



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, following the Fred Teaching guidance, 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 FREE TRIAL VIEW			Number Addition and subtraction VIEW				Number Multiplication and division A VIEW				
Spring	Number Multiplication and division B VIEW			Measurement Length and perimeter VIEW		Number Fractions A VIEW		Measurement Mass and capacity VIEW				
Summer	Number Fractions B VIEW		Measurement Money VIEW	Measurement Time VIEW		Geometry Shape VIEW		Statistics VIEW	Consolidation			

SCIENCE

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

The year overview for Year 3 can be viewed below.

Animals Including Humans Keeping Healthy 1. Food for thought 2. A balanced diet 3. Bones and skeletons 4. Muscles and movement 5. Time to investigate 6. Personal trainers' presentations Suggested for Autumn 1	Rocks Rocks and Fossils 1. Become rock stars! 2. Rock detectives 3. Rock survey 4. Fantastic fossils 5. Soil detectives 6. Amazing rock and fossil museum! Suggested for Spring 1	Plants Roots and Shoots 1. Space to grow 2. Roots, shoots and so much more! 3. Fruit, shoot, leaf or root? 4. Water for life 5. Data, data, data! 6. Space farm Suggested for Summer 1
Light Light and Shadows 1. What is light? 2. Reflectors and lights 3. Mirror, mirror! 4. Shadows 5. Let's investigate 6. What a performance! Suggested for Autumn 2	Forces and Magnets Amazing Magnets 1. May the force be with you! 2. Acting forces 3. Magnetic attraction 4. Poles apart 5. Magnetic fun time 6. All the fun of the fair! Suggested for Spring 2	Plants Artful Flowers, Fruits and Seeds 1. Flower power 2. More about flowers 3. Seeds in the making 4. Explore fruits 5. Seed dispersal 6. What an exhibition Suggested for Summer 2

FOUNDATION SUBJECTS

The School follows Maestro 22 for History, Geography, Art, DT and RE, which has been personalised to meet the needs of our learners.

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



Year 3	Terms 1 and 2	Project title: Through the Ages
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Science	T1	Plants: Artful flowers, fruits and seeds.
	T2	Animals including humans: Keeping healthy.
History	T1&2	Through the Ages: Chronology and timelines; BC and AD; Stone Age, Bronze Age and Iron Age.
Geography	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.
Art	T1	Colour Theory: Colour wheel; Primary, secondary and tertiary colours; Contrasting colours; Cool and warm colours.
	T2	Prehistoric pots: Bell Beaker pottery; Clay.
D&T	T1&2	Cook Well, Eatwell: Eatwell plate; Food groups; Cooking methods; Design criteria; Hygiene rules.
RE	T1	Hinduism: Ganesh Chaturthi.
	T2	Sikhism: Guru Nanak Gurburab.
Music	T1	Pulse: Maintain a part in a piece; Chanting to rhythm; Standard notation (crotchets, paired quavers, crotchet rests); Evaluation.
	T2	20 th Century Music: Different musical genres (House music, Reggae, Rock and Roll); Evaluation
Computing	T1	E-Safety: Online behaviour; Responding to unkind behaviour; Web adverts; Passwords; Screen time and content; How to seek help.
	T2	Digital Literacy and ICT: Microsoft Word; formatting; shortcuts; aligning text.
PSHE	T1&2	Wellbeing: My Life. Lifestyle; Choices; Confidence; Impressions; Pride; Character; Relationships; Connections.
PE	T1	Tag rugby Basketball
	T2	Dance Outdoor Adventurous Activity
MFL: French	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.



