At the Heart of our Learning in Year 3 -The Curriculum:

Here at Our Lady Star of the Sea we see education as a way of becoming more human as we grow to love ourselves, love each other and love Jesus Christ. We understand that Jesus challenges us to 'be perfect, as your heavenly Father is perfect', by the strength of our faith, hope, love and compassion. Therefore, we aspire to see ourselves and each other as 'precious in His eyes.' Our curriculum is steeped in opportunities for children to become Learned and Wise. It engages, provokes, supports and challenges children to become the best version of themselves. Human excellence is aspired to in developing: 'the qualities of mind and heart that will enable children to work with others for the good of all in the service of the Kingdom of God'. We are guided by our 16 virtues which challenge us to be better disciples of Christ. In providing a rich, broad, diverse and balanced curriculum, children are supported and challenged to develop spiritually, socially, emotionally, culturally, physically and academically. The curriculum is designed to take children on a deep journey, where they are actively engaged in every learning opportunity - growing to be curious about God's world, awakening the imagination and opening their eyes to new possibilities based in truth. All aspects of the child are nurtured to create independent learners who are resilient; we use our eight learning powers to develop excellence in learning nurturing a deep understanding about metacognition (how we learn). Out of this learning comes action - doing something here and now which, little by little, transforms the world. To be able to use our knowledge and understanding in this way we understand the importance of becoming wise. Having self-knowledge of our weaknesses, prejudices and misconceptions as well as our strengths, talents and loves. Therefore, through our curriculum we guide our children to become assessment literate and self literate, developing the key skills of evaluation and reflection. Our Curriculum is coherently planned; underpinned by our aims and sets out:

- A clear list of the breadth of topics covered in each subject area;
- The key concepts pupils should understand and master;
- Criteria for progression within the key concepts.

The daily practice of our learning and teaching policy demonstrates our commitment to giving all children the opportunity to master important key concepts and to achieve what they are capable of achieving. This curriculum for Year 3 is supported by progression planners managed by each subject leader. Each teacher manages a diverse and rich curriculum, integrating topics and subjects that complement one another making meaningful connections. We know that developing children's long-term memories is the key to effective learning and therefore key concepts will need to be repeated and revisited throughout the learning process. Our curriculum design is therefore underpinned by four main principles:

- Communication is at the heart of all learning and must be developed progressively.
- Learning is most effective with spaced repetition.
- Interleaving helps children to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the four principles, we also understand that learning can be invisible in the short-term and that sustained mastery takes time. Repetition is important so that children can secure their knowledge into their long term memory. Therefore we regularly assess how well the children are retaining their prior learning and retrieving it.

Our Lady Star of the Sea Key Learning in Reading Year 3

Word Reading	Comprehension
As above and: Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. *un-, dis-, mis-, re-, pre-, im-, in -.* Use suffixes to understand meanings e.g. *-ly, -ous.* Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list - see word list on English Curriculum page)	As above and: **Developing pleasure in reading and motivation to read** Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. *fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.* Regularly listen to whole novels read aloud by the teacher. Read a range of non-fiction texts, e.g. *information, discussion, explanation, biography* and *persuasion.* Read books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference.* Recognise some different forms of poetry e.g. *narrative, calligrams, shape poems.* Sequence and discuss the main events in stories. Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales.* Identify and discuss themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.* Identify and discuss conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times.* Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. **Understanding the text** Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read. Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud. Discuss their understanding of the text. Raise questions during the reading process to deepen understanding e.g. *I wonder why the character.* Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Make predictions based on details stated. Justify responses to the text using the PE prompt (**P**oint + **E**vidence). Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Analyse and evaluate texts looking at language, structure and presentation e.g. *persuasive letter, diary and calligram* etc. **Retrieving and recording information from non-fiction** Prepare for research by identifying what is already known about the subject and key questions to structure the task. Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, contents, bullet points, glossary, diagrams.* Quickly appraise a text to evaluate usefulness. Navigate texts in print and on screen. Record information from a range of non-fiction texts. **Participating in discussion** Participate in discussion about what is read to them and books they have read independently. Develop and agree on rules for effective discussion. Take turns and listen to what others say. Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*

Continues on next page scroll down

Our Lady Star of the Sea Key Learning in Writing Year 3

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
As above and: Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. *when, if because, although, while, since, until, before, after, so.* Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.* Identify, select, generate and effectively use prepositions for where e.g. *above, below, beneath, within, outside, beyond.* Select, generate and effectively use adverbs e.g. *suddenly, silently, soon, next, eventually.* Use inverted commas to punctuate direct speech (speech marks). Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. *He has gone out to play* (present perfect) instead of *he went out to play* (simple past). Use the determiner *a* or *an* according to whether the next word begins with a consonant or vowel e.g. *a rock, an open box.* Explore and collect word families e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary. Explore and collect nouns with prefixes *super, anti, auto.*	As above and: **Planning** Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning using a range of formats, e.g. *chunking a plot, story maps, flow charts, boxing up.* **Drafting and writing** Create and develop settings for narrative. Create and develop characters for narrative. Improvise, create and write dialogue. Create and develop plots based on a model. Generate and select from vocabulary banks e.g. *noun phrases, powerful verbs, technical language, synonyms for said* appropriate to text type. Use different sentence structures (see VGP). Group related material into paragraphs. Use headings and sub headings to organise information. **Evaluating and Editing** Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. **Performing** Use appropriate intonation, tone and volume to present their writing to a group or class.	As above and: Use further prefixes *dis_, mis_, re_,* and suffixes _ly, _ous, and understand how to add them. Add suffixes beginning with vowel letters to words of more than one syllable. Spell homophones and near homophones. Spell words containing the / ʌ/sound spelt ou, e.g. *young, touch, double* Spell words with endings sounding like /zə/ e.g. *treasure, enclosure, pleasure.* Spell words with endings sounding like or /tʃɘ, e.g. *creature, furniture, adventure.* Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. *vein, weigh, eight, neighbour, they, obey* Identify and spell irregular past tense verbs, e.g. *send /sent, hear / heard, think/ thought* Identify and spell irregular plurals, e.g *goose/ geese, woman/women, potato /es* Use the first two letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.	As above and: Form and use the four basic handwriting joins. Write legibly. Please visit the "LEARN" page on the website and click on English. Here you will find a visual image of the writing process. This teaching sequence underpins new genres. Once a genre is mastered in one year group the children will revisit these during incidental writing opportunities in the following years. These writing tasks allow the children to retrieve their understanding of the genre—practice refine and improve. The whole process /philosophy of teaching reading and writing are comprehensively covered in the English Policy (please see Learn page– English)

