



YEAR THREE  
OAK CLASS

## CURRICULUM

### ENGLISH

#### Reading

At Catmose Primary, we aim to equip pupils with the knowledge and understanding of how to be fluent readers who have the ability to read with prosody when they leave Y6. Our reading curriculum from EYFS to Y6, provides the teaching and application opportunities to guide pupils through each important step in their learning of how to read fluently.

In KS2, wider reading comprehension skills are taught through guided reading and whole class reading lessons weekly. The National Curriculum objectives and KS2 Content Domains are used to ensure coverage of key reading skills and understanding. Teachers model these skills to pupils and provide opportunities for them to practise and apply independently. PiXL resources are used to compliment reading lessons and assessments.

Throughout the school, high-quality texts are chosen that are appropriately pitched for challenge and content. We aim to share important classics along with engaging readers in new texts that are 'firsts' in a series so that pupils can continue with sequels at home.

At Catmose Primary, we use banded reading books from EYFS to KS2. This links to the Letters and Sounds phonics phases and the National Curriculum spelling rules.

Colour band	Emerging	Expected	Exceeding/ Confident	Super confident
White (NC spelling rules)	Y3	Y2	Y2	Y1
Lime (NC spelling rules)	Y3, Y4		Y2	
Brown (NC spelling rules)	Y4, Y5	Y3	Y2	
Grey (NC spelling rules)	Y5, Y6	Y4	Y3	Y2
Dark Blue (NC spelling rules)	Y6	Y5	Y4	Y3

## Writing

Our writing curriculum is designed to develop fluent writers who can confidently share ideas and engage the readers. There are many aspects to writing that we ensure to give balance to throughout pupils' time at Catmose Primary.

Through the use of PiXL spelling resources in KS2, spelling patterns are taught and applied. Handwriting is taught and practised from Y2 onwards, allowing for EYFS and Y1 to fully perfect initial letter and sentence formation.

The grid below shows our genre coverage. Year groups will revisit previous genres and write more than what is stated below; this is our core coverage to ensure pupils learn about and write in a broad range of text types. We use the Primary Literacy Trust's progression in fiction and non-fiction writing documents to ensure there are increased expectations in each genre at different stages. National Curriculum objectives are cross-referenced to ensure coverage, along with Pie Corbett's Talk for Writing progression in writing document for year-by-year Grammar and Punctuation terminology and coverage.

Exciting and engaging stimuli are chosen for writing, often linked to the termly wider curriculum topics. This provides pupils with an enthusiasm to write and an opportunity to deepen and apply their learning from across the curriculum.

Genre coverage:

	Fictional narrative	Non-fiction	Poetry
LKS2	Myths/Legends; Adventure; Mystery; Modifying well-known stories; Dilemma stories; First person stories; Playscripts; Moral stories; Fantasy; Fables	Y3: Explanation, Instructions, Persuasive, Report, Recounts  Y4: Discussion, Explanation, Instructions, Persuasive, Report, Recounts	Visual: Concrete poems  Structured: Couplets; rap; Limerick; ballads; haiku/tanka/renga  Free verse: monologue; conversation poem
Y3	Myths/Legends; Adventure; Modifying well-known stories; Dilemma stories; First person stories	Explanation, Instructions, Persuasive, Report, Recounts	Visual: Shape; acrostic  Structured: rap; Limerick; haiku

## MATHS

The school uses the White Rose curriculum which ensures a clear sequence of lessons which allows for a return to key unites of work throughout the year (a spiral curriculum) Number is focused upon as the building block of early Mathematics.

The year overview for Year 3 can be viewed below.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division			
Spring	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions		Consolidation
Summer	Number: Fractions			Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation

## SCIENCE

The Schools follows the Hamilton Trust Scheme of work for Science, using the bespoke Science Lab and resources.

The year overview for Year 3 can be viewed below.

Animals Including Humans
<b>Keeping Healthy</b> <ol style="list-style-type: none"> <li>1. Food for thought</li> <li>2. A balanced diet</li> <li>3. Bones and skeletons</li> <li>4. Muscles and movement</li> <li>5. Time to investigate</li> <li>6. Personal trainers' presentations</li> </ol> <p>Suggested for Autumn 1</p>

Rocks
<b>Rocks and Fossils</b> <ol style="list-style-type: none"> <li>1. Become rock stars!</li> <li>2. Rock detectives</li> <li>3. Rock survey</li> <li>4. Fantastic fossils</li> <li>5. Soil detectives</li> <li>6. Amazing rock and fossil museum!</li> </ol> <p>Suggested for Spring 1</p>

Plants
<b>Roots and Shoots</b> <ol style="list-style-type: none"> <li>1. Space to grow</li> <li>2. Roots, shoots and so much more!</li> <li>3. Fruit, shoot, leaf or root?</li> <li>4. Water for life</li> <li>5. Data, data, data!</li> <li>6. Space farm</li> </ol> <p>Suggested for Summer 1</p>

