St Benedict's Catholic Academy
Curriculum Information
Year 3
Summer 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:** **Newspaper report** **Persuasive writing** **Formal and informal letters** **Poetry** **Non-chronological report** **Spelling patterns**	• Discussing and recording ideas. • Using simple organisational devices such as headings and sub-headings. • Choosing nouns or pronouns appropriate for clarity and cohesion and to avoid repetition. • Identify features of adverts. • Design an advert to persuade people to buy something. • To organise paragraphs around a theme.	• Work collaboratively to perform a poem in small groups. • Develop mutual respect when listening to other people's pieces of writing. • To think and listen to other people's points of views. • Children will show an interest in investigating, and offering reasoned views about, moral and ethical issues.	• To identify word classes and investigate spelling patterns. • Compose their own pieces and organise them using appropriate features. • To edit work to check for sense and meaning. • Use appropriate sizing and orientation for letter formation.
MATHS	**Multiplication** **Measurement** **Division** **Fractions** **Time** **2D and 3D shapes**	• Multiplying 2 digits by 1 digit with exchange • 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 the perimeter of a shape • Use column methods for addition, subtraction and multiplication. • Revise doubling and halving numbers to 50 using partitioning.	• Children work collaboratively • Gain the confidence to cope with setbacks and learn from their mistakes	• Doubling and halving 3 digit numbers • Use the formal methods for calculations • Solve number problems • Multiplication and division facts • Comparing and order numbers • Recall addition, subtraction, multiplication and division facts.

		• Revise times tables and division facts (1x, 2x, 3x, 4x, 5x, 8x, 10x). • Divide numbers within and just beyond the times tables (with remainders) • To recognise the properties of both 2D and 3D shapes. • Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity • Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity		
RE	**Sacramental programme for First Confession and First Holy Communion** **Pentecost** **We Listen to God's word at Mass.** **Lives of the Saints**	• Talk about and understand: What is faith? • The Sacrifice of Christ • Reconciliation • The Last Supper • The Consecration • Preparing to receive the two Sacraments • Understand the gifts of the Holy Spirit and the change it brought to the lives of the Apostles. • Think about listening and finding out about the Liturgy of the Word at Mass. Through this topic they will explore the value and the importance of listening to the Word of God in the Scriptures. • Understand the lives of two important saints of the early church and know what it means to be a disciple and share in his life. • Explore some stories of Saints who received Jesus in the	• Looking at the virtues through the lens of Catholic Social Teaching. • Enabling children, in an atmosphere of respect and affectionate trust, to be happy and to grow in their understanding of the Gospel Values	• Working as part of group, Researching and note taking. • Presentation skills. • Discuss and reflect critically. • Empathetic writing.

	Pope Francis and Laudato Si'	Eucharist (e.g. Vincent de Paul and Maximillian Kolbe). • Understand that the Eucharist helps Christians to live out their mission as disciples of Christ. Children to think about their mission. • Reflect on Pope Francis' message about looking after the world.		
PE	**Swimming** **Athletics** **Invasion Games** **Cricket Hockey**	• To swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively. • To use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate. • To apply basic principles suitable for attacking and defending	• Co-operation, teamwork, competition, rules, self-discipline and fair play. • Individual activities that provide the opportunity for self-reflection, awareness and challenge.	• To develop flexibility, strength, technique and control and balance. • To perform movements and compare and improve performances.
ICT	**E-safety.** **We are Opinion Pollsters** **We are communicators**	• Construct, pilot and deploy online opinion poll survey. • Analyse the results using appropriate charts and produce a report on their findings. • Write and send emails to a partner in another class. • Explore one or more other forms of digital communication including video conferencing.	• Listen and respond appropriately to the views of others, when working as part of a team.	• Working as part of group. • Researching and note taking. • Presentation skills. • Discuss and reflect critically.
MFL	**Greetings** **Animals** **Colours** **Numbers 0-20**	• Learn through song, pictures, discussion.	• To understand and explore different cultures • Understanding French traditions • Children will consider why it is important to respect different cultures and their traditions	• Cultures from other parts of the world. • To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Year 3 Knowledge Organiser

