doubling consonants *e.g.* *drop – dropping, dropped*
- Adding -ies to words ending in -y *e.g.* *baby – babies*
- Apostrophes for contraction *e.g.* *can't, didn't, wouldn't, couldn't*
- Common words: when, went, with, which, where
- Homophones: *there, their, they're*

## English – Reading:

- Read punctuation – full-stops especially
- Answer simple retrieval questions based on what they have read – when answering questions, encourage children to look at text and to pick out key words / phrases which answer the question.
- Discuss the meaning of unfamiliar words in context

# Important Information for Year 3:



## Homework

This year, homework will be set via eschools. All pupils will be given their own login details to access weekly messages with activities to be completed at home. Homework will usually be set on a **Thursday**. This will consist of at least one English task and one Maths task, plus weekly spellings, and will utilise a number of online services to which the school subscribes such as IXL, Reading Plus and Times Table Rockstars. Homework does not need to be returned. It should be discussed with an adult at home. The class teacher can track engagement and progress on many of the online services used for home learning.

## PE

PE will take place every **Tuesday**. Children should come to school on their PE day in full PE kit which comprises:

- School PE t-shirt (yellow) or blue school polo shirt.
- School hoody, sweatshirt or cardigan.
- Plain tracksuit bottoms (ideally navy or black).
- Trainers.

Appropriate alternative sports kit may be worn occasionally if required (ie. Not simply a preference).

## Reading Routines

Reading folders will be given to every child. Please encourage your child to read regularly and bring their reading diary in to school **each day**. Class teachers will check pupils' reading diaries and reward those pupils making particular effort with their reading. Any reading counts, whether it is a novel, comic, children's newspaper or website, as this will give them an understanding of the different genres and text types we will be looking at in English lessons. Books may be borrowed from the class library and returned to school with the reading diary in the folder provided. Please ensure that your child takes good care of school resources at home.

## Spellings

The children will be tested each week on set spellings. All spellings follow the Year 3 & 4 Programme of Study and include revision of specific spelling patterns, as well as words from the Word List. We would encourage children to use a wide range of spelling



strategies in order to learn their weekly patterns and to tackle particular difficulties with important spellings. You may find some of these suggestions from our 'Spelling Menu' useful – in particular if your child struggles with the traditional 'look, cover, write, check' method, or makes regular errors in their writing in spite of doing well in weekly tests.



**Spelling Menu**

Try to use a range of strategies to practise your weekly spellings.

<p><b>Pyramid words</b></p> <p>s sp spe spel spell spelli spellin spelling</p>	<p><b>Word Parts</b></p> <p>Write your word in different colours to divide the word into syllables.</p> <p>caterpillar</p>	<p><b>Other Handed</b></p> <p>Write each word 5 times switching the hand you write with. Say the word as you spell it.</p> 	<p><b>Vowel Spotlight</b></p> <p>Write your words using one colour for the vowels and another for the consonants.</p> 
<p><b>Train words</b></p> <p>Write the entire list end-to-end as one long word. Write each word as a new colour.</p> <p>environmentstatementamazementdevelopment</p>	<p><b>Rainbow Writing</b></p> <p>Write your word out using a different colour for each letter.</p> 	<p><b>Writing Race</b></p> <p>Set a timer for 2 minutes. How many times can you write the word out in your best handwriting?</p> 	<p><b>Bubble Letters</b></p> <p>Write your spellings out in bubble writing.</p> 
<p><b>X Factor</b></p> <p>Write 2 words with one letter in common so that they cross through each other.</p> <p>cheese ad</p>	<p><b>Backwards Words</b></p> <p>Write each word forwards and then backwards.</p> <p>BACKWARDS</p>	<p><b>Spelling Scribble</b></p> <p>Draw a scribble and write your words as many times as you can in each section.</p> 	<p><b>Silly Sentences</b></p> <p>Write 3 or more silly sentences using as many of your spelling words as you can.</p> 
<p><b>Ransom Words</b></p> <p>Cut letters out of a newspaper or magazine to spell your words.</p> 	<p><b>Words within words</b></p> <p>How many new words can you make using the letters from one of your spelling words? E.g. catch - Cat, hat, hatch, at</p>	<p><b>Words without vowels</b></p> <p>Write all of your words replacing your vowels with a dash. Go back and see if you can fill in the vowels.</p> <p>E.g. q--s t-- = question</p>	<p><b>Picture and Story</b></p> <p>Draw a picture defining each word. Write a sentence about your picture using the spelling word.</p> 
	<p><b>Scrabble</b></p> <p>In a game of Scrabble, each letter is worth a number of points. Work out the total points for each word.</p>		<p><b>ABC Order</b></p> <p>Write all of your spelling words in alphabetical order.</p> 



