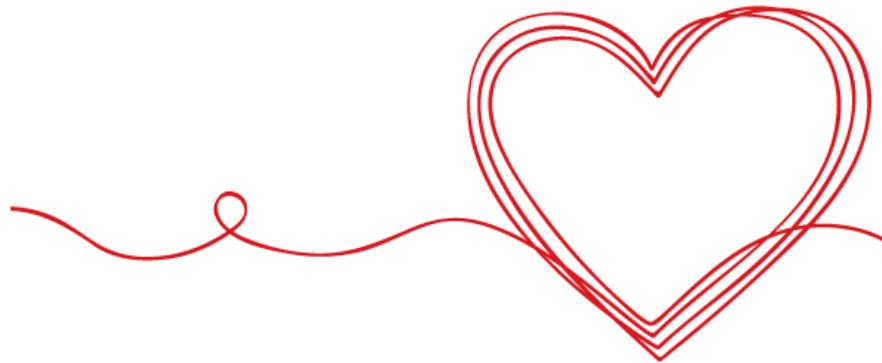


Caritas Curriculum

Key Learning Outcomes

Year 3





Year 3	Autumn			Spring			Summer		
Caritas Theme	Love of self			Love of others			Love		
	Our families & community			Happiness is ...			Common Good		
Caritas	What makes community?			Removing barriers to happiness			We build together a community of peace		
Topic	Finding out from Fossils			Bella Italia			Magnificent machines		
Hook with a Book	Pebble in my Pocket			Escape from Pompeii			Find out about Robots		
Science	Rocks Fossils Skeletons and muscles			Plants – functions requirements for life water transport Life cycle			Electricity- simple circuits- switches/buzzers/conductors/insulators Magnets		
History	Stone Age			Ancient Rome- impact on Britain/fall of the Roman Empire/Boudicca			Linking of prior learning*		
Geography	Linking of prior learning*			Italy- Human and Physical Geography			Linking of prior learning*		
Art	Charcoal (Drawing)			Working with shapes and colour (Collage) ARTIST FOCUS: Caravaggio			Telling stories through drawing and making (Sculpture)		
Design & Technology	Linking of prior learning*			Aqueducts and Inventors			Moving Robots with Light		
Computing	Animation Internet Research Dinosaur SCRATCH project			Creating Media DTP Online Safety			Connecting Computers Programming		
PE	Football Tag Rugby	Dodgeball	Boccia/New Age Kurling	Gymnastics	Netball	Handball	Rapid Fire Cricket	Athletics / Sports Day Races	Tennis / Athletics
Music	Let your spirit fly		Three Little Birds	Glockenspiel Stage 1		Easter Performance	Whole class Instrument Recorder Lessons		Whole class Instrument Recorder Lessons

Linking of prior learning* - No discrete learning is identified. In the teaching of key learning outcomes for other areas of learning, links will be made back to this subject where possible



Curriculum Narrative

Year 3	Autumn	Spring	Summer
	<p>Year 3 Finding out from fossils</p> <p>Year three zooms into the past with a Pebble in their Pocket as they discover how fossils and rocks were formed in science and start to discover what makes a successful community. Through learning about the early communities in the stone age children consider the important features of a community, including their geographical locations linking them to where main cities in the UK are now. Using charcoal in art we create the drama of life in the stone age through our own cave creations. We create our own simple music, learning notation on glockenspiel's and singing a final piece in the form of reggae music a form that developed out of changing communities. Finally like the stone age people of the past, year 3 begin to solve problems and logic through the use of scratch in computing.</p>	<p>Bella Italia</p> <p>As year 3 consider how we can remove barriers between people to promote peace and happiness, they consider the Romans and how examples of this may be seen – or not. Reference to St Paul’s letters to the Romans is considered in this. The students learn what it was like to Escape from Pompei in roman times in history they compare the geographical features both physical and human of Italy to the UK and look at the science of where and how plants grow. Through Design and Technology, they discover the great inventions of the romans and even begin to design and evaluate some of their own Italian healthy food. Through discovering ways of creating shapes and colour they create Italian inspired art work and compare to the work of the great Italian artist Caravaggio. In computing they learn to use their on sways using teams all about ITALY! In music children learn the Dragon Song, which explores happiness and friendship before they too bring the school community happiness by sharing the re-telling of the Easter story, reminding us that God removes all barriers.</p>	

Subject	Sub theme	Key Learning Outcomes	When
Caritas	Love of self	<ul style="list-style-type: none"> What makes community? 	Autumn