Year 3 Maths Curriculum Overview Our Lady Star of the Sea

Here at Our Lady Star of the Sea we have adopted and devised a "Teaching for Mastery" approach to the maths curriculum. Mastering maths means acquiring a deep, secure and adaptable understanding of the subject. Central to the development of mastery in our classrooms are the "five big ideas"- these have been drawn from research evidence, underpinning teaching for mastery. The diagram below is used to help bind these ideas together:

The focus of the ***program of study*** for maths is the mastery of concepts. Understanding is deeply embedded- children are able to reason, make connections and solve problems. At the heart of this is the ***small steps*** approach to concepts and the understanding that the whole class works together with the teacher– full engagement and participation. Topics are taught until mastered.

AUTUMN	SPRING	SUMMER
ADDING AND SUBTRACTING ACROSS 10	MANIPULATING THE ADDITIVE RELATIONSHIP AND SECURING MENTAL CALCULATION	UNIT FRACTIONS
NUMBERS TO 1000	COLUMN ADDITION	NON UNIT FRACTIONS
	2,4,8 TIMESTABLE	PARALLEL AND PERPENDICULAR SIDE SIDES OF A POLYGON
RIGHT ANGLES	COLUMN	TIME

Teachers may teach aspects at different times for example time at the beginning of the year so the concept can be practiced in everyday classroom life.

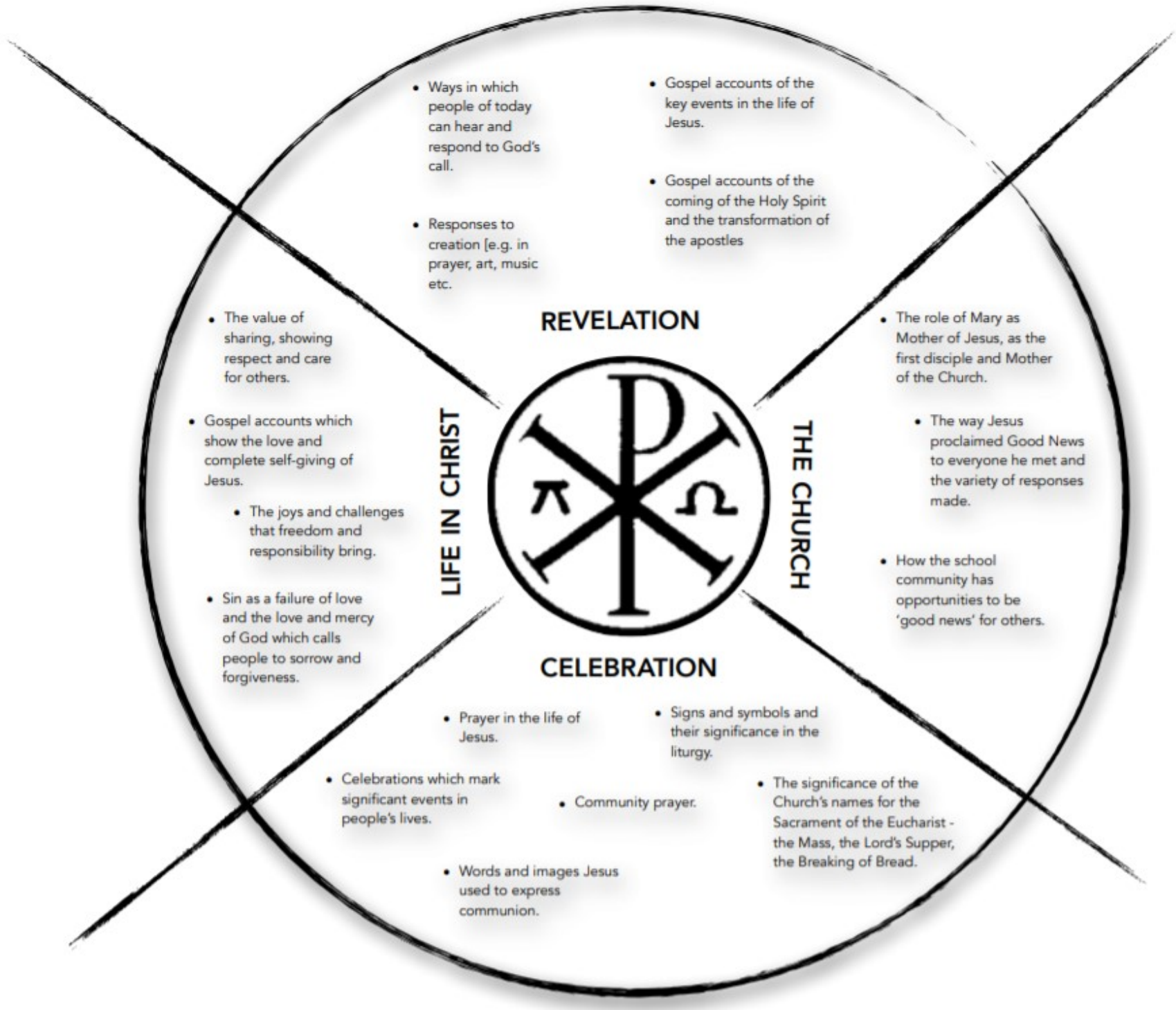
Fluency of number and confidence with strategies is embedded through regular (almost daily) fluency exercises. During these short sessions children visit concepts being taught: presently; last week; last term; last year -spacing learning.

