Year 3 Curriculum Web

English

'The Iron Man' by Ted Hughes will be used as a stimulus for our writing this term.

Genres will include:

Instruction: Manual

- Express time, place and cause using conjunctions. *When, Before, After, While, So, Because*
- Adverbs
  Then, Next, Soon, Therefore
- Headings and subheadings to aid presentation

Narrative: Sci-Fi

- Formation of nouns using a range of prefixes *Super-, Auto-, Anti-*
- Introduction to paragraphs to group material
- Use of present perfect form of verbs instead of simple past tense.
- Introduction to inverted commas to punctuate direct speech

Poetry: Limericks

- Use of forms a and an
- Word families based on common words, showing how words are related in form and meaning.

Maths

Place Value

- Represent numbers to 100
- Partition numbers to 100
- Hundreds, tens and ones
- Order numbers to 1000
- Count in 50s
-

Addition and subtraction

- Add and subtract two numbers across 10 and 100
- Add 2-digit and 3-digit numbers
- Estimate answers
- Inverse operations
- Answer word problems involving addition and subtraction

Multiplication and division

- Multiplication equal groups
- Use arrays
- Sharing and grouping
- Multiples of 2, 3, 4 and 8

Creative Curriculum: Mighty Metals

(Driver Subject: Science)

You're an engineer, a scientist, a maker of men (iron men, of course). Explore the scientific world of forces and magnetism, metals and materials. Expand your mind as you test and trial, build and move. Which force is at play as you slide down a slide or swing on a swing? Can you explain why magnets repel and attract? Can you make a penny look shiny and new or build a steel band from pots and pans? Then, meet Hogarth the Iron Man's companion. The Iron Man wants a friend. Can you build him one? You must make him strong, sturdy and ready to rumble. If you were a metal, which one would you be? Gold, a shimmering, precious and costly mineral? Or steel, that strong and useful alloy? Maybe you're iron, malleable and easy to shape, but ready to rust. Maybe you're not a metal at all, but a force to be reckoned with.

RE:

St Richard Reynolds

- Being part of a community and our school motto
- Life and history of Mother Teresa of Calcutta
- History of St. Richard Reynolds

World Religion

Judaism – Places to worship: The synagogue

Domestic Church: Families

- The Christian home; an image of and a sharing in the love between Christ and the Church
- Paul's letters to the early Christian community teaching about God's vision for every family
- The Christian duty of parents towards children and children towards parents
- The example of the Holy Family
- God is always with us
- We are chosen by God to be a holy people and the implications in daily life
- Jesus' new rule

Harvest

- What is Harvest?
- Looking at Harvest Festival around the World.

D+T

Learning focus:

Design and create an Iron Man finger puppet using appropriate materials using running and cross stitches, including buttons, beads and sequins.

Intended Skills:

- Discuss and generate ideas for a produce considering its purpose and the users' requirements.
- Identify a purpose and establish a criterion for a successful product.
- Evaluate their product against original design criteria e.g. how well it meets its intended purpose.

Music

Learning focus:

Xylophone vs Glockenspiel

Intended Skills:

To understand the difference between different musical instruments and the sounds which they make.

French

Learning focus:

Family and birthday

Intended Skills:

Identifying basic question words and how to ask and answer questions relating to their family and their date of birth.

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Creative Curriculum: Mighty Metals
(Driver Subject: Science)

Science

Learning focus:
We will be investigating forces (push and pull) and metals looking at their properties and magnetism.

Intended Skills:

- Explain that an object will not move unless a push or pull force is applied, describing forces in action and whether the force requires direct contact or whether the force can act at a distance (magnetic force).
- Compare how objects move over surfaces made from different materials
- Compare and group materials based on their magnetic properties.
- Take measurements in standard units, using a range of simple equipment.
- Investigate and compare a range of magnets (bar, horseshoe and floating) and explain that magnets have two poles (north and south) and that opposite poles attract each other, while like poles repel each other.
- Set up and carry out some simple, comparative and fair tests, making predictions for what might happen.
- Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.
- Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.

Computing

Learning focus:
Computing systems and networks – Journey inside a computer
Intended Skills:

- Understanding what the different components of a computer do and how they work together.
- Drawing comparisons across different types of computers.
- Using decomposition to explain the parts of a laptop computer.
- Explaining the purpose of an algorithm

PSHE & RSHE

Zones of regulation:
Recognising our feelings, understanding our class charter, catholic social teaching and behaviour values.
Created and Loved by God
Created individually, desire to be loved, grateful, appreciative, faith and personhood values. Personal and communal worship.
Family and Relationships
Healthy families, friendship conflict, bullying and effective communication.

Home Learning Ideas

- Investigate items that are made of metal in your household. What metals are they made of? Which items are magnetic (do this with an adult and DO NOT put magnets near anything electronic such as a computer or mobile phone).
- Find out facts about metals and how they could be recycled. Write a fact file.
- Design your perfect playground. What equipment would you include? Draw your plan on paper or make a 3D model.
- Write a menu for what the iron man could eat. The menu should include a starter, main course and pudding.
- Design and make a 3D robot. Write how you made it and what it is used for.
- Design and make a fridge magnet.
- Research tasks that are currently done by robots. What tasks do you think robots will be able to do in the future?

History

Learning focus:
We will focus on key scientific figures who have helped shape the world e.g. Isaac Newton

Intended Skills:

- Understand the lives of key historical figures in history and how their influence has shaped the world around us.
- Use books and the internet to research historical figures and collect relevant information.

P.E.

Learning Focus: Gymnastics
Intended skills:
1) Perform rock to standing, 2) Perform a backwards roll, 3) Land a backwards rolls, 4) Perform a teddy bear roll, 5) Perform a range of rolls, 6) Perform a 4-5 movement sequence

Learning Focus: Football
Intended skills:
1) Moving into space, 2) Control the ball when turning, 3) Outwit an opponent, 4) Strike the ball at a stationary target, 5) Strike the ball at a moving target, 6) Apply skills in a competitive situation