# Weekly Timetable:

8:40-8:55	9:00-9:30	9:30-10:20	10:20-10:35	10:35-11:00	11:00-12:00	12:00-12:30	12:30-13:00	13:00-14:00	14:00-14:15	14:15-15:10	
<b>Monday</b>	Guided Reading	Maths	Break	SPaG & Handwriting	English	Lunch (Hall)	Lunch Break	RE Collective Worship 13:30	Break	History/Geography	Depart 15:10
<b>Tuesday</b>	Guided Reading	Maths		SPaG & Handwriting	English			PE <i>Mrs Dobson</i>		Science	
<b>Wednesday</b>	Guided Reading	Maths		SPaG & Handwriting	English			Computing <i>Mrs Eden</i>		Art/DT <i>Mrs Eden</i>	
<b>Thursday</b>	9:05 – 9:50 French	Guided Reading		SPaG & Handwriting	English			Maths		RE	
<b>Friday</b>	Guided Reading	Maths		SPaG & Handwriting	English			RE		Music Celebration Assembly 14:30	

Please note, the class timetable may change throughout the year to accommodate changes in staffing/curriculum etc.

## Remote Learning Curriculum

Though we remain hopeful that we will not face a full school closure this academic year, full – or more likely, partial – school closures cannot be ruled out within the climate of the current coronavirus pandemic.

All schools must now have a remote learning curriculum to ensure continuity in learning should children be unable to attend school for a period of time.

In the eventuality of pupils being asked to stay away from school for a period of time, the class teacher would continue to provide daily learning tasks to be undertaken at home which would:

- Amount to broadly the same number of hours 'learning' as a typical school day.
- Be supplemented with 'teaching' materials (eg. videos) to introduce new content.
- Provide feedback from teachers to support ongoing learning and progress.
- Utilise online platforms familiar to the children.
- Not be heavily reliant on printed materials.
- Seek to benefit from adult support provided at home.

Eschools is the learning platform which we will use to share all tasks, instructions and resources, to receive messages and work, and to respond to pupils. Please ensure that you and your child are confident using eschools, and that you contact school asap if you do not have access to an appropriate internet-ready device, and/or basic learning materials/stationary at home.

## How can I help my child at home?

There is a wealth of online material you can use to support your child's ongoing learning at home. Here are a few websites we would recommend to support parents in reinforcing key learning concepts with their child and provide useful home learning challenges.

### Free online resources:

- **White Rose Maths home learning resources** (<https://whiterosemaths.com/homelearning/>)  
White Rose is the Maths scheme we follow in school. These home learning videos and follow-up tasks demonstrate 'how' concepts are taught and explored in school. Particularly useful when your child is stuck with a concept or strategy at home. Follows our planning so that you can 'keep up' with sequences of learning and revisit key areas of learning with your child.
- **Oak National Academy** (<https://classroom.thenational.academy/>)  
Online resource with a wealth of 'home learning lessons' and activities. Good resource base for revision and continued home study.
- **BBC Bitesize** (<https://www.bbc.co.uk/bitesize/articles/zvqgsk7>)  
'Home learning' and 'catch-up lessons' grouped by topic. Easy to navigate learning objectives with useful explanation videos and follow up tasks and challenges to complete.
- **Oxford Owl** (<https://home.oxfordowl.co.uk/>)  
Free ebooks for children aged 3-11.
- **Top Marks** (<https://www.topmarks.co.uk/>)  
Free learning games and resources in a range of subject areas.
- **Gateshead Libraries Borrowbox** (<https://capitadiscovery.co.uk/gateshead/>)  
Free membership with unlimited borrowing of a range of ebook and audiobook titles.

## Username and password provided by school:

- **IXL** (<https://uk.ixl.com>)  
Comprehensive English and Maths tasks linked to learning objectives for all year groups. Great for consolidation, practice, support and challenge. To be used independently (where appropriate) or supported by an adult.
- **Times Table Rockstars**  
(<https://play.ttrockstars.com/auth/school/student/19730>)  
Multiplication table challenges; very effective way of learning multiplication and division facts for rapid recall.
- **Numbots** (<https://play.numbots.com/#/account/school-login/19730>)  
Linked to TTRS (same username and password); challenges designed for quick recall of addition and subtraction facts.
- **Reading Plus** (<https://student.readingplus.com/seereader/api/sec/login> with site code: rpstmar15)  
Highly comprehensive reading scheme which adapts to the needs of the reader. Designed to develop fluency, comprehension and motivation.
- **Purple Mash** (<https://www.purplemash.com/sch/stmarysne16>)  
Comprehensive resource base for all kinds of learning activities for many different subject areas. Especially good for Computing and ICT.