Light
<b>Light and Shadows</b> <ol style="list-style-type: none"> <li>1. What is light?</li> <li>2. Reflectors and lights</li> <li>3. Mirror, mirror!</li> <li>4. Shadows</li> <li>5. Let's investigate</li> <li>6. What a performance!</li> </ol> <p>Suggested for Autumn 2</p>

Forces and Magnets
<b>Amazing Magnets</b> <ol style="list-style-type: none"> <li>1. May the force be with you!</li> <li>2. Acting forces</li> <li>3. Magnetic attraction</li> <li>4. Poles apart</li> <li>5. Magnetic fun time</li> <li>6. All the fun of the fair!</li> </ol> <p>Suggested for Spring 2</p>

Plants
<b>Artful Flowers, Fruits and Seeds</b> <ol style="list-style-type: none"> <li>1. Flower power</li> <li>2. More about flowers</li> <li>3. Seeds in the making</li> <li>4. Explore fruits</li> <li>5. Seed dispersal</li> <li>6. What an exhibition</li> </ol> <p>Suggested for Summer 2</p>

## FOUNDATION SUBJECTS

The School follows Cornerstones for Foundation Stage subjects, which has been personalised to meet the needs of our learners.

The overview for Terms 1 and 2 can be found below.



<b>Year 3</b>	<b>Terms 1 and 2</b>	<b>Project title: Through the Ages</b>
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<b>Science</b>	T1	Plants- Artful flowers, fruits and seeds.
	T2	Animals including humans- Keeping healthy.
<b>History</b>	T1&2	Through the Ages: Chronology and timelines; BC and AD; Stone Age, Bronze Age and Iron Age.
<b>Geography</b>	T1&2	One Planet, Our World: Maps; Four-figure grid references; 8 compass points; Climate zones; Physical and human features; Latitude and longitude; Land use; Earth's layers.
<b>Art</b>	T1	Contrast and Complement: Colour wheel; Primary, secondary and tertiary colours; Complementary colours; Cool and warm colours.
	T2	Prehistoric pots: Bell Beaker pottery; Clay.
<b>D&amp;T</b>	T1&2	Cook Well, Eatwell: Eatwell plate; Food groups; Cooking methods; Design criteria; Hygiene rules.
<b>RE</b>	T1	Hinduism: Ganesh Chaturthi.
	T2	Sikhism: Guru Nanak Gurmurb.
<b>Music</b>	T1&2	Performing and singing: Pitch, timbre, dynamics and tempo; Performing in an ensemble; Solo and group singing.
<b>Computing</b>	T1	E-Safety: Online behaviour; Responding to unkind behaviour; Passwords; Screen time and content; How to seek help.
	T2	Digital Literacy and ICT: Searching on the internet; Powerpoint; Changing fonts and sizes.
<b>PSHE</b>	T1	Be Yourself: Expressing feelings; Individuality; Self-respect; How to respond to feelings; Peer influence.
	T2	Safety First: Age restrictions; Hazards in the home; How to stay safe when out and about; Medicines; First Aid.
<b>PE</b>	T1	Tag rugby Basketball
	T2	Dance Outdoor Adventurous Activity
<b>MFL: French</b>	T1	Greetings; Classroom instructions; Animals; Numbers 1-5; Phonemes é/er/ez, ch, un, u.
	T2	Conjunctions voici and et; Gender (un and une); Christmas; Phonemes oi, i/y, in, j, eu, th.

The overview for Terms 3 and 4 can be found below.



<b>Year 3</b>	<b>Terms 3 and 4</b>	<b>Project title: Rocks, Relics and Rumbles</b>
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<b>Science</b>	T3	Rocks: Rocks and Fossils
	T4	Light: Light and Shadow
<b>History</b>	T3&4	Significant person: Mary Anning
<b>Geography</b>	T3&4	Layers of the Earth; Tectonic plates; Volcanoes and eruptions; Earthquakes; Tsunamis; Fieldwork
<b>Art</b>	T3	Ammonite: Sketching, printmaking, sculpture and photography
	T4	People and Places: Figure drawing; Urban landscapes; Artwork by LS Lowry
<b>D&amp;T</b>	T3&4	Making it Move: Mechanisms (cams); Designing, making and evaluating a child's toy
<b>RE</b>	T3	Islam: The Hajj
	T4	Christianity: Lent
<b>Music</b>	T3&4	Notation: Pitch, rhythm, pulse and tempo; Graphic scores
<b>Computing</b>	T3	Computer Science: Algorithms; Inputting simple instructions into Scratch
	T4	Digital Literacy and ICT: Networks: Search engines and search strategies; Emails
<b>PSHE</b>	T3	Aiming High: Strengths, skills, achievements and interests; Self-worth; Setting goals; Managing setbacks and failures; Jobs and careers; Voluntary work
	T4	One World: Respecting differences and similarities; Diversity; Stereotypes; Sharing opinions; Human rights; Compassion; Rights and responsibilities
<b>PE</b>	T3	Gymnastics Dodgeball
	T4	Hockey Rounder
<b>MFL</b>	T3	I am (Je suis); Colours; Simple opinions; Adjectives; Phonemes a, é/ai, short e and silent letters
	T4	Numbers 1-10; Addition and subtraction; I have (J'ai); Age; Easter activities; Phoneme qu

