St Benedict's Catholic Academy
Curriculum Information
Year 3
Autumn Term

Subject	The children will learn about…	The children will learn to…	Spiritual, moral, social and cultural values will be promoted by…	Key skills…
ENGLISH	**Different types of texts** **How to organise writing** **Using a range of sentences** **A range of punctuation to expand sentences** **Prepositions, conjunctions, adverbials** **Spellings patterns**	• How to use paragraphs appropriately depending on the style of text • Look at simple, compound and complex sentences, using them in their writing to give variety • Using commas to expand sentences • Use prepositions, conjunctions and adverbials in their writing to make it exciting for the reader • Build a varied and rich vocabulary • Use a dictionary to check spellings when unsure on how something is spelt • Use further prefixes and suffixes and understand how to add them • Increase the legibility, consistency and quality of their handwriting • Listen to and discuss a wide range of texts • Ask questions to improve their understanding of a text • Make and justify predictions and inferences based on what has been read • Retrieve and record information from non-fiction texts	• Work collaboratively to create pieces of drama • Develop mutual respect when listening to other people's pieces of writing • Think of others, listen well to others' points of view and try to imagine others' points of view, especially those who live in difficult circumstances.	• Identifying spelling patterns • Compose their own pieces • Organise writing using appropriate features • Proofreading work to check for sense and meaning and editing as required • Use appropriate sizing and orientation for letter formation • Inference and prediction when reading

MATHS	**Place Value** **Addition and Subtraction** **Multiplication and Division**	• Partition numbers to 1000 • Find 1, 10 or 100 more or less • Estimate numbers on a number line • Compare and order numbers to 1000 • Count in 50's • Recognise place value of each digit in a given three-digit number • Add and subtract mentally • Add and subtract using formal written methods of columnar addition and subtraction • Know and use complements to 100 • Use inverse operations • Recall multiplication facts (2, 5, 10, 3, 4, 8) • Use arrays • Explore multiples of 2, 5 and 10 • Solve multiplication problems • Solve division problems by grouping or sharing	• Children work collaboratively • Gain the confidence to cope with setbacks and learn from their mistakes	• Understand the place value of 4 digit numbers • Use the formal methods for calculations • Solve number problems • Multiplication and division facts
RE	**Belonging** **Prayer** **Advent**	• Explore the different groups to which they belong to • Study the sacrament of Baptism as a sacrament of belonging to the church • How Catholics celebrate belonging to God's family through the celebration of Mass • Exploring the prayer life of Jesus • Examine and reflect on ways in which we pray, signs and symbols associated with prayer. • Looking at the Annunciation and Visitation • Look at how Mary and Elizabeth prepared to welcome Jesus Christ • Know that Advent is a time of preparation and reflection	• Reflect on own lives and how children can be more like Jesus • Developing an awareness of a sense of God and the way God acts in our lives • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. • Sense of enjoyment and fascination in learning about themselves, others	• Group work • Discussion • Thinking skills • Empathetic writing • Interpreting symbolism • Sequencing skills

	Christmas	• Use the story of the shepherds to provide a focus to reflect on the birth of Jesus Christ	and the world around them. • Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives • Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. • Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.	
PE	**Netball** **Basketball** **Hockey**	• Run, jump, through and catch in isolation and combination • To know how to attack and defend during team games • Play competitive games working with a team, modified where appropriate • Know the effect exercise has on the body • Know the importance and reasons why they need to warm up and cool down before and after sport	• Co-operation, teamwork, competition, rules, self-discipline and fair play. • Individual activities that provide the opportunity for self-reflection, awareness and challenge.	• Pass the ball accurately to another player • Catch the ball accurately • Dribbling • Defending and Attacking skills
ICT	**E-safety** **Data handling** **Spreadsheets**	• To recognise how to keep safe on the internet and create a rule charter for the class	• Listen and respond appropriately to the views of	• Researching and note taking