## RE:

This term, within our 'Come and See' Curriculum, we will be studying the three themes of Domestic Church (Family), Baptism and Confirmation (Belonging) and Advent and Christmas (Loving). Each class will approach the themes through different topics. The children will also spend a week studying Judaism.

### Whole-School Curriculum Overview ('Come and See') – Autumn Term

#### DOMESTIC CHURCH – FAMILY

Early Years	MYSELF - God knows and loves each one
Year 1	FAMILIES - God's love and care for every family
Year 2	BEGINNINGS - God is present in every beginning
Year 3	HOMES - God's vision for every family
Year 4	PEOPLE - The family of God in Scripture
Year 5	OURSELVES - Created in the image and likeness of God
Year 6	LOVING - God who never stops loving

#### SUGGESTIONS FOR HOME ACTIVITIES

Make a collage using family photographs of all the significant family members—grandparents, parents, children, aunts, uncles etc. who show God's love.

Write underneath it  
"We show God's love to one another."

Include those who have died.

#### JUDAISM

Pupils will study various aspects of Judaism for one week. Ask them what they have been learning about.

#### BAPTISM AND CONFIRMATION - BELONGING

Early Years	WELCOME - Baptism: a welcome to God's family
Year 1	BELONGING - Baptism: an invitation to belong to God's family
Year 2	SIGNS AND SYMBOLS - Signs and symbols in Baptism
Year 3	PROMISES - Promises made at Baptism
Year 4	CALLED - Confirmation: a call to witness
Year 5	LIFE CHOICES - Marriage, commitment and service
Year 6	VOCATION AND COMMITMENT - The vocation of priesthood and religious life

#### SUGGESTIONS FOR HOME ACTIVITIES

Talk to someone who has been to a Baptism and/or Confirmation about their memories of this celebration.

#### ADVENT/CHRISTMAS - LOVING

Early Years	BIRTHDAY - Looking forward to Jesus' birthday
Year 1	WAITING - Advent: a time to look forward to Christmas
Year 2	PREPARATIONS - Advent: preparing to celebrate Christmas
Year 3	VISITORS - waiting for the coming of Jesus
Year 4	GIFT - God's gift of love and friendship in Jesus
Year 5	HOPE - Advent: waiting in the joyful hope for Jesus, the promised one
Year 6	EXPECTATIONS - Jesus born to show God to the world

#### SUGGESTIONS FOR HOME ACTIVITIES

Discuss with the children how your family welcomes visitors to your home.

Find out about some Christian symbols for Advent e.g. Advent wreath, calendar, Jesse tree.

Use the CAFOD or Missio websites to get a religious Advent calendar.

## Important Dates in the Church:

### **ALL SAINTS**

(1 November)

We celebrate the lives of special and ordinary people who have responded to God's invitation to love.

### **THE COMMEMORATION OF ALL THE FAITHFUL DEPARTED (ALL SOULS)**

(2 November)

Today and throughout the rest of November we pray for those who have died. Eternal rest grant unto them, O Lord, and let perpetual light shine upon them. May they rest in peace. Amen.

### **OUR LORD JESUS CHRIST, UNIVERSAL KING**

(25 November)

### **ADVENT**

(Begins 1 December)

Advent means 'coming'. We think of the coming of Jesus when he was born but we also think of his promise that he would come again at the end of time. It is a time of waiting and preparing. It is only in the last week of Advent that we focus upon the events to be celebrated at Christmas.

### **THE IMMACULATE CONCEPTION OF THE BLESSED VIRGIN MARY**

(8 December)

This feast marks the first stage of the existence of Mary, the mother of Jesus. She was 'full of grace' from the very beginning and co-operated with God throughout her life.

### **CHRISTMAS DAY, THE NATIVITY OF THE LORD**

(25 December)

On this day we begin our celebration of the birth of Christ.

### **THE HOLY FAMILY OF JESUS, MARY AND JOSEPH**

(30 December)

## Term Dates:

2021-22

	START	END	HALF-TERM
<b>AUTUMN</b>	6.09.21	17.12.21	25.10.21-28.10.21
<i>INSET</i>	06.09.21		
<b>SPRING</b>	04.01.22	08.04.22	21.02.22- 25.02.22
<i>INSET</i>			
<b>SUMMER</b>	25.04.22	22.07.22	30.05.22-03.06.22
<i>INSET</i>			

## Dates for the Diary

Please continue to check the weekly News Bulletin for updates.