St Benedict's Catholic Academy
Curriculum Information
Year 3
Spring 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	**Various styles of writing:** • **Non-chronological report** • **Instructions** • **Character Descriptions** • **Diary Entry** • **Newspaper reports** • **Poster.**	• Use further prefixes and suffixes and understand how to add them-tion and -ness. • Use Inverted commas to punctuate direct speech. • Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understanding the meaning of new words. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying with evidence. • Predicting what might happen from details stated and implied. • Identifying the main idea drawn from more than one paragraph and summarising these. • Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what other say.	• 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 and applying these in their work. • Year 3 Exciting sentences: ing,ed sentence. • I can use paragraphs to organise my ideas. • I can express time, place and cause using conjunctions. • I can use headings and subheadings to aid presentation. • Use of present perfect form of verbs instead of the simple past. • Noun phrases expanded by the addition of modifying adjects, nouns and prepositions. • Fronted adverbials followed by a comma. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate

				use of pronouns in sentences.
MATHS	**Multiplication and Division** **Length and Perimeter** **Mass and Capacity** **Fractions**	• Use multiples of 10 • Multiplying 2 digits by 1 digit • Divide 2 digits by 1 digit • Dividing with remainders • Measuring lengths using m, cm and mm • Finding equivalent lengths • Adding and subtracting lengths • Measuring and calculating perimeter of a shape • Use scales • Measure mass in kg and g • Finding equivalent masses • Compare masses • Add and subtract masses • Measure capacity and volume • Find equivalent capacity and volume • Compare capacity and volume • Add and subtract capacity and volume • Compare and order fractions • Find equivalent fractions • Counting in Fractions • Identifying unit and non-unit fractions. • Place fractions on a number line • Use fractions and scales in the context of mass, volume and length	• Children work collaboratively • Gain the confidence to cope with setbacks and learn from their mistakes	• Use the formal methods for calculations • Solve number problems • Multiplication and division facts • Using different equipment for measuring and applying suitable units of measure. • Equivalent units of measure • Reading scales • Comparing measures • Solving problems involving measure • Use mathematical vocabulary • To know the perimeter is the distance around the outside of a shape. • Use of times tables to support knowledge around Fractions.
RE	**Preparing for First Holy Communion**	• What is Faith? • Why do we go to Mass? • What is sin? • What is conscience? • What is our moral code? • What are the different types of Sin?	• 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	• Group work • Discussion • Thinking skills • Empathetic writing • Interpreting symbolism • Sequencing skills

		• What is absolution? • What do we say and do before/ during/ after confession? • What are the Corporal and Spiritual works of Mercy? • What is worship? • What is the effect of the sacrament of the Eucharist? • How do we participate in Jesus' Last Supper and his sacrifice during the Mass? • What happens during the consecration? • What did St Cyril of Jerusalem tell candidates they should do to prepare to receive Holy Communion?	• 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 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	**Swimming** **Gymnastics** **Hockey** **Football**	• How to move into different shapes. • Balance using different parts of the body.	• Co-operation, teamwork, competition, rules, self-discipline and fair play.	• Pass the ball accurately to another player • Catch the ball accurately

	Netball **Dance**	• Create routines to a short piece of music. • Make accurate passes to their team player. • Dribble the ball into a space. • Control the ball well using a hockey stick • To defend and tackle a player with the ball.	• Individual activities that provide the opportunity for self-reflection, awareness and challenge.	• Dribbling • Defending and Attacking skills. •
ICT	**E-safety** **Connecting Computers** **Animation**	• To understand how digital devices work. • To understand what input, process and outputs of a digital device are. • To understand how we can use digital devices and how they can help us. • To understand the ways in which digital devices are connected. • What does our school network look like? • Can a picture move? • Frame by Frame • What's the story? • Picture Perfect • Lights, Camera, Action, Roll!	• Listen and respond appropriately to the views of others, when working as part of a team.	• I can follow a process. • I can classify input and output devices. • I can design a simple, digital device. • I can suggest a difference between using digital and non-digital devices. • I can use Computers to create art work. • I can explain how messages are used through multiple connections. • I can discuss why I need a network switch. • I can express the role of a switch, server and wireless access point. • I can create a flip-book style animation. • I can predict what an animation will look like. • I can create an effect stop-frame animation. • I can create a story board.