		• To produce a spreadsheet with a range of data that has been gathered from the children, using the correct terminology	others, when working as part of a team.	• Discuss and reflect critically • Working as part of a group
MFL	**Greetings** **Respond to simple questions** **Colours**	• To respond to simple actions • To be able to recall numbers up to 31 • Express likes and dislikes • To say the French alphabet • Write descriptions of pets and family members	• To understand and explore different cultures • Understanding French traditions • Children will consider why it is important to respect different cultures and their traditions	• Listen attentively and engage in conversations • To speak in sentences • To write the date using names of the days and months • To understand simple stories

Year 3 Autumn Meet the Flintstones

This half term I will learn the following skills and knowledge:

Geography

Knowledge

To know where Skara Brae is.
To be able to locate the Orkney Islands on a map.
To know which countries Skara Brae is near to.
To know where and how the Stone Age people lived.
To know where people had to travel to trade and how they traded.
To know the meaning of the word Neolithic.
To know that Skara Brae was a Neolithic settlement.
To know that a storm in 1850 exposed the Neolithic settlement of Skara Brae.
To identify a Neolithic settlement.
To know what the job of an archaeologist is and know about some of the world's most famous archaeologists.

Skills

To use a map to find Skara Brae and the Orkney Islands, along with surrounding countries.
To identify these locations in relations to our own location and calculate the distance.
To be able to compare and contrast the Stone Age people and the people of today.
To contrast trade in the Stone Age and trade today.
To be able to use the term Neolithic correctly.
To understand the influence of weather on sites of historical importance.
To know the impact of the world's most famous archaeologists.

History

Knowledge

To understand and know when the Stone Age took place.
To know where the people in the Stone Age lived.
To know key dates during the Stone Age.
To know which weapons were used during the Stone Age.
To understand how people in the Stone Age hunted for their food.
To know the differences between Stone Age houses and modern houses.
To know the diet of people in the Stone Age.
To know how people made their clothes in the Stone Age.
To know which materials were available in that period.
To know and understand how trading began.
To know how transport was different in the Stone Age.

Skills

To write and ask appropriate questions about the past.
To place events on a timeline extending beyond 0 AD.
To suggest some consequences of some of the main changes from the Stone Age to the Iron Age.
To sequence events on a timeline.
To generate questions to find out about events in the past.
To understand the concept of change over time representing this along with evidence on a timeline.
To understand how our knowledge of the past is constructed from a range of sources.
To use more than one source of historical enquiry.

Art

Knowledge

To know the origins of the Stone Age piece of art.
To understand how cave paintings told stories.
To understand how cave paintings were created.
To know and define warm colours.
To know how different brushes make different marks
To know how shading can show light and shadow.
To know what the process of 'batik' is.

Skills

To make drawings of the early stages of man.
To create my own artwork in the style of cave drawings.
To record lines with some degree of accuracy from observation.
To record differences in texture and tone using different hardness of pencils
To work on a sustained drawing and review and refine a drawing.
To use appropriate colours for a specific piece of art.
To create bold lines with oil pastels.
To explore the printing technique using resist paste and batik.
To use materials creatively to design and make a batik product.

Technology

Knowledge

To know how a roundhouse hut may have been made during the Stone age.
To know which materials are suitable to make a model settlement including a roundhouse hut.
To know and use the correct technical vocabulary for the tools, materials and processes being used.
To know what a scale model is.
To know how to prepare food in a clean environment.
To know that recipes can be adapted to change the appearance, taste, texture and aroma

Skills

To design and construct a scale model shelter from an early settlement.
To use annotated sketches to communicate design ideas.
To select tools and techniques for making their product and use them safely and appropriately.
To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
To demonstrate hygienic food preparation and storage.
To use a range of cookery skills to create a range of savoury dishes including cutting, peeling and grating.
To evaluate their product against original design criteria.