TTRockstars is used to aid the mastery of table facts.

YEAR 3

CATECHETICAL FORMULAS
SEE PAGE 69 CD2012

- **THE BEATITUDES**
MATTHEW 22:37



DIOCESE OF LANCASTER
EDUCATION SERVICE
What are we to teach?

Our Lady Star of the Sea Science Programme of study (PoS) Year 3

Living Things	Physical Processes
Animals– Skeletons and movement Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identify animals (vertebrates) which have a skeleton which supports their body, aids movement & protects vital organs (e.g. name and locate skull, backbone, ribs, bones for movement/limbs, pelvis and be able to name some of the vital organs protected). Identify animals without internal skeletons/backbones (invertebrates) and describe how they have adapted other ways to support themselves, move & protect their vital organs. Know how the skeletons of birds, mammals, fish, amphibians or reptiles are similar (backbone, ribs, skull, bones used for movement) and the differences in their skeletons. Know that muscles, which are attached to the skeleton, help animals move parts of their body. Explore how humans grow bigger as they reach maturity by making comparisons linked to body proportions and skeleton growth – e.g. do people with longer legs have longer arm spans? Recognise that animals are alive; they move, feed, grow, use their senses and reproduce.	**Forces and magnets** Compare how some things move on different surfaces. Notice that some forces need contact between two objects but magnetic forces can act at a distance. 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 (like and unlike poles). Predict whether two magnets will attract or repel each other, depending on which poles are facing. observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button, horseshoe)
Animals Teeth Eating and Digestion Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey *(NB Link with types of teeth and eating in this unit but this concept could be developed further in the yr4 Environment / habitats unit).* Describe how teeth and gums have to be cared for in order to keep them healthy. Investigate the main body parts associated with the digestive system, for example, mouth, tongue, teeth, esophagus, stomach and small and large intestine and explore questions that help them understand their special functions. **Environment—living things and their environment** Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. Use and make identification keys for plants and animals.	**Light Reflections and Shadows** Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows can change. Explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure shadows and find out how they are formed and what might cause shadows to change. **Note:** Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Continues on next page scroll down

Our Lady Star of the Sea Science Programme of study (PoS) Year 3

Electricity

Electricity

Identify common appliances that run on electricity.
Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
Recognise some common conductors and insulators, and associate metals with being good conductors.
Electricity can be dangerous.
Electricity sources can be mains or battery.
Batteries 'push' electricity round a circuit and can make bulbs, buzzers and motors work.
Faults in circuits can be found by methodically testing connections.
Drawings, photographs and diagrams can be used to represent circuits (although standard symbols need not be introduced until UKS2).

Continues on next page scroll down

Our Lady Star of the Sea SCIENCE KEY SKILLS YEAR 3

	Exploring and observing	Grouping and classifying	Questioning	Research	Modelling	Collaborating
	UKS2 - developing a deeper understanding of a wide range of scientific ideas and encountering more abstract ideas ***LKS2 - developing their own ideas and their understanding of the world around them***	***UKS2 - Compare and contrast a variety of examples linked to UKS2 PoS*** ***LKS2 - Compare and contrast a variety of examples linked to LKS2 PoS***	***UKS2 - asking their own questions about scientific phenomena*** ***LKS2 - asking relevant questions***	***UKS2 – summarise research from a wide variety of sources and recognising that scientific ideas change and develop over time*** ***LKS2 - finding things out using a wide range of secondary sources of information***	***using dance, drama or a visual aid to represent science in the real world***	***interacting effectively as part of a group***
Year 4	Suggest their own ideas on a concept and compare these with what they observe / find out. Use observations to suggest what to do next Discuss ideas and develop descriptions from their observations using relevant scientific language and vocabulary (from Y4 PoS) Observe and record relationships between structure and function or between different parts of a processes (linked to Y4 PoS) Observe and record changes /stages over time (linked to Y4 PoS)	Make a simple guide to local living things. Use guides or simple keys to classify / identify [animals, flowering plants and non-flowering plants]. Use their observations to identify and classify Begin to give reasons for these similarities and differences. Record similarities as well as differences and/or changes related to simple scientific ideas or processes or more complex groups of objects/living things/ events *(e.g. evaporation and condensation, different food chains, different electrical circuits)*	Ask/raise their own relevant questions with increasing confidence and independence that can be explored, observed, tested or investigated further Ask questions such as 'What will happen if...?" or 'What if we changed...? (linked with Y4 PoS) Choose/select a relevant question that can be answered [by research or experiment / test].	Make decisions about which information to use from a wide range of sources and make decisions about how to present their research Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.	Make a visual representation or a model of something to represent something they have seen or a process that is difficult to see. Suggest their own ideas on a concept and compare these with models or images.	Make some decisions about an idea within a group *(e.g. I think we should find out by testing..)* Increasingly support, listen to and acknowledge others in the group Build on / add to someone else's idea to improve a plan. Understand that it is okay to disagree with their peers and offer reasons for their opinion
Year 3	Observe and record relationships between structure and function (linked to Y3 PoS) Observe and record changes /stages over time (linked to Y3 PoS) Explore / observe things in the local environment / real contexts and record observations (linked to Y3 PoS) – see 'Communicating' section also re links to vocabulary	Decide ways and give reasons for sorting, grouping, classifying, identifying things/objects, living things, processes or events based on specific characteristics Compare and contrast and begin to consider the relationships between different things *(e.g. structures of plants, functions of plant parts, diets, skeletons of humans and other animals, changes over time, etc.)* Record similarities as well as differences *(e.g. what do all skeletons have? as well as the differences between skeletons*	Explore their own ideas about 'what if....?' scenarios e.g. humans did not have skeletons. Ask questions such as 'What if we tried....? or 'What if we changed...?' Begin to understand that some questions can be tested in the classroom and some cannot. Within a group suggest questions that can be explored, observed, tested or investigated further Within a group suggest relevant questions about what they observe and about the world around them.	Find things out using a range of secondary sources of information *(e.g. books, photographs, videos and other technology)*	Act out or make a model of something to represent something in the real world using appropriate scientific vocabulary verbally.	Begin to make some decisions about an idea within a group from a list of choices (e.g. let's put them all in a pile first OR I think we should try ....) With help; support, listen to and acknowledge others in the group *(e.g. Yes. I prefer that one too)* Build on / add to someone else's idea. *(e.g. we could use x and as well as y)* Begin to understand that it is okay to disagree with their peers and offer a reason for their opinion
Year 2	Use simple scientific language from the year 2 PoS to talk about / **record** what they have noticed Use observations to make suggestions and/or ask questions **Observe** and describe simple processes/ cycles/changes with several steps *(e.g. growth cycle, simple food chain, saying how living things depend on one another)* **Observe** closely and communicate with increasing accuracy the features or properties of things in the real world	**Name / Identify** common examples, some common features or different uses **Sort** and **group** objects, materials or living things by observable and/or behavioural features **Compare** and contrast... a variety of things [objects, materials or living things] - focusing on the similarities as well as the differences	Raise their own logical questions based on or linked to things they have observed With help / scaffolds, begin to ask questions such as 'What will happen if...?"	Talk about how useful the information source was and express opinion about findings Make suggestions about who to ask or where to look for information. Ask people questions to help them answer their questions Use simple and appropriate secondary sources (such as books, photographs, videos and other technology) to find things out / find answers	Act out something to represent something else about the world around us *(e.g a life cycle)*	Share ideas in a group and listen to the ideas of others Work cooperatively with others on a science task making some choices