Year 3	Terms 3 and 4	Project title: Rocks, Relics and Rumbles
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Science	T3	Rocks: Rocks and Fossils
	T4	Light: Light and Shadow
History	T3&4	Significant person: Mary Anning
Geography	T3&4	Layers of the Earth; Tectonic plates; Volcanoes and eruptions; Earthquakes; Tsunamis; Fieldwork
Art	T3	Ammonite: Sketching, printmaking, sculpture and photography
	T4	People and Places: Figure drawing; Urban landscapes; Artwork by LS Lowry
D&T	T3&4	Making it Move: Mechanisms (cams); Designing, making and evaluating a child's toy
RE	T3	Islam: The Hajj
	T4	Christianity: Lent
Music	T3	Rhythm: Play rhythms; Difference between pulse and rhythm; Perform following musical signals and pulse; Play rhythms from graphic or simple standard notation; Evaluation
	T4	Pitch: Pitch matching when singing; Compose rhythmic patterns, melodies and accompaniments; Graphic notation representing changes in pitch; Evaluation
Computing	T3	Computer Science: Algorithms; Inputting simple instructions into Scratch
	T4	Digital Literacy and ICT- Networks: Search engines and search strategies; Emails
PSHE	T3	Culture: Fairness, Honesty, Patience and Compassion
	T4	Character: Independence, Organisation and Resilience
PE	T3	Gymnastics Dodgeball
	T4	Hockey Rouler
MFL	T3	I am (Je suis); Colours; Simple opinions; Adjectives; Phonemes a, è/ai, short e and silent letters
	T4	Numbers 1-10; Addition and subtraction; I have (J'ai); Age; Easter activities; Phoneme qu

The overview for Terms 5 and 6 can be found below.



Year 3	Terms 5 and 6	Project title: Emperors and Empires
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Science	T5	Plants: Roots and Shoots
	T6	Forces and Magnets: Amazing magnets
History	T5&6	Ancient Romans: Roman rule and emperors, hierarchy, empire, army, invasion of Britain, rebellions, forts, roads and towns, religion, Romanisation of Britain, Roman withdrawal
Geography	T5&6	Revision and consolidation of learning
Art	T5	Beautiful Botanicals: Botanical artists; Natural weavings; Printmaking; Detailed drawings
	T6	Mosaic Masters: Roman mosaics; Colour, pattern and themes; Creating own mosaic border tile
D&T	T5&6	Greenhouse: Purpose, structure and design of greenhouses; Significant designers; Strengthening structures; Making a mini greenhouse
RE	T5	Buddhism: Vesak
	T6	Judaism: Shavuot
Music	T5	Music technology: Use technology to create, change and combine sounds; Compose a basic structure song; Listen to and use music from other traditions, genres and times; Evaluation
	T6	Production rehearsal
Computing	T5	Digital Literacy and ICT: Using the internet to search; Microsoft PowerPoint; Changing fonts and sizes
	T6	Digital Literacy and ICT- Data: Use Microsoft Word to create a questionnaire; Using a table to present data
PSHE	T5	Diverse Britain: Personal identify; Community and community groups; Diversity; Rules, laws and consequences; Discrimination
	T6	SRE: Body differences; Body parts; People are unique; Our body belongs to us; Personal space; Different types of families; Where to seek help or support
PE	T5	Tennis May Dance
	T6	Athletics
MFL	T5	A/an (une, une, des) and the (le, la, les); I would like (Je voudrais); Phonemes on and r; but... (mais...)
	T6	It is (c'est); also... (aussi...); Numbers 1-15; Days of the week; Phoneme r; Paris project

MODERN FOREIGN LANGUAGES

After liaison with our Federated Secondary College, French has been chosen as our main focus in MFL lessons. We follow iLanguages 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.