China

Geography	History
Knowledge To know that China is in Asia. To know the countries that surround China. To know that China has a population of 1.386 billion people. To know that China is the second biggest country in the world. To know that the capital of China is Bejing. To know that the currency of China is the Chinese Yuan. To recognise and describe the Chinese flag. To know some of China's landmarks including the Great wall of China, The Forbidden City and The Terracotta Army. To know some of the main rivers and mountains in China. To know that different languages are spoken in China and the main language is Mandarin.	**Knowledge** To know that the Shang Dynasty ruled in China from 1600BC to 1046BC. To know what the Oracle Bones were and why they are an important source of historical evidence. To know when and why the Great wall of China was built. To name some kings that ruled during the Shang Dynasty. To know that people in the Shang Dynasty believed in a supreme god called Shangdi. To know the importance of the Yellow River in the Shang Dynasty. To know what 'legacy' means. To know and use appropriate historical vocabulary. To know how the Shang Dynasty impacted the world today.
Skills To use atlases, globes and digital mapping to locate China and its landmarks on a map. To use contents and index pages of an atlas. To use the eight points of a compass and 4 and 6 figure grid references to locate towns and cities in China. To locate the Yangtze river and the Yellow river on a map. To generate questions about geographical features of China To compare key human and physical features of China to those of the UK. To research time differences between the UK and China. To research the lives of different ethnic groups found in China.	**Skills** To place the Shang Dynasty on a timeline. To understand our knowledge of the past is constructed from a range of sources. To investigate what life was like during the Shang Dynasty using a range of sources and artefacts. To make comparisons between the rich and the poor during the Shang Dynasty. To explore the beliefs during the Shang Dynasty. To research how the Shang Dynasty came to an end. To evaluate the legacy of the Shang Dynasty. To research the traditions of the Chinese New Year.
Art	**Technology**
Knowledge To know key facts about Henri Rousseau. To know the style of artwork Rousseau created. To know that 'The tiger in a tropical storm' is an oil painting To know and use visual language when describing artwork. To know how artists use colour and texture to convey the mood and atmosphere of different places. To know what 'collage' is and how it is created. To know what the willow pattern is and how it came about.	**Knowledge** To name different types of stitches and know how to do them. To know how to thread a needle. To know how to securely join 2 pieces of fabric together. To understand the need for patterns and seam allowances. To know and use technical vocabulary related to the project.
Skills To discuss artwork and record my ideas and opinions. To use oil pastels to create different effects. To create a piece of artwork in the style of Rousseau using oil crayons. To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. To create own artwork using the Willow Pattern.	**Skills** To design, make and evaluate a hand puppet for a young child linked to the animals of the Chinese zodiac. To generate ideas and produce annotated sketches, mock-ups and pattern pieces. To plan the main stages of making. To use templates for marking out. To select and use a range of appropriate tools with some accuracy to cut, join and finish. To use a range of stitches to join and finish. To select fabrics according to their functional characteristics and aesthetic qualities. To use decorative finishing techniques. To evaluate my product against the original design criteria.

