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St Mary's Catholic Primary School

2021-22

	Autumn 1	Autumn 2	Spring	Summer
Y3	**Meet the Flintstones** 	**Tomb Raiders** 	**Extreme Survival** 	**Transport** 
Catholic Social Teaching	**T1 - Dignity of the human person**		**T5- Option for the poor and vulnerable**	**T7- Stewardship**
Core Text	*Stone Girl, Bone Girl* by Laurence Anholt *Ug: Boy Genius of the Stone Age and his Search for Soft Trousers* by Raymond Briggs	Egyptian Myths and Legends The Day of Ahmed's Secret by Florence Parry Heide	A Bear Grylls Adventure 1: The Blizzard Challenge by Bear Grylls Arctic Aesop's Fables: Twelve Retold Tales by Susi Gregg Fowler The Last Polar Bears by Harry Horse Desert Adventures by Gill Harvey	Who Was Amelia Earheart? by Kate B. Jerome True Stories: High Flier by Vicky Shipton (Treetops) The Railway Children by Edith Nesbit

Launch	Scavenging?	Birmingham Museum and Art Gallery visit	Watch an Bear Grylls Extreme Survival TV show and create Qs for interview	
Celebrate	Children dress up and invite guests to share food and watch dance	Invite parents and carers into school for a celebration event. Children pretend to be famous archeologists and share with parents their discoveries.	Invite parents and carers into school for a celebration event. Children to act as guides to their exhibition on extreme survival.	Children investigate the force of lift and the design of an aerofoyl. In teams, they use this knowledge to progressively refine the design of a flying machine.
English	Story as a theme Diaries Poems on a theme	Fairytales Instructions Poems to perform	Adventure Stories Biography Poems with a structure Fables Persuasion: Adverts Letters for different purposes	Playscripts Non-chronological reports Classic poetry
Maths	**Number and Place Value** Read and write numbers to at least 1000 in numerals and in words, to recognise the place value of each digit and to identify, represent and estimate numbers using different representation, to count from 0 in multiples of 4 and recall and use multiplication and division facts for the 3 and 4 times tables. **Mental calculation** Find 1,10 or 100 more or less than a given number, to add and subtract numbers mentally. Add and subtract mentally, selecting an appropriate mental strategy. To understand and use take away and difference for subtraction, deciding on the most efficient method. **Shape** To know the names of and accurately draw and describe 2-d shapes, recognising angles as a property of a shape. To understand that perimeter is a measure of distance around the boundary of a shape and find the perimeter of simple 2-d shapes. Make 3d shapes using modelling materials and recognise 3d shapes in different orientations and describe them. Identify		**Number and place value** Find 1,10 or 100 more or less than a given number, to add and subtract numbers mentally. Add and subtract mentally, selecting an appropriate mental strategy. To understand and use take away and difference for subtraction, deciding on the most efficient method. Count from 0 in multiples of 50 and 100. **Fractions** Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Understand that finding a fraction of an amount	**Number and place value** **Addition and subtraction** **Multiplication and division** **Shape** **Fractions** **Measures** **Statistics**

	horizontal and vertical lines and pairs of perpendicular and parallel lines. **Statistics** Interpret and present data using bar charts and tables, solving one step and two step questions. **Addition and subtraction** Adding and subtracting numbers with up to three digits, using formal written method. Estimating the answer to a calculation and using the inverse operation to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. **Multiplication and division** Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems involving multiplication, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. **Time** Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Solve simple problems involving passage of time.	relates to division. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Show practically or pictorially that a fraction is one whole number divided by another (for example, 3/4 can be interpreted as 3 ÷ 4). Recognise that finding a fraction of an amount relates to division. **Measures** Measure, compare, add and subtract volumes and capacities. Measure, compare, add and subtract masses. Solve problems across measurement contexts. **Multiplication** Count from 0 in multiplies of 8 and recall and use multiplications facts for the 8 times tables. Mental and written multiplication, in the context of pictograms, measurements and money. **Shape** Recognise and describe 2-d and 3-d shapes. Identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Addition and subtraction**	