				• I can use onion-skinning to make changes between frames. • I can evaluate and improve my evaluation. • I can add other media to my animation.
MFL	**Days of the week.** **Simple greetings 'hello', 'goodbye', 'how are you?'** **Asking about name and age.** **Animals.**	• To recognise days of the week. • To say days of the week. • To say simple greetings. • To write simple greetings. • To hold a conversation using simple greetings. • To recognise the names of animals in French and use these where necessary.	• 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 write familiar simple words from memory. • To read aloud familiar words or phrases in chorus. • To use correct pronunciation when speaking.

Year 3 Tomb Raiders

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

Geography

Knowledge

To know how to use maps, atlases and globes to locate Egypt and places within it.
To know which continent Egypt is in.
To know the capital city of Egypt.
To know the language spoken in Egypt.
To know the flag of Egypt.
To know the key human and physical characteristics of Egypt.
To know that the River Nile is the longest river in the world.
To know key landmarks and monuments of Egypt and Ancient Egypt.
To know how land was used in Ancient Egypt.

Skills

To use atlases and a variety of sources to answer geographical questions about Egypt.
To accurately plot Egypt on a map of the world.
To recognise and plot cities, towns and key landmarks of Egypt onto a map.
To follow the route of the River Nile on a map.
To know the importance of rivers to settlements.
To use secondary sources of information to find out how Ancient Egyptians used the River Nile in their day to day life.
To make comparisons to dwellings around rivers in the locality and surrounding cities in the UK.
To understand the importance of agriculture and farming in Ancient Egypt.
To make comparisons between Egypt and England.

History

Knowledge

To know and use historical language and terms of chronology.
To know and understand the concept of 'Ancient'.
To know about an Ancient civilization.
To know some of the beliefs of ancient Egyptians.
To know how Ancient Egyptian society was organised.
To name key roles in Ancient Egyptian society e.g. pharaoh, nobles, governors, slaves, farmers, craftsmen, soldiers, scribes and vizier
To know the historical importance of the pyramids and key facts about them including how they were built.
To know the importance of Tutankhamen and key facts about him.
To recall the job of an archaeologist.
To know the importance of Howard Carter in uncovering the secrets of the Ancient Egyptian civilization.

Skills

To place the Ancient Egyptian period on a timeline in history.
To generate questions about the past by looking at a range of Egyptian artefacts.
To research the beliefs of the Ancient Egyptians.
To understand social structure and how it impacts on people's lives.
To use a range of sources to research Tutankhamen.
To understand how and why people were mummified.
To understand the purpose of pyramids in Ancient Egypt.
To investigate how hieroglyphics were used in Ancient Egypt.
To research the number system of the Ancient Egyptians.
To understand how the Ancient Egyptians impacted life today.

Art

Knowledge

To know about different kinds of art, craft and design.
To know the materials used by Ancient Egyptians to create artwork.
To know and use appropriate art vocabulary
To know which tools to use when working with malleable materials.

Skills

To create a piece of artwork in the style of Ancient Egyptian designs.
To understand size and proportion of features when sketching faces.
To be able to use a range of sketching techniques.
To create light and shade when sketching.
To use sketch books to record ideas.
To plan, design and make a 3D form.
To manipulate and shape malleable materials to create Ancient Egyptian amulets.
To produce patterns and textures in malleable materials.
To effectively apply decorative techniques to 3D models.

Technology

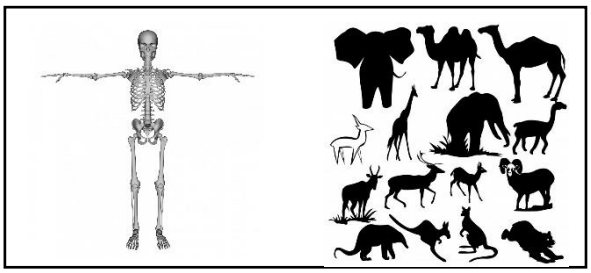
Knowledge

To know how mechanical systems such as levers and linkages create movement.
To know the difference between fixed and loose pivots.
To know and use appropriate technical vocabulary.

Skills

To investigate and analyse books with flaps, sliders and levers.
To design, make and evaluate an Egyptian pop-up book for young children.
To understand and use mechanical structures.
To use annotated sketches and prototypes to develop, model and communicate ideas.
To order the stages of making.
To select and use appropriate tools with some accuracy to cut, shape and join paper and card.
To select from and use suitable finishing techniques.
To evaluate their product against the original design criteria.