Continues on next page scroll down

Our Lady Star of the Sea SCIENCE KEY SKILLS YEAR 3

Considering Results and Conclusions

	Planning and testing	Using equipment and measure	Communicating	Describing results and looking for patterns	Explaining Results	Trusting Results
	UKS2 - using different types of scientific enquiry making decisions about and explaining choices for testing *LKS2 - making decisions about and setting up simple practical enquiries, comparative tests and fair tests*	*UKS2 - increasing complexity and increasing accuracy and precision* *make their own decisions about the data to collect* *LKS2 - making accurate measurements and gathering data*	*Reporting findings, recording data, presenting findings* *Read, spell and pronounce scientific vocabulary correctly linked to the relevant Yr Grp*	*UKS2 - Looking for patterns analysing functions, relationships and interactions more systematically* *LKS2 - Describing their findings/ results*	*UKS2 - draw conclusions based on / supported by evidence* *LKS2 - reporting on findings saying why something happened*	*UKS2 - comment on how reliable the data is* *LKS2 - suggest improvements for further tests*
Year 4	Carry out simple **fair tests** with increasing confidence investigating the effect of something on something else (linked to Y4 PoS). Start to make their own decisions about the most appropriate type of science enquiry they might use to answer scientific questions *(is a fair test the best way to investigate their question?).* Make a **prediction** based on the knowledge acquired from previous explorations / observations and apply it to a new situation Explain their planning decisions and choices Make some of the planning decisions about what to change and measure/observe. Begin to recognise when a **fair test** is necessary.	Begin to identify where patterns might be found and use this to begin to identify what data to collect Make more of the decisions about what observations to make, how long to make them for and the type of equipment that might be used. Recognise obvious risks and how to keep themselves and others safe Learn how to use new equipment, such as data loggers & measure temperature in degrees Celsius (° C) using a thermometer. Collect data from their own observations and measurements, using notes/simple tables/standard **units** Make **accurate** measurements using standard **units** (and more complex units and parts of units) using a range of equipment and scales	Record findings using relevant scientific language and vocabulary (from Y4 PoS), including discussions, oral and written explanations, notes, drawings (annotated), pictorial representations, labelled diagrams, tables and bar charts [where intervals and ranges agreed through discussion], displays or presentations Begin to select the most useful ways to collect, record, classify and present data from a range of choices Make decisions on how best to communicate their findings in ways that are appropriate for different audiences	Notice/find patterns in their observations and data. (Describe the effect of something on something else) *(e.g. as I lengthen the ruler I notice that the pitch gets lower)* With some independence, analyse results / observations by writing a sentence that matches the **evidence** i.e. deciding the important aspect of the result and summarising in a **conclusion** *(e.g. metals tend to be good conductors of electricity)*	Begin to develop their ideas about relationships and interactions between things and explain them Use relevant scientific language and vocabulary (from Y4 PoS) to begin to say/explain *why* something happened	Use results to suggest improvements, new questions and/or predictions for setting up further tests Compare their results with others and give reasons why results might be different
Year 3	Help to decide about how to set up a simple **fair test** and begin to recognise when a test is not **fair**. Make a **prediction** based on everyday experience With support/as a group, set up simple practical enquiries incl. comparative and **fair tests** e.g. make a choice from a list of a things (variables) to change when conducting a **fair test**. *(e.g. choose which magnets to compare and which method to use to test their strength).* As a group, begin to make some decisions about the best way of answering their qus. Find/suggest a practical way to compare things *e.g. rocks, magnets*	Collect data from their own observations and measurements using notes/ simple tables/standard units Help to make some decisions about what observations to make, how long to make them for, the type of simple equipment that might be used and how to work safely. Make simple **accurate** measurements using whole number standard **units**, using a range of equipment Gather data in a variety of ways to help in answering questions Use equipment **accurate**ly to improve the detail of their measurements/observations *(e.g. microscopes, measuring syringes, measuring cylinders, hand lenses)*	Record and present findings using simple scientific language and vocabulary from the year 3 PoS, *including discussions, oral and written explanations, notes, annotated drawings, pictorial representations, labelled diagrams, simple tables, bar charts (using scales chosen for them), displays or presentations* With scaffold / support record, and present data in a variety of ways to help in answering questions. Communicate their findings in ways that are appropriate for different audiences. (linked to Y3 PoS)	With scaffold/support, describe and compare the effect of different factors on something. *(e.g. we noticed that larger magnets are not always stronger)* With help, look for changes and simple patterns in their observations, data, chart or graph. Use their results to consider whether they met their **predictions**.	Use their experience and some **evidence** or results to draw a simple **conclusion** to answer their original question. Write a simple explanation of why things happened (using the word 'because') and using simple scientific language and vocabulary from the year 3 PoS	Say whether what happened was what they expected and notice any results that seem odd. Begin to recognise when a test is not **fair** and suggest improvements.
Year 2	Carry out simple comparative tests as part of a group, following a **method** with some independence Make a simple prediction about what might happen and try to give a vague reason (even though it might not be correct) With support, make suggestions on a **method** for setting up a simple comparative test Talk about a practical way to find answers to their questions	**Measure** using non-standard and simple standard measures (e.g. cm, time) with increasing accuracy Begin to make decisions about which equipment to use Correctly and safely use **equipment** provided to make observations and/or take simple measurements	**Record** and communicate their findings in a range of ways to a variety of audiences Use simple scientific language with increasing accuracy (from year 2 PoS) **Record** simple data with some accuracy to help in answering questions; With support or using frameworks, make decisions about how to complete a variety of tables/charts *(e.g. a 2 column table, tally charts, Venn diagram, pictograms, block graphs with 1:1 scale).* *Present findings in a class displays* *Sequence / annotate photographs of change over time* *Produced increasingly detailed drawings which are labelled/annotated*	With guidance, begin to notice **patterns** in their data e.g. order their findings, sequence best to worst, say what happened over time, etc. Recognise if **results** matched **predictions**. (say if results were what they expected) Use their recordings to talk about and describe what has happened	Begin to use simple scientific language (from year 2 PoS) to explain what they have found out. Give a simple, logical reason why something happened *(e.g. I think ... because ...)*	Begin to discuss if the test was un-**fair**