	Our families & community		
Caritas	Love of others	<ul style="list-style-type: none"> • Removing barriers to happiness 	Spring
Caritas	Love Common Good	<ul style="list-style-type: none"> • We build together a community of peace 	Summer
English	Reading	<ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words • Positive attitude to reading: Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks • Positive attitude to reading: Know that non-fiction books are structured in different ways and be able to use them effectively (Children know the key features of non-fiction texts) • Understand what is read: Ask questions to improve understanding of a text • Understand what is read: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions • Understand what is read: Predict what might happen from details stated • Understand what is read: Identify main idea of a text and summarise the key points • Positive attitude to reading: Begin to understand that narrative books are structured in different ways, (Children explore a range of different stories for example, quest stories and stories with dilemmas) • Understand what is read: Identify how structure, and presentation contribute to the meaning of texts • Understand what is read: Retrieve and record information from non-fiction • Positive attitude to reading: Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions • Positive attitude to reading: Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently 	



		<ul style="list-style-type: none">• Positive attitude to reading: Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action• Understand what is read: Use dictionaries to check the meaning of unfamiliar words• By the end of Year 3 a child should be able to justify their views about books written at an age-appropriate interest level• A child is able to read the book accurately and at speed that is sufficient for them to focus on understanding what they read rather than decoding individual words	
English	Reading GDS	<ul style="list-style-type: none">• Skim materials and note down different views and arguments• Pause appropriately in response to punctuation and/or meaning• Justify predictions by referring to the story• Begin to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language• Read ahead to determine direction and meaning in a story• Investigate what is known about the historical setting and events and their importance to the story• Deduce from the evidence in the text what characters are like• Explore figurative language and the way it conveys meaning succinctly• Identify the way a writer sets out to persuade• Explore the relationship between a poet and the subject of a poem	
English	Writing Working towards	<ul style="list-style-type: none">• To use the full range of punctuation from previous year groups and some use of apostrophes of contraction• To apply all spelling rules from the KS1 guidance within the English Appendix• To use the simple structure of a wider range of text types and show some understanding of purpose and audience• To begin to use some evidence of joined handwriting.	
English	Writing At expected	<ul style="list-style-type: none">• To use a range of simple conjunctions (including some subordination).• To make many deliberate ambitious word choices to add detail.• To use the correct features for the relevant text types taught in year 3• To maintain the correct tense (including present perfect tense) throughout a piece of writing• To use some conjunctions, adverbs and prepositions to show time, place and cause.• To spell some many words with prefixes and suffixes correctly and homophones, from the Year 3 spelling scheme• To spell some of the Year 3 and 4 statutory spelling words correctly.	



		<ul style="list-style-type: none">• To use some evidence of joined handwriting style	
	Writing GDS Autumn	<ul style="list-style-type: none">• Pupil(s) can sometimes independently write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing,• To mostly independently proof-read theirs and others' work to check for errors, suggesting and making effective improvements.• To make some deliberate ambitious word choices to add detail, effect and to engage the reader.• To use the full range of punctuation appropriately some of the time• To spell some words with prefixes correctly, from the y3 spelling scheme• To spell some words with suffixes correctly, from the y3 spelling scheme• To use a neat, joined handwriting style with increasing accuracy and speed.	
	Writing GDS Spring	<ul style="list-style-type: none">• Pupil(s) can mostly independently write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing• To independently proof-read many pieces of theirs and others' work to check for errors, suggesting and making effective improvements.• To make many deliberate ambitious word choices to add detail, effect and to engage the reader.• To use the full range of punctuation appropriately most of the time• To spell most words with prefixes and suffixes correctly, from the y3 spelling scheme• To use a neat, joined handwriting style with increasing accuracy and speed.	
	Writing GDS Summer	<ul style="list-style-type: none">• Pupil(s) can consistently independently write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing• To independently proof-read theirs and others' work to check for errors, suggesting and making effective improvements.• To make mostly deliberate ambitious word choices to add detail, effect and to engage the reader.• To use the full range of punctuation appropriately most of the time• To spell most words with prefixes and suffixes correctly, from the y3 spelling scheme• To use a neat, joined handwriting style with increasing accuracy and speed.	
Mathematics		<ul style="list-style-type: none">• Represent and order numbers using different representations• Secure place value to 100• Use written column addition and subtraction	Autumn