			Written addition and subtraction in the context of bar charts, pictograms and tables. Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method). **Position and direction** Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line. Describe positions on a square grid labelled with letters and numbers. **Time**	
Science	**Rocks** 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.	**Light** Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces.	**Animals including humans** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and	**Forces and magnets** Compare how things move on different surfaces. 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

	Recognise that soils are made from rocks and organic matter.	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.	muscles for support, protection and movement. **Plants** 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.	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.	
Art	Self portrait **Impressionist** collage	**Renaissance** Mona Lisa	**Matisse** collage	**Summer 1** **Mola –** rainforest wax crayons	**Summer 2** Pointillism – felt tips
Computing	**<u>We Are Programmers</u>** **<u>(Programming an Animation)</u>** **<u>Programming</u>** This unit will enable the children to: • Create an algorithm for an animated scene in the form of a storyboard.	**<u>We Are Bug Fixers</u>** **<u>(Finding and Correcting Bugs in Programs)</u>** **<u>Computational thinking</u>** This unit will enable the children to: • Develop a number of strategies for finding errors in programs.	**<u>We Are Presenters</u>** **<u>(Videoing Performance)</u>** **<u>Creativity</u>** This unit will enable the children to: • Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing.	**<u>We Are Communicators</u>** **<u>(Communicating Safely on the Internet)</u>** **<u>Communication/Collaboration</u>** This unit will enable the children to: • Use a search engine to learn about a new topic.	

	• Write a program in Scratch to create the animation. • Correct mistakes in their animation programs.	• Build up resilience and strategies for problem solving. • Increase their knowledge and understanding of Scratch. • Recognise a number of common types of bug in software.	• Edit video, including adding narration and editing clips by setting in/out points. • Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length. **We Are Vloggers (Making and Sharing a Short Screencast Presentation)** **Computer Networks** This unit will enable the children to: • Use a search engine to learn about a new topic. • Plan, design and deliver an interesting and engaging presentation. • Search for and evaluate online images. • Create their own original images. • Create a video slidecast of a narrated presentation. • Develop understanding of how the internet, the web and search engines work.	• Plan, design and deliver an interesting and engaging presentation. • Search for and evaluate online images. • Create their own original images. • Create a video slidecast of a narrated presentation. • Develop understanding of how the internet, the web and search engines work. **We Are Opinion Pollsters (Collecting and Analyzing Data)** **Productivity** This unit will enable the children to: • Understand some elements of survey design. • Understand some ethical and legal aspects of online data collection. • Use the web to facilitate data collection. • Gain skills in using charts to analyse data. • Gain skills in interpreting results.
DT	Design and make a stone age settlement	Use mouldable materials to design and make an Ancient Egyptian Canopic jar.	Design a jacket for a teddy bear to survive in extreme climates Design and make a nutritional granola bar	Create an air powered moving vehicle
Geography		Using maps and atlases to locate Egypt on a map.	Describe and understand key aspect of physical geography including climate zones	Ask and answer geographical questions about the physical and

		Follow the route of the Nile Find out about agriculture and farming in Ancient Egypt.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Describe geographical similarities and differences between countries Ask and answer geographical questions about the physical and human characteristics of a location.	human characteristics of a location Use maps, atlases and digital/computer mapping to locate countries and describe features. Describe how some locations around the world are changing and explain some of the reasons for change.
History	Generate questions to find out about events in the past, what would you ask a caveman? Sequence events on a timeline. Understand the importance of Stone Age inventions. Understand cause and effect of main events in history. Understand how the introduction of farming changed Stone Age life. Study life on Skara Brae.	Understand the concept of 'Ancient' by placing the Ancient Egyptians on a timeline in history. Find out about the beliefs of the Ancient Egyptians by looking at factual evidence about the Pyramids, mummies, and hieroglyphics. Look at a range of Egyptian artefacts – what do they tell us about the past?		To research the impact of key historical figures involved in transport. To evaluate primary and secondary sources to find out about James Starley and the invention of bicycles. To sequence the development of a products design over time.
MFL	_*J'habite en Angleterre/ à Birmingham *The house:la maison, une porte, une fenêtre, un arbre, une fleur, une cheminée, un toit, un garage, un mur * The rooms: les pièces dans la maison: la cuisine, la salle à manger, la salle de bain, la chambre	**Games:** -Pictionary -Jacques a dit -Hangman I'm thinking of a number je pense à un chiffre) (higher/lower) Boys versus girls (les garcons contre les filles) Silent counting	*La France: looking at map of Europe * Classroom instructions *Objects in the classroom:une table, une chaise, un livre, un sac, une trousse, une gomme, une règle,un crayon *understand masculine and feminine	*la nourriture; French culture *les fruits *French food that we already know *j'aime, je n'aime pas (look at negation) *Counting to 30 **Questions**