	T1	T2	T3	T4	T5	T6
EYFS	Our World					
Year 1	Christianity Harvest	Hinduism Diwali	Islam Milad un Nabi	Judaism Purim	Sikhism Naam Karan (Naming ceremony)	Buddhism Esala Perahera
Year 2	Hinduism Navrati	Christianity Christmas	Judaism Hanukkah	Buddhism Losar	Sikhism Anand Karaj (wedding)	Islam Jumu'ah-Friday prayers
Year 3	Hinduism Ganesh Chaturthi	Sikhism Guru Nanak Gurpurab	Islam The Hajj	Christianity Lent	Buddhism Vesak	Judaism Shavuot
Year 4	Hinduism Janmashtami	Buddhism Kathina	Sikhism Vaisakhi	Christianity Holy Week and Easter	Islam Eid ul-Adha	Judaism Shabbat-Friday to Saturday
Year 5	Sikhism Guru Arjan Gurpurab	Hinduism Holi	Judaism Passover	Christianity Pentecost	Islam Ramadan and Eid al-Fitr	Buddhism Dharma Day
Year 6	Judaism Yom Kippur and Rosh Hashanah	Sikhism Bandi Chhor Divas	Buddhism Parinirvana	Islam Lailat al Miraj	Hinduism Kumbh Mela	Christianity Sundays

PSHE

We use PiXL planning and resources to deliver our PSHE curriculum, along with CWP for relationships education.

The themes taught and revisited during PSHE sessions are:

Wellbeing: My Health; My Mind; My Life	Character and Culture
Financial Education	Futures

The relationships curriculum is as follows:

YEAR 3: SCHEME OF WORK - VALUING DIFFERENCE AND KEEPING SAFE

Key Vocabulary: unique, body, private, male, female, penis, scrotum, vulva, vagina, uterus, consent, personal space, boundaries, uncomfortable, safe, unsafe, secret, trusted adult, help, respect, online, message, photo, camera

Teach
SR

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Body Differences	Learning Intention To understand that all bodies are unique and to know some of the differences between male and female bodies. Learning Outcomes I can talk about how people's bodies are similar and different. I can name the private parts of the body using scientific words. I know it's never okay to make fun of someone's body.	It's OK to be different, Todd Parr Slides: male and female bodies Body difference matching cards	Relationships education Respectful relationships (RR5, RR8, RR9) Health Education General wellbeing (GW7) Developing bodies (DB3) Science curriculum (S1)
Lesson 2 Personal Space and Consent	Learning Intention To understand personal space, body boundaries and what to do if someone makes us feel uncomfortable. Learning Outcomes I can say what personal space means and why it matters. I know it's okay to say "No" to touch that I don't like. I know how to get help if something makes me feel unsafe.	Unwanted touch scenarios PANTS cards	Relationships education Families and people who care for me (F6) Being safe (BS1, BS3, BS4, BS5, BS6, BS7) Respectful relationships (RR2, RR3, RR7, RR11)
Lesson 3 Families and People Who Help Us	Learning Intention To understand that families can be different and to know who I can talk to if I feel upset, worried or unsafe. Learning Outcomes I can name some different kinds of families. I can talk about how family members help and care for each other. I can name at least two people I could talk to if I needed help.	Families pictures Who can I talk to? worksheet The Family Book, Todd Parr	Relationships education Families and people who care for me (F1, F2, F3, F4, F6) Respectful, Kind Relationships (RR11) Being safe (BS4, BS6, BS7)
Lesson 4 Staying Safe and Getting Help – Online	Learning Intention To understand how to stay safe online and what to do if someone makes us feel uncomfortable or unsafe in a message, photo or video. Learning Outcomes I can explain why my body is private online as well as offline. I know what to do if someone sends or asks for something that makes me feel worried or confused. I can name a trusted adult I could talk to if something online didn't feel right.	Advice Scenarios Advice Scenarios Teacher Guide Pictures of staff and the school safeguarding team	Relationships education Online safety and awareness (OS 1, 2, 3, 4, 5, 6) Being safe (BS 1, 2, 3, 4, 5, 6) Health Education Wellbeing Online (WO 1, 4, 5, 8, 10, 11)

MUSIC

We follow the Leicestershire Music Hub planning for Music, which teaches and revisits the following areas:

Pulse	Voice	Rhythm	Pitch	Music technology	20 th Century Music
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PE

In PE, we follow the Cambridgeshire Scheme of Work which teaches a wide range of physical skills and provides opportunities to apply these in specific sports.