Year 3 Animals Including Humans



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

Science	
Knowledge	**Skills**
To know that animals and humans need the right types and amounts of nutrition. To know the types of food needed for a nutritious, balanced diet. To know that animals and humans cannot make their own food and that they get nutrition from what they eat. To know the main bones associated with the human skeleton. To know that different organs of the body have special functions. To know that exoskeleton is external skeleton that consists of a hard encasement on the surface of an organism. To know that an endoskeleton is a skeleton that consists of hard, mineralized structures located within the soft tissue of organisms. To know that animals and humans have muscles for movement.	To compare how plants and humans obtain food. To explain how living things obtain food. To state why animals including humans need the right type of nutrients. To identify differences and similarities related to simple scientific processes by grouping animals according to their diets. To investigate skeleton types. To sort animals based on their skeletons. To examine how muscles work. To set up simple practical enquiries. To investigate pairs of muscles. To record findings using simple scientific language by writing results of the practical investigation.

Year 3 The Titanic

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

Geography

Knowledge

To know where the starting destination was for the Titanic.
To know the route which the Titanic was planning to take.
To name the 5 oceans of the world.
To know that the Titanic was setting sail in the Atlantic Ocean.
To know that the United Kingdom is made up of 4 countries.
To know the seas and oceans surrounding the UK.

Skills

To locate the countries of Europe and North America using maps and globes.
To locate major cities in the UK on a map.
To locate major cities in North America on a map.
To use the 8 points of a compass to relate the position of countries to each other.
To identify and locate the oceans of the world on a map.
To explore similarities and differences in the human and physical geography of a region in the UK and a region in North America.
To identify key locations and transport routes and links, in the local area.
To undertake investigations and enquiries about transport in the local area and begin to interpret the data that they have gathered.
To discuss the features of their local environment

History

Knowledge

To know the date of the when the Titanic set sail.
To know the date of when the Titanic sunk.
To know where the Titanic is placed on a timeline of British history.
To know how transport has developed over the past 100 years.
To know that there were different social classes in the past.
To know and use the correct terminology to describe events in the past.
To know how transport in Nuneaton and the local area has changed over time including rail, roads and airports.

Skills

To generate questions to find out about events in the past.
To use sources of evidence to deduce information about the past.
To carry out research by selecting suitable sources.
To understand how ships have changed over time.
To investigate the different jobs on board the ship.
To understand the differences in social classes
To debate the errors that impacted the sinking of the Titanic.
To compare transport now to transport 100 years ago
To investigate how local transport links have changed over time.

Art

Knowledge

To know key facts about David Linton and his work.
To know the style of artwork he creates.
To know how to use printing to create various effects with paint.
To know what 'perspective' is.
To know what is meant by a 'third dimension.'
To name the different types of paint and their properties.

Skills

To research the artist 'David Linton' and his work.
To develop pencil techniques when sketching.
To record shapes and lines with some degree of accuracy.
To begin to show an awareness of objects having a third dimension and perspective.
To experiment with different effects and textures when painting including thickened paint to create textural effects.
To use printing techniques to apply colour to a picture.

Technology

Knowledge

To understand how key events and individuals in design and technology have helped shape the world's technical knowledge.
To know that Thomas Andrews designed the Titanic.
To know how a pneumatic mechanism works.
To know technical vocabulary related to the project.

Skills

To design, make and evaluate a Titanic moving toy using pneumatics.
To generate realistic and appropriate design criteria through discussion, focusing on the needs of the user.
To use annotated sketches and prototypes to develop, model and communicate ideas.
To select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons.
To select from and use finish suitable for the products they are creating.
To evaluate their own products and ideas against the design criteria.

Year 3 Light

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

Science	
Knowledge	**Skills**
To know that light is needed in order to see things. To know that dark is the absence of light. To know that light travels in a straight line. To know that light from the sun can be dangerous. To know how to protect your eyes from the sun. To know how shadows are formed. To know that shadows can change in size and what causes this. To name some parts of the eye. To know what is meant by opaque, translucent and transparent. To know that a fair test means that you only change one variable.	To identify light sources. To investigate how shadows are formed. To investigate how shadows change in size and shape. To set up simple practical enquiries to investigate light. To notice that light is reflected from a surface. To identify reflective surfaces. To explain how surfaces reflect light. To identify opaque, translucent and transparent objects. To gather, record and present data in a variety of ways. To make predictions when investigating and give reasons for that prediction. To record findings using drawings and labelled diagrams. To show understanding of an investigation by drawing up conclusions. To use scientific language to explain their findings