Year 3 Rocks & Soils

This half term I will learn the following skills and knowledge:

Science	
Knowledge	**Skills**
To know the differences between the different rock types To know the difference between manmade and natural rocks. To know that soils are made from rocks and organic matter. To know how fossils are formed. To know what the three difference types of rocks To know who Mary Anning is. To know how Mary Anning contributed to planetology To know what permeable means To know what durable means To know the process of rocks being formed	To compare and group together different types of rocks based on their appearances To investigate rocks and their properties To investigate durability of rocks. To investigate the permeability of rocks. To understand the importance of a fair test. To carry out and conduct an experiment in small groups based on rocks.

Year 3 Extreme Survival

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To name the continents of the world. To know what a climate zone is. To know where the Tropic of Cancer and Capricorn are located. To know what the term 'biome' means and the different types of biome. To know the location and name of some of the hottest and coldest places on earth. To know why some places are very cold and some very hot. To name animals and vegetation living in a polar and desert region. To know what life is like for animals, people and vegetation living in places of extreme heat and cold. To know some of the ways people survive in extreme conditions To know the importance of shelter, food and clean water as the basis of survival. To know what is meant by global warming.	**Knowledge** To know how desert and polar regions have changed over time. To know how animals have adapted to polar conditions over time. To know how animals have adapted to desert conditions over time. To know about famous people that have made history in Polar Regions. To know who Robert Falcon Scott is and why he is famous. To know the date of his expeditions.
Skills To use globes, atlases and digital computer mapping to locate biomes and areas of extreme heat and cold. To use photographic evidence to raise questions about climate. To describe and compare key aspects of physical geography including climate zones and biomes. To describe geographical similarities and differences between countries. To describe the features of polar and desert regions. To explain how the lives of people living in polar and desert climates differ to their own. To ask and answer questions about the physical and human characteristics of a location. To use fieldwork to observe, measure and record physical features in the local area.	**Skills** To generate questions to find out about events in the past. To describe how Robert Falcon Scott made history in Antarctica. To understand and explain why animals have become endangered. To conduct research about a famous expedition using a range of sources. To compare famous historical explorers to present day explorers. To question why their missions succeeded or failed.
Art	**Technology**
Knowledge To know how to create different moods with colour. To know how to mix colours effectively. To know the difference between hot and cold colours. To know how a specific paintbrush can affect the painting. To know how to create layers on a painting. To know about Diana Van and her desert landscape artwork. To know how artists use colour and texture to convey the mood and atmosphere of different places.	**Knowledge** To know foods which provide energy. To know the principles of a healthy and varied diet. To know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. To know how to prepare ingredients safely and hygienically. To know and use relevant technical vocabulary.
Skills To mix colours, shades and tones effectively with paint. To use a variety of colours to create moods within a painting. To select and arrange materials for striking effect. To create different effects and textures with paint. To blend colours together appropriately. To use a developed colour vocabulary. To use a range of techniques to design and make a 3D representation of an arctic environment. To use a graphics package to create images and effects with lines, shapes, colours and textures.	**Skills** To research the nutritional value of different foods. To design, make and evaluate a 'survival' meal. To carry out sensory evaluations of a variety of ingredients. To select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. To measure and weigh ingredients appropriately. To prepare and combine a range of ingredients hygienically and safely using appropriate utensils. To cook a meal from a selection of ingredients given using a range of skills e.g. boiling and frying To evaluate their product against original design criteria.

Year 3 Forces & Magnets

This half term I will learn the following skills and knowledge:

Science	
Knowledge	**Skills**
To know the difference between a push and a pull. To know that gravity pulls things towards the centre of the earth. To know that friction can slow objects down. To know what a magnetic material is. To know what a non-magnetic material is. To know that magnets have 2 poles and be able to name these To know that some forces need contact between 2 objects, but magnetic forces can act at a distance To know that air resistance slows an object down. To know how to carry out a fair test	To identify forces as pushes or pulls. To observe how magnets attract or repel each other and attract some materials and not others To make predictions on magnetic strength. To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet To identify some magnetic materials To predict whether 2 magnets will attract or repel each other, depending on which poles are facing To test out friction on a range of surfaces. To gather, record and present data in a variety of ways to help answer questions. To record findings using simple scientific language. To use results to draw simple conclusions