YEAR 3 COMPUTING & ONLINE SAFETY CURRICULUM

COMPUTER SCIENCE	INFORMATION TECHNOLOGY	DIGITAL LITERACY

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9
COMPUTING OBJECTIVES	**Unit 3.1 Coding** Children can read and explain a flowchart. They can use a flowchart to create a computer program. Develop to use timer commands, repeat command. Run, test and debug programs.	**Unit 3.2 Online Safety** Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe. They understand how to search the Internet and how to think critically about the results that are returned.	**Unit 3.3 Spreadsheet** Children can use a spreadsheet program to automatically create charts and graphs from data. They can use the 'more than', 'less than' and 'equals' tools to compare different numbers.	**Unit 3.4 Touch Typing** Children understand the names of the fingers. They understand what is meant by the home, bottom, and top rows. Children can use two hands to type the letters on the keyboard.	**Unit 2.5 Email** Children can list a range of different ways to communicate. Children can open an email and respond to it. They send emails to their classmates. Children have written rules about how to stay safe using email and have publicised rules. Children can attach work to an email. They can respond to a series of emails CC & BCC.	**Unit 3.6 Branching Databases** Children understand how YES/NO questions are structured and answered. They can choose a topic for a branching database. They know how to use and debug databases.	**Unit 3.7 Simulations** Children know that a computer simulation can represent real and imaginary situations. They can use a simulation to try out different options and to test predictions. Recognising patterns and identify rules.	**Unit 3.8 Graphing** Children can set up a graph with a given number of fields. They can present the results in a range of graphical formats. Children can use the sorting option to make analysis of their data easier.	**Unit 3.9 Presenting with Microsoft PowerPoint** Children know what PowerPoint is. They can: Add animation, media, add timings and format the text and appearance.
ONLINE SAFETY OBJECTIVES	**AUP** - what is our class code of conduct for keeping safe online?		**Online behaviours - Trusted Adults** Reporting/ inappropriate contact. Possible resource - The Smart Crew -Who should you tell? - Should you meet?			**Gaming** - what are the pros and cons of gaming? Screen time and mental well-being. In app purchases.		**Reliability of information online** Can penguins fly? (reliability of information). Possible resource BBC videos and 'All about explorers'.	
ADDITIONAL RESOURCES	**In order to support the delivery of the computing curriculum, a number of resources are used.**	purple mash 2simple		Ten:Ten Resources	ONLINE SAFETY BOOST	UK Safer Internet Centre			