	*difference between un, une and le, la * dans ma maison il ya .... *the furniture *counting to 20 in 2, 5 ,10 **Questions** Où habites-tu?		*days of the week, months of the year *Counting to 15 **Questions** Comment tu t'appelles? Comment ça va? Quel âge as-tu? Quelle est la date de ton anniversaire? **Songs** Frère Jacques 1, 2, 3 nous irons aux bois Christmas song	Tu aimes...? Oui, j'aime; non, je n'aime pas **Book** La chenille qui fait des trous
Music	**Let your Spirit Fly** Listen to and appraise a variety of music related to Let Your Spirit Fly by Joanna Moanga. Find the pulse of music, copy rhythms, call and echo vocal warm ups. Sing songs and play instrumental parts within the song. Choose elements to perform. Perform and reflect on the complete song.	**Glockenspiel Stage 1** Read and play notation in various forms. To use the inter-related dimensions of music to play a tuned instrument. Improvise using their skills for the glockenspiel.	**Three Little Birds** Listen to and appraise a variety of music related to Three Little Birds by Bob Marley. Find the pulse of music, copy rhythms, call and echo vocal warm ups. Sing songs and play instrumental parts within the song. Choose elements to perform. Perform and reflect on the complete song. **The Dragon Song** Listen to and appraise a variety of folk music and traditional melodies	**Bringing Us Together** Listen to and appraise disco music. Find the pulse of music, copy rhythms, call and echo vocal warm ups. Sing songs and play instrumental parts within the song. Choose elements to perform. Perform and reflect on the complete song. **Reflect, Rewind, Replay** Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the

			Find the pulse of music, copy rhythms, call and echo vocal warm ups. Sing songs and play instrumental parts within the song. Choose elements to perform. Perform and reflect on the complete song.	learning that has taken place
PE	Bishop Challoner Provision **Cricket**	Bishop Challoner Provision **Athletics**	**Tennis** **Football**	**Gymnastics:** **Symmetry & Asymmetry** **Basketball**
RE	A. Belonging E. Listen to God's Word at Mass	G. Prayer C. Advent	D. Christmas B. Reconciliation F. Lent H. Holy Week	I. Easter J. The Eucharist is a thanksgiving to God. K. Pentecost
RSE	**<u>Module 1: Created and Loved by God</u>** **Religious Understanding** **4x** Story Sessions: Get Up! Session 1: The Sacraments **Me, My Body, My Health** Session 1: We Don't Have to be the Same Session 2: Respecting Our Bodies		**<u>Module 1 Continued:</u>** **Emotional Well-Being** Session 1: What am I Feeling? Session 2: What Am I Looking At? Session 3: I Am Thankful **<u>Module 2: Created to Love Others</u>** **Religious Understanding** 4x Story Sessions: Jesus, My Friend	**<u>Module 2 Continued:</u>** **Personal Relationships** Session 1: Friends, Family and Others Session 2: When Things Feel Bad

Additional learning			
Additional Learning	**<u>Autumn</u>** **Vocation Week** **Anti-bullying day** **Mental health week**	**<u>Spring</u>** **STEMM Week** **E-Safety day** **Music Week** -	**<u>Summer</u>** **Health and Fitness Week** **Whole school topics** **Money week**