		<ul style="list-style-type: none">• Mentally add and subtract units, tens or hundreds to numbers of up to 3 digits• Learn 3, 4 and \times tables• Add/subtract using money in context• Tell the time from 12 hr and 24 hr clocks to the nearest 5 min (inc. no.13)• Recognise, find and write fractions• Solve number problems, including multiplication and simple division and missing number problems• Use commutativity to help calculations• Calculate using simple time problems• Solve one and two step problems using the above	
Mathematics		<ul style="list-style-type: none">• Compare, read, write and order numbers to 1000• Identify and use right angles• Draw 2-d / Make 3-d shapes• Recognise some equivalent fractions• Add/subtract fractions up to 1• Order fractions with common denominators• Know the number of seconds in a minute, days in a month, year and leap year• Measure simple perimeter• * Use Roman numerals up to XII;	Spring
Mathematics		<ul style="list-style-type: none">• Interpret bar charts and pictogram• Use estimation to check answers• Identify horizontal, vertical, perpendicular and parallel lines• Use and count in tenths, forwards and backwards• Measure and calculate with metric measures	Summer
Mathematics		<ul style="list-style-type: none">• Working at greater depth across most areas of the curriculum, using and applying Mathematical knowledge and Thinking Mathematically	
Science	Plants	<ul style="list-style-type: none">• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers• explore 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• investigate the way in which water is transported within plants• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Summer



Science	Animals Including Humans	<ul style="list-style-type: none">• identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Autumn
Science	Rocks	<ul style="list-style-type: none">• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties• describe in simple terms how fossils are formed when things that have lived are trapped within rock• recognise that soils are made from rocks and organic matter.• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Autumn
Science	Electricity	<ul style="list-style-type: none">• 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.	Summer
Science	Forces	<ul style="list-style-type: none">• compare how things move on different surface• 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• predict whether two magnets will attract or repel each other, depending on which poles are facing.	Summer
Science	Working Scientifically	<ul style="list-style-type: none">• asking relevant questions and using different types of scientific enquiries to answer them• setting up simple practical enquiries, comparative and fair tests	On going



		<ul style="list-style-type: none"> making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	
Science	GDS	<ul style="list-style-type: none"> Working at a greater depth across the majority of the curriculum, Can use Scientific knowledge in relation to the world around them. Can work scientifically through questioning and reasoning with fluency. Challenging themselves through higher order thinking. 	
History	Chronology	<ul style="list-style-type: none"> Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade. 	Aut and Spr
History	Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> Uses evidence to describe past: houses and settlement, culture and leisure activities, clothes, way of life and actions of people, buildings and their uses, people's beliefs. Uses evidence to find out how any of these (above) may have changed during a period. Show changes on a timeline. Describe similarities and differences between people, events and objects. 	Aut and Spr
History	Interpretations of Historical Enquiry	<ul style="list-style-type: none"> Look at 2 versions of the same event and identify differences in the accounts. Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Suggest sources of evidence to use to help answer questions Asks questions such as 'how did people ...?' 'What did people do for ...?' 	Aut and Spr
History	Organisation and Communication	<ul style="list-style-type: none"> Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes. Presents findings about past using speaking, writing, ICT and drawing skills. 	Spring
History	GDS	<ul style="list-style-type: none"> use dates related to the passing of time Study change through the lives of significant individuals (Boudicca and current leaders/Julius Caesar and Politicians/Compare stone age leaders)– To make comparisons identify and give reasons for different ways in which the past is represented 	



Geography	Locational Knowledge	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia). Name and locate cities of the United Kingdom and their geographical regions. 	Aut and Spr
Geography	Place Knowledge	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. 	Aut and Spr
Geography	Human and Physical Geography	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: river, mountains, volcano and earthquake. Describe and understand key aspects of human geography, including: land use and food. 	Aut and Spr
Geography	Geographical skills and fieldwork	<ul style="list-style-type: none"> Use maps, atlases and globes to locate countries and describe features studied. Use the points of a compass, 4-figure grid references, basic symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs. 	Spr and Summer
Geography	GDS	<ul style="list-style-type: none"> Ask geographical questions such as, Why, has this located here? What has encouraged this settlement.? 	
Art	Charcoal (Drawing)	<ul style="list-style-type: none"> experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal. understand what Chiaroscuro is and how I can use it in my work. use light and dark tonal values in my work, to create a sense of drama. use my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same. 	Autumn
Art	Working with shapes and colour (Collage) ARTIST FOCUS: Caravaggio	<ul style="list-style-type: none"> explore an artwork through looking, talking and drawing. use the "Show Me What You See" technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens. cut shapes directly into paper, using scissors, inspired by the artwork. collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork. add to my collage, using line, colour and shape made by stencils. explore negative and positive shapes. 	Spring
Art	Telling stories	<ul style="list-style-type: none"> see how artists are inspired by other artists often working in other art forms. 	Summer