Overview of Learning PE Year 3

	Developing Skills	Application of Skills Attacking & Defending	Application of Skills: Linking Actions and Sequences of Movement	Evaluating Success
FMS Games	The children should have mastered all FMS taught in KS1 and start to develop sport specific skills. chest pass, bounce pass, swing pass, catching. Dodging and swerving, underarm bowl, overarm throw, striking a ball with an implement. Perform using a number of sending and receiving skills with some accuracy. To be able to hit an object of a tee.	Develop simple attacking skills in a 3 v 1 invasion game. Apply the skills that have been taught to a range of other games such as net/wall OR striking and fielding. Create simple tactics to outwit a defender.		As the KS1 skills and: Identify what they do best and what they find difficult. Make simple assessments of performances based on simple criteria given by the teacher.
Dance Romans Shoreline Antarctica	To create movement using a stimulus. To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. To create and link dance phrases using a simple dance structure or motif.		To perform dances expressively, using a range of performance skills. To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.	As the KS1 skills and: Identify what they do best and what they find difficult. Make simple assessments of performances based on simple criteria given by the teacher.
Gymnastics	Children to be able to develop the basic skills of travelling, jumping, balancing and rolling. **Travelling -** Focus on developing quality of travelling actions both on feet and hands and feet. **Shape -** As KS 1 and piked and straddle, Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs. **Balance -** Focus on developing balances on 1,2,3 or 4 points and large body parts. **Rolling** - Focus on developing quality in all the different rolling actions from KS1. **Jumping** - Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1. Jump with shapes in the air. **Handle apparatus** - Use all actions above on the floor and over, through, across and along apparatus.		Create and perform sequences of actions (4-6) smoothly using a range of gymnastic skills that have been taught. Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end. Be able to link body actions and repeat gymnastics phrases with a partner and in a small group.	As the KS1 skills and: Identify what they do best and what they find difficult. Make simple assessments of performances based on simple criteria given by the teacher.
OAA	Begin to work cooperatively with others to solve challenges. To improve communication skills. To improve ability to work with and trust others. To take responsibility for self and others. Spell it out, trusting balance, blindfolded walk, Kim's trail. Count me in, arrows and jigsaws. Know some of the symbols on a orienteering map. Know how set a map. Know how to keep the map "set or "orientated" when they move around a simple course.			

Our Lady Star of the Sea - Progression of Historical Knowledge and Skills Year 3

Historical Enquiry		
Changes in Britain from the Stone Age to the Iron Age	The Celts	The Roman Empire and its Impact on Britain
How different was life in the Stone Age when man started to farm? How much did life really change during the Iron Age and how can we possibly know? Was Stone Age man simply a hunter and gatherer, concerned only with survival? What can we learn about life in the Stone Age from a study of Skara Brae? Why is it so difficult to work out why Stonehenge was built? Can you solve the mystery of the 52 skeletons of Maiden Castle?	How did Boudicca lead the Iceni warriors? Who were the Celts? Why is it rare to find Celtic evidence?	Did Claudius invade for the same reasons as Caesar? How did the Roman way of life contrast with the Celtic lifestyle they found when they arrive? How do we know? Why did Boudicca stand up to the Romans and what image do we have of her today? How can we solve the mystery of why this great empire came to an end? How much of our lives today can be influence by the Romans who lived here 2,000 years ago? How were the Romans able to keep control over such a vast empire?

Knowledge of:			Understanding of:				
Constructing the past	Sequencing the past / Chronology	Historical Terms	Continuity and Change	Cause and Effect	Significance and Interpretation	Carrying out a Historical Enquiry	Using sources as Evidence
Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on: - artefacts - food and farming - settlements - society Building a coherent knowledge of the Roman Empire and it's impact on Britain by comparison throughout most lessons, focusing on: - conflict - culture and pastimes - location - society	Placing Stone, Bronze and Iron Ages into wider chronological contexts. Placing Ancient Romans and Roman Britain into the wider context of historical chronology. Developing an understanding of concurrence of civilisations around the world during these times.	Using phrases and words to describe the passing of time - e.g. 'past', 'before', 'now', 'then', 'present', 'period', 'decade', 'century', 'long ago', 'before I was born', 'changes to now' and 'stayed the same'. Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer', 'impact', 'significant', 'continuity', 'change', 'warrior', 'prehistoric', 'artefact', 'empire' and 'BC/AD'.	Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: - artefacts - food and farming - settlements - society Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: - beliefs - culture and pastimes - food and farming - settlement - society	Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally. Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life. Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today.	Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence . Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified. Identify why Boudicca is such a significant individual for both British and Roman British history. Identify why interpretations can change in light of new evidence.	Small independent enquiry using pre-selected primary and secondary sources. Begin to make independent decisions and use evidence to justify.	Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages.

Communication			
	Diary as a Stone Age man	Diary as Boudicca	Non Fiction leaflet about Roman Britain Blackout poetry Job application for chief Roman investigator position

Our Lady Star of the Sea Geography Year 3 overview

Year 3	Location Knowledge and Place Knowledge	Human and Physical Geography	Geographical skills Enquiry and investigation	Geographical skills Interpreting a range of data	Geographical skills Communicating geographical	Geographical skills Fieldwork	Exploring: maps and plans positional play.
The Artic	Locate Artic and revisit the continents and the oceans of the world.	Use geographical vocabulary to identify physical features in the artic.	Investigate the ***countries*** that make up the Arctic. Physical features. Investigating species that live in the Arctic. Comparing Arctic to another biomes has that abundant species.	Climate data What do humans do to influence a change in climate?	Polar Bear enquiry: Non-chronological report on the Polar bear (extended writing opportunity)		Revisit the continents and oceans
Investigating our local area	Where else have you visited in the UK Locate on a map Name other places in UK Name mountain ranges and some major rivers.	Use geographical vocabulary to describe the Human features of St.Annes– local economy– tourism. How has St. Annes changed over time? Make observations.	Investigate the physical and human features of our local area. Enquiry into the services provided in the area. Are there patterns? Location of hotels/shops/industry/leisure	Collect data Job Questionnaire	What is the best thing about our local area. Create a leaflet for visitors to St. Annes.	Fieldwork– in St. Anne's - collecting data related to a child directed enquiry. Following a route Collecting information for the leaflet.	Locating St Anne's on a Map of England /NW. Locating places in St. Anne's on a OS map. Give directions using a map
Italy	Name some cities in Italy Name the three active Volcanoes in Italy.	Name/labels/identify the physical features of Italy. Make observations about patterns.	Investigate the physical features of Italy. Investigate Volcanoes and how they erupt and the location of Pompeii. Cities of Italy enquiry. Investigate Italian culture		Create presentations on what we know about Italy and present to the class. Using geographical enquiry headings - children investigate another European country for homework ready to present at school.		Using atlas– locating Italy in the world/ continent

Children consider environmental issues and sustainability

Our Lady Star of the Sea Art and Design Year 3 overview of Key Skills *for further detail (lessons and tasks) see the schools Suffolk*