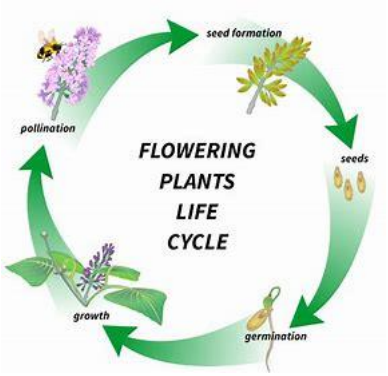
Y3 and Y4 Knowledge Organiser

Summer Olympics

Geography	History
Knowledge To know where France is. To know some countries within Europe. To know some major cities in France including Paris. To know that France is in the Northern hemisphere. To know geographical similarities and differences between the UK and France. To know the climate found in France. To name major rivers and mountains in France. To know major tourist attractions in France.	**Knowledge** To describe some of the traditions that take place during the Olympics including the opening and closing ceremony. To know how some of the traditions that take place during the Olympics have changed over time. To know where and why the Olympics began. To name 5 of the events that took place in the Ancient Olympics. To know which countries have hosted the Olympics the most often. To know the history of The Olympic Torch. To name a significant Olympic Athlete.
Skills To use atlases, maps, globes and digital mapping to locate countries around the world. To use atlases, maps, globes and digital mapping to locate cities within France. To divide a world map into the Northern and Southern Hemisphere and locate France. To describe and understand Geographical similarities and differences between the UK and France. To describe the climate in France. To use geographical vocabulary to describe rivers and mountains in France. To inform tourists about attractions in France during the Olympics.	**Skills** To place and sequence events on a timeline. To participate in an Olympic event. To link events in history and describe causes and effects. To ask historically valid questions about the Olympic Torch. To identify Olympic traditions from a range of sources. To select and research information about a significant Olympic Athlete.
Art	**Technology**
Knowledge To know who LeRoy Neiman was and some of his famous pieces. To know some key facts about LeRoy Neiman. To know what texture means. To know vocabulary to use when critiquing art. To know how to improve sketches. To know what affects different painting tools have.	**Knowledge** To know when designing a plan needs to be made. To know and use the correct technical vocabulary for the tools, materials and processes being used. To know which materials are suitable to construct an Olympic Stadium.
Skills To research the life of LeRoy Neiman. To create artwork depicting a range of Olympic events covering a range of colours and textures. To critique different pieces of art by LeRoy Neiman. To review and revisit sketches.	**Skills** To plan, design and evaluate an Olympic Stadium To order the stages of making an Olympic Stadium. To use annotated sketches to communicate design ideas. To evaluate an Olympic Stadium against a design criteria. To select tools and techniques for making their product and use them safely and appropriately.

Year 3 Knowledge Organiser

Plants



Science	
Knowledge	**Skills**
To name the different parts of a flowering plant and explain their jobs. To know the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. To order and describe the main stages of the life cycle of a flowering plant. To know the part that flowers play in the life cycle of flowering plants. To name the different parts of a flower and explain their jobs. To know what 'pollination' is. To know the process of seed formation and dispersal. To know what 'germination' is. To know how water is transported in a plant. To know how to set up a simple investigation.	To explain what plants need to grow. To investigate the way in which water is transported within plants. To explain the process of pollination and how this leads to fertilisation To set up an investigation and make predictions. To record and make accurate observations. To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

Year 3 Knowledge Organiser

Scientists and Inventors

Science	
Knowledge	**Skills**
To know the names of the 4 people who brought new plants to Britain. To know about Marie Curie's life, work and legacy. To know what Inge Lehmann discovered about the earth's core. To describe how the earth's core is solid iron. To explain how igneous rocks are made. To explain how scientists use fossils to find the age of rocks. To describe how William Smith found fossils. To know that concave and convex mirrors are curved mirrors. To describe how the first electromagnets were developed. To explain how electromagnets are magnets powered by electricity. To recognise that inventions and discoveries come from all over the world. To give examples of how some things are invested to make people's lives easier.	To identify familiar plants in the local area. To design a new plant and answer questions about it. To identify bones in x-ray images and explain their function. To match fossils to time periods. To identify concave and convex mirrors. To identify which devices and inventions use concave mirrors and which use convex mirrors. To investigate how images change in concave and convex mirrors. To explore how electromagnets attract some materials. To set up simple practical enquiries and fair tests. To make systematic and careful observations. To record findings using simple scientific language. To use results to draw simple conclusions and make new predictions. To research an invention and find out more about why and when it was invented.