## MODERN FOREIGN LANGUAGES

After liaison with our Federated Secondary College, French has been chosen as our main focus in MFL lessons. We follow 'Le Jolie Ronde' as a scheme of work.

## RE

The following religious festivals and celebrations are focused upon each year. Children meet 6 faiths each year, building upon prior learning. Lessons focus upon learning about and learning from religion and beliefs, relating to own experience.

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Ash Reception	Our World					
Beech Year One	Christianity - Harvest	Hinduism - Diwali	Islam - Milad un Nabi	Judasim - Purim	Sikhism - Naam Karan	Buddhism - <u>Esala</u> Perahera
Cedar Year Two	<u>Hindusim</u> - <u>Navrati</u>	Christianity - Christmas	Judasim - <u>Hannukah</u>	Buddhism - Losar	Sikhism - Anand Karaj	Islam - Jumu'ah
Oak Year Three	Hinduism - Ganesh Chaturthi	Sikhism - Guru Nanak <u>Gurpurab</u>	Islam - The Hajj	Christianity - Lent	Buddhism - Vesak	Judaism - Shavuot
Redwood Year Four	Hinduism - Janmashtami	Buddhism - <u>Kathina</u>	Sikhism - Vaisakhi	Christianity - Holy Week and Easter	Islam - Eid ul - <u>Adha</u>	Judaism - Shabbat
Silver Birch Year Five	Christianity - Sunday	Sikhism - Guru Arjan <u>Gurpurab</u>	Hinduism - Holi	Judaism - Passover	Islam - Ramadan	Buddhism - Dharma Day
Willow Year Six	Judasim - Yom Kippur	Sikhism - <u>Bandi Chor Divas</u>	Buddhism - <u>Parinirvana</u>	Islam - <u>Lailat al Miraj</u>	Hinduism - <u>Kumbh Mela</u>	Christianity - <u>Pentecost</u>

## PSHE

We follow the Twinkl PSHE whole school planning along with CWP for relationships education.

The themes taught and revisited during PSHE sessions are:

Health and Wellbeing	Safety First It's my body Think Positive
Living in the Wider World	Aiming High One World Money Matters Diverse Britain
Relationships	Be Yourself TEAM VIPs

The link to the relationships curriculum is

Year 3

Key Stage 2

## Valuing Difference and Keeping Safe

**Word Box:** Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

### Scheme of Work

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<b>Relationships Education</b> Respectful relationships (3a)	<b>Learning Intention</b> To identify that people are unique and to respect those differences To explore the differences between male and female bodies <b>Learning Outcomes</b> Know and respect the body differences between ourselves and others Name male and female body parts using agreed words	<b>Lesson 1</b> <a href="#">Body Differences</a>	<i>It's OK to be different</i> , Todd Parr <a href="#">Pictures of male and female bodies</a> <a href="#">Body Difference matching cards</a> Additional Activities <i>Cinderella's Bum</i> , Nicholas Allan <i>Shapesville</i> , Andy Mills
<b>Relationships Education</b> Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)	<b>Learning Intention</b> To consider appropriate and inappropriate physical contact and consent <b>Learning Outcomes</b> Understand that each person's body belongs to them Understand personal space and unwanted touch	<b>Lesson 2</b> <a href="#">Personal Space</a>	<a href="#">PANTS cards</a> <a href="#">Unwanted Touch scenarios</a> Additional Activities <i>It's my body - a book about body privacy</i> , Louise Spilsbury and Mirella Mariani
<b>Relationships Education</b> Families and people who care for me (1a,1b,1c,1d,1f) Being safe (5d,5f,5g, 5h)	<b>Learning Intention</b> To explore different types of families and who to go to for help and support <b>Learning Outcomes</b> Understand that all families are different and have different family members Identify who to go to for help and support	<b>Lesson 3</b> <a href="#">Help and Support</a>	<a href="#">Families pictures</a> <a href="#">Who can I talk to? worksheet</a> <i>The Family Book</i> , Todd Parr Additional Activities <i>Tell Me Again About The Night I Was Born</i> , Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i> , Allan Ahlberg <i>Spark Learns to Fly</i> , Judith Foxon <i>Stranger Danger</i> , Anne Fine

C
W
P

resources