Drawing	Collage	Printing	Painting
Drawing Artist Vincent van Gogh. Exploring shading and tone, which pencil to use for what purpose. Line work, linear, exploring line making. Hatching in different tones, light, mid and dark. Responding to the story of the Hippocrump first in pencil then in colour. Using imagination. Pattern work, can I continue the pattern in pattern and colour? Developing the pattern.	**Collage** Artist of study, Paul Klee, Victor Varasley and Henri Matisse. The use of primary colours creating secondary colours. Recreating Paul Klee's Highways and Byways using primary and secondary coloured papers. Black and white optical art in the style of Varasley, Ruler/measuring skills and scissors/cutting skills. Why Matisse went from painting to Collage, who can remember Matisse from year one? Create collage in his style.	**Printmaking** Responding to the story The Coach Trip in groups using rollers etc. to follow the adventure. Look at each others, can you retell the story from their prints? Printing over textured surfaces. What do we think the results will be, are they the results we predicted? Monoprinting on acetate , oil based printing ink with rollers, scratch away design and print. Animal skins and furs, recreate on clay and print. Fingerprint art.	**Painting** Investigating colour and shades of colour, colour families, Hot and cold colours. Looking at paint charts, making our own, one colour adding white and black, name each shade. Lightening and darkening colours. Artists Van Gogh, Constable, Turner, Hambling and Lanyon, looking at their sky and sea scapes. Recreating in each of their styles. Which did they enjoy and why? Tonking and sgraffito techniques, using sea and sky as theme.

	Produce creative work and exploring their ideas and recording experiences	**Know about great artists, craft makers and designers– understand historical and cultural development of the art form**	**Become proficient in drawing, painting, sculpture and other art and craft techniques**	**Evaluate and analyse creative works using the language of art, craft and design**
Year 3	*Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences.*	*Discuss the styles of artists, craft makers or designers and use this to inform their own work.*	*Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g. work on different scales both independently and collaboratively.*	*Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work.*
	Begin to record their thoughts and experiences in a sketch book / 'ideas journal'.			
	Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed.	*Begin to understand the historical and/or cultural significance of a chosen artist / art form.*	*Demonstrate control of chosen tools and materials to create a desired effect.*	*Use sketch book / 'ideas journal' to adapt their work as their ideas develop, and discuss this with others.*
	Show confidence and independence when working creatively e.g. with a range of media on different scales.			

Our Lady Star of the Sea French Skill Progression Year 3

<table>
<tr><th>Listening</th><th>Speaking and listening</th><th>Reading and Writing</th><th colspan="2">Grammar</th></tr>
<tr><td rowspan="2">Listening and responding to single
words and short phrases
Following verbal instructions in French
Responding to objects or images with
a phrase or other verbal response</td><td>Asking and/or answering simple questions
Forming simple statements with information including the negative
Practising speaking with a partner</td><td>Recognising some familiar words in written form</td><td rowspan="3">To understand that every French noun is either masculine or feminine
To know that the gender affects the form of the indefinite article un or une
To know that feminine nouns often (but not always) end in e
To know that when we turn the statement j'ai un/une ('I have a…') into a negative je n'ai pas de ('I don't have a…') then we change the article from un/une to de
To know that if a word is plural, we cannot use un or une and instead use des (some)
To know that when talking about a specific noun in French we use the definite article le (m.) la (f.) l' (m./f. before a vowel) or les (m./f. plural)
To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator
To know that placing ne and pas around a verb makes the verb negative</td><td rowspan="3">Beginning to recognise gender of nouns, definite and indefinite article
Identifying plurals of nouns
Recognising adjectives and placement relative to the noun
Beginning to understand that verbs have patterns
Noticing the negative form
Beginning to use prepositions
(NB. This skill is not covered if following our condensed curriculum)</td></tr>
<tr><td>Using short phrases to give information
Beginning to adapt phrases from a rhyme/song</td><td>Reading aloud some words from simple songs, stories and rhymes</td></tr>
<tr><td rowspan="3">Listening and identifying key words
in rhymes and songs and joining in
Beginning to identify vowel sounds and combinations
Listening and noticing rhyming words</td><td>Repeating short phrases accurately, including liaison of final consonant before vowel
Listening and repeating key phonemes with care</td><td>Beginning to develop dictionary skills
Identifying cognates and near cognates</td></tr>
<tr><td>Introducing self to a partner with simple phrases</td><td>Recalling and writing simple words from</td><td colspan="2">To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle
To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu</td></tr>
<tr><td>Recognising and using adjectives</td><td>Experimenting with simple writing, copying with accuracy</td><td colspan="2">To know that we can use connectives such as et (and) and mais (but) to join clauses
To know that most nouns in French become plural by adding an 's' at the end, as in English
To know that 'en' is usually used as a preposition when the mode of transport is something you get into e.g. 'en train', whereas 'a' is usually used when you are not getting into a form of transport e.g. 'a vélo' (a bicycle)
To understand that I can use a model sentence as a guide for building other sentences
To know that tone of voice can indicate a question
To know that a cedilla is the tail mark under the 'c' changes the pronunciation of the c from a hard sound to a soft 's' sound
To know that a cognate is a word that is the same in both French and English e.g. un triangle
To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle
To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French
To know that sentences are often structured differently in French and English
To know that, in French, a space is needed before and after ? and !</td></tr>
</table>