	through drawing and making (Sculpture)	<ul style="list-style-type: none"> • use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials. • make a sculpture using materials to model or construct 	
Design & Technology	Developing, planning and communicating ideas	<ul style="list-style-type: none"> • Understand how well products have been designed, made, what materials have been used and the construction technique. • Know to make drawings with labels when designing. • Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. 	Spring and Sum
Design & Technology	Working with tools, equipment, materials and components to make quality products	<ul style="list-style-type: none"> • Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement • Start to understand that mechanical and electrical systems have an input, process and output. • Know how simple electrical circuits and components can be used to create functional products. • Start to work safely and accurately with a range of simple tools. • Start to measure, tape or pin, cut and join fabric with some accuracy. 	Summer
Design & Technology	Evaluating processes and products	<ul style="list-style-type: none"> • Begin to disassemble and evaluate familiar products and consider the views of others to improve them. • Evaluate the key designs of individuals in design and technology has helped shape the world. 	Spring
Design & Technology	Food and Nutrition	<ul style="list-style-type: none"> • Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. • Begin to know that to be active and healthy, food and drink are needed to provide energy for the body • Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate' 	Spring
Computing		<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	Aut, Spr & Sum



		<ul style="list-style-type: none">• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts• use sequence, selection, and repetition in programs; work with variables and various forms of input and output• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	
PE	Acquiring and Developing Skills	<ul style="list-style-type: none">• develop the range and consistency and accuracy of their skills in all games• consolidate and improve the quality of their techniques and their ability to link movements• consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements	
PE	Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none">• improve their ability to choose and use simple tactics and strategies, showing awareness of others• improve their ability to select appropriate actions and use simple compositional ideas• keep, adapt and make rules for striking and fielding and net games	
PE	Knowledge and understanding of fitness and health	<ul style="list-style-type: none">• know why warming up is important and identify what activities they could use to warm up• understand that strength, suppleness and stamina are parts of fitness and know how to improve them• recognise and describe the short term effects of exercise on the body during different activities	
PE	Evaluating and improving	<ul style="list-style-type: none">• use what they have learned to improve their work• recognise good performance and identify the parts of a performance that need improving• consolidate and improve the quality of their techniques and their ability to link movements	



	performanc e		
MFL	Listening	<ul style="list-style-type: none"> Understand a few familiar spoken words and phrases - e.g. the teacher's instructions, a few words and phrases in a song or a rhyme, days of the week ,colours ,numbers 	Aut Spr Sum
MFL	Speaking	<ul style="list-style-type: none"> Say and repeat single words and short simple phrases – e.g. greeting someone, saying oui, non, s'il vous plait, merci (or equivalents in other languages), naming classroom objects, days of the week saying what the weather is like 	Aut Spr Sum
MFL	Reading	<ul style="list-style-type: none"> Can recognise and read out a few familiar words and phrases - e.g. from stories and rhymes, labels on familiar objects, the date ,the weather 	Aut Spr Sum
MFL	Writing	<ul style="list-style-type: none"> Can write or copy simple words or symbols correctly e.g. numbers, Days of week , colours, classroom objects, a shopping list 	Aut Spr Sum
Music		<ul style="list-style-type: none"> keep a steady beat on an instrument individually/in a group use tuned percussion with increasing confidence maintain a melodic or rhythmic ostinato to accompany a song 	Autumn
Music		<ul style="list-style-type: none"> recognise aurally wooden, metal, skin percussion instruments and begin to know their names understand that posture, breathing and diction are important play using symbols including graphic and/or simple traditional notation 	Spring
Music		<ul style="list-style-type: none"> sing songs with a recognised structure (verse and chorus/ call and response) chant or sing a round in two parts 	Summer
PSHE	Being me in my learning world	<ul style="list-style-type: none"> I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. 	Autumn 1
PSHE	Celebrating Difference	<ul style="list-style-type: none"> I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help 	Autumn 2
PSHE	Dreams and Goals	<ul style="list-style-type: none"> I can explain the different ways that help me learn and what I need to do to improve I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. 	Spring 1
PSHE	Healthy me	<ul style="list-style-type: none"> I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. 	Spring 2



		<ul style="list-style-type: none">• I can express how being anxious/ scared and unwell feels	
PSHE	Relationships	<ul style="list-style-type: none">• I can explain how my life is influenced positively by people I know and also by people from other countries.• I can explain why my choices might affect my family, friendships and people around the world who I don't know.	Summer 1
PSHE	Changing Me	<ul style="list-style-type: none">• I understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby.• I can identify what I am looking forward to when I move class and think about the changes I may face.	Summer 2