Year 3 Music Curriculum Overview

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	**Introducing Beat** How Can We Make Friends When We Sing Together? 1 2 3 4 5 6	**Adding Rhythm & Pitch** How Does Music Tell Stories about the Past? 1 2 3 4 5 6	**Introducing Tempo & Dynamics** How Does Music Make the World a Better Place? 1 2 3 4 5 6	**Combining Pulse, Rhythm and Pitch** How Does Music Help Us to Understand Our Neighbours? 1 2 3 4 5 6	**Having Fun with Improvisation** What Songs Can We Sing to Help Us through the Day? 1 2 3 4 5 6	**Explore Sound and Create a Story** How Does Music Teach Us about Looking After Our Planet? 1 2 3 4 5 6
YEAR 2	**Exploring Simple Patterns** How Does Music Help Us to Make Friends? 1 2 3 4 5 6	**Focus on Dynamics & Tempo** How Does Music Teach Us about the Past? 1 2 3 4 5 6	**Exploring Feelings Through Music** How Does Music Make the World a Better Place? 1 2 3 4 5 6	**Inventing a Musical Story** How Does Music Teach Us about Our Neighbourhood? 1 2 3 4 5 6	**Music that Makes You Dance** How Does Music Make Us Happy? 1 2 3 4 5 6	**Exploring Improvisation** How Does Music Teach Us about Looking After Our Planet? 1 2 3 4 5 6
YEAR 3	**Developing Notation Skills** How Does Music Bring Us Closer Together? 1 2 3 4 5 6	**Enjoying Improvisation** What Stories Does Music Tell Us about the Past? 1 2 3 4 5 6	**Composing Using Your Imagination** How Does Music Make the World a Better Place? 1 2 3 4 5 6	**Sharing Musical Experiences** How Does Music Help Us Get to Know Our Community? 1 2 3 4 5 6	**Learning More about Musical Styles** How Does Music Make a Difference to Us Every Day? 1 2 3 4 5 6	**Recognising Different Sounds** How Does Music Connect Us With Our Planet? 1 2 3 4 5 6
YEAR 4	**Interesting Time Signatures** How Does Music Bring Us Together? 1 2 3 4 5 6	**Combining Elements to Make Music** How Does Music Connect Us with Our Past? 1 2 3 4 5 6	**Developing Pulse & Groove Through Improvisation** How Does Music Improve Our World? 1 2 3 4 5 6	**Creating Simple Melodies Together** How Does Music Teach Us about Our Community? 1 2 3 4 5 6	**Connecting Notes and Feelings** How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	**Purpose, Identity and Expression in Music** How Does Music Connect Us With the Environment? 1 2 3 4 5 6
YEAR 5	**Getting Started with Music Tech** How Does Music Bring Us Together? 1 2 3 4 5 6	**Emotions & Musical Styles** How Does Music Connect Us with Our Past? 1 2 3 4 5 6	**Exploring Key & Time Signatures** How Does Music Improve Our World? 1 2 3 4 5 6	**Introducing Chords** How Does Music Teach Us about Our Community? 1 2 3 4 5 6	**Words, Meaning and Expression** How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	**Identifying Important Musical Elements** How Does Music Connect Us With the Environment? 1 2 3 4 5 6
YEAR 6	**Developing Melodic Phrases** How Does Music Bring Us Together? 1 2 3 4 5 6	**Understanding Structure & Form** How Does Music Connect Us with Our Past? 1 2 3 4 5 6	**Gaining Confidence Through Performance** How Does Music Improve Our World? 1 2 3 4 5 6	**Exploring Notation Further** How Does Music Teach Us about Our Community? 1 2 3 4 5 6	**Using Chords and Structure** How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	**Respecting Each Other through Composition** How Does Music Connect Us With the Environment? 1 2 3 4 5 6

To explore the Year 3 Music curriculum in more detail please visit the **Learn** page on the website- scroll down to curriculum -Music. Here you will find a break down of the key learning:

- ◊ Progression of knowledge and skill
- ◊ Musical progression
- ◊ Musical style
- ◊ Musical elements

HRSE-

Human Relationships
and Sex Education

To gain a deeper understanding of the Program of Study delivered for this essential learning—it is necessary to visit the HRSE learning page on our website. The link is below. Here you will find the HRSE school policy and essential links to TEN TEN the Catholic platform which we are using to support the teaching of HRSE. You will also find links to Kids Safe—a program we use to support the safeguarding aspect of this area of the curriculum. The link below takes you out of this document

HRSE—WEBSITE PAGE

Our Lady Star of the Sea design technology Year 3 overview of Key Skills and Projects

Structure	Mechanism (electrical)	Food
Photo frames Develop vocabulary related to the project. Create shell or frame structures. Strengthen frames with diagonal struts. Make structures more stable giving them a wide base. Measure and mark square section, strip and dowel accurately to 1cm	**The buzzer game** Develop vocabulary related to the project. Incorporate a circuit into a model/product. Use electrical systems such as switches bulbs and buzzers. INVENTORS Iconic British inventors and their inventions	**Coleslaw, Cous Cous Salad and fruit crumble** Develop sensory vocabulary/knowledge using smell, taste, texture and feel. Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury) Follow instructions and a recipe Make healthy eating choices—use the Eatwell plate Find out which countries the fruit and veg are grown (geography—continents)

DESIGN	MAKE	Evaluate
Develop more than one design or adaptation of an initial design. Plan a sequence of actions to make a product. Begin to use cross-sectional and exploding diagrams Use prototypes to develop and share ideas. Think ahead about the order of their work and decide upon tools and materials/ingredients. Propose realistic suggestions as to how they can achieve their design ideas. Consider aesthetic qualities of materials/ingredients chosen. Use CAD where appropriate.	Prepare pattern pieces as templates or their design. Cut slots. Cut internal shapes. Select from a range of tools for cutting shaping joining and finishing. Use tools with accuracy. Select different techniques for different parts of the process. Select from materials according to their functional properties. Plan the stages of the making process. Use appropriate finishing techniques.	Investigate similar products to the one to be made to give a starting point Draw/sketch products to help analyse and understand how products are made. Research needs of user. Identify the strengths and weaknesses of their design ideas in relation to purpose/user. Decide which design idea to develop. Consider and explain how the finished product could be improved Discuss how well the finished product meets the design criteria of the user. Investigate key events and individuals in Design Technology