

# The Good Shepherd Catholic Primary School



## Year 3

Spring Curriculum Newsletter

In this booklet, we have included some information we feel you may find useful about the work your child will be doing this term. As well as the modules we will be covering in class, we have also included the objectives and expectations for each subject. We hope you will find this information useful and supportive and look forward to working with you across the year.

Mrs Berrill, Mrs Maddison, Miss Smith and Mrs Dodds

We give you praise, O God,  
for everything that is new and beautiful,  
for everything which holds promise and brings us joy.

Bless us as we start this new year with our friends and teachers  
Help us to make the most of every chance we have to start afresh.  
May we show love to one another and to all.

Amen

SUBJECT	TOPIC INFORMATION	
RELIGIOUS EDUCATION	<b>The Local Church - Community</b>	During this topic the children will learn about the experience of community as an essential and enjoyable part of life for people of every age and faith. We will look at regular celebrations as well as unexpected surprises, when people want to celebrate with family, friends and communities. We will look at the Church's year and how it celebrates the key elements of Christ's life. Throughout the topic scripture will be a key focus especially Psalm 84, Psalm 118 and Psalm 122: 1 – 9.
	<b>Eucharist - Relating</b>	Within this topic we will focus on the Eucharistic celebration consisting of two parts. Firstly, the Liturgy of the Word and the Liturgy of the Eucharist. The children will think about the following questions; How is gratitude expressed? How are relationships depended in everyday life?
	<b>Lent/Easter - Giving</b>	During our last topic of the term, we will focus on the opportunities of self-giving. We will learn about the season of Lent and how this is a time for Christians to practise both giving up, to identify with the complete self-offering of Jesus and the East Triduum (Holy Thursday, Good Friday and Easter Vigil). We will think about being brave and courageous and what does it mean to give yourself to others?
ENGLISH	CUSP CURRICULUM – SEE BELOW	
MATHS	<b>Unit 3 – Right Angles</b>	<ul style="list-style-type: none"> <li>Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations</li> </ul>
	<b>Unit 4 – Manipulating the additive relationship and securing mental calculation</b>	<ul style="list-style-type: none"> <li>Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure</li> <li>Understand and use the commutative property of addition, and understand the related property for subtraction</li> </ul>
	<b>Unit 5 – Column addition</b>	<ul style="list-style-type: none"> <li>Add up to three-digit numbers using columnar methods.</li> <li>Lay out columnar calculations with like digits correctly aligned</li> <li>Work from right to left, adding the least significant digits first</li> </ul>
	<b>Unit 6 – 2, 4 8 times tables</b>	<ul style="list-style-type: none"> <li>Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number</li> <li>Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division</li> </ul>



	Outdoor and Adventurous (OAA)	<ul style="list-style-type: none"> <li>In this unit, children will experience a mix of navigation (map reading skills) and physical endurance.</li> </ul>
ART AND DESIGN	Textiles and Collage	CUSP CURRICULUM – SEE BELOW
	3D Block	CUSP CURRICULUM – SEE BELOW
DESIGN AND TECHNOLOGY	Mechanisms	CUSP CURRICULUM – SEE BELOW
	Food and Nutrition	CUSP CURRICULUM – SEE BELOW
FRENCH	Introductions and Questions	CUSP CURRICULUM – SEE BELOW
	Working Together	CUSP CURRICULUM – SEE BELOW
PSHE	Too Much Selfie Isn't Healthy	<p>I can suggest ways to show love for others</p> <p>I can suggest ways to demonstrate loving others</p> <p>I can suggest something that I can do for another person</p> <p>I can describe how the person I helped felt</p> <p>I can describe how helping someone else made me feel</p> <p>I can explain how to respond in an emergency</p> <p>I can recognise and celebrate the impact kindness has on another person</p> <p>I can work together with others to complete a task</p> <p>I am learning how to listen well to one another and respect each other's views</p> <p>I can list some information that identifies me</p> <p>I know why it is important to keep personal information private</p> <p>I can suggest ways I have shown love for others</p> <p>I can describe how caring for others makes me feel</p> <p>I can suggest ways I have shown love for others</p> <p>I can describe how caring for others makes me feel</p>
	Don't Hold on to What is Wrong	<ul style="list-style-type: none"> <li>I am beginning to understand what 'forgiveness' means</li> <li>I can describe how saying sorry can help a situation</li> <li>I can describe the effects of choosing to forgive or not</li> <li>I can describe a way that holding on to hurt can make us sad</li> <li>I can list ways to build trust between friends</li> <li>I can think of someone that I trust</li> <li>I can give an example of a stereotype</li> <li>I can suggest a couple of things I can do if I feel sad</li> </ul>
RSE	Ten Ten Module 2: Unit 2	<p>Session 1: Friends, Family and Others (45 mins)</p> <p>Session 2: When Things Feel Bad (45 mins)</p>
	Ten Ten Module 2: Unit 3	<p>Session 1: Sharing Online (35 mins)</p> <p>Session 2: Chatting Online (35 mins)</p>

HOMEWORK	<b>Spelling activities</b>	Children will bring home a spelling activity which links to the spelling pattern we are learning
	<b>Reading</b>	Please continue to hear your child read at least 3x a week and record your comments in their reading record.

## TEXTILES AND COLLAGE

Pupils will be able to:

- hold a paintbrush correctly
- paint using controlled strokes



Prior Learning

- identify primary and secondary colours

### Year 3: Textiles and Collage



#### Core content:

Explore colour, texture and pattern by combining textiles and collage.

Look at the work of artist Faith Ringgold and create a collaborative story quilt.

#### Technical vocabulary:

**Mandala** – meaning 'circle' in Sanskrit. Believed to represent the universe in Hinduism and Buddhism.



**Dye** – a natural or synthetic substance used to add a colour to or change the colour of something.



**Quilt** – fabric made from several layers with a decorative patchwork top layer.



**Radial** – spreading out from a central point towards the edge of a circle.



**Pigment** – a substance that gives something a particular colour.



**Symbol** – a sign, shape or object that is used to represent something else.



#### Connections:

Faith Ringgold  
(born 1930)

American painter, writer,  
mixed media sculptor  
and performance artist



Core Knowledge	Explanation
mandala	A mandala, which is Sanskrit for 'circle', is a geometric design that holds a great deal of symbolism in Hindu and Buddhist cultures. Mandalas are believed to represent different aspects of the universe and are used as instruments of meditation and symbols of prayer.
dye	Dye is a natural or synthetic substance used to add a colour to or change the colour of something.
quilt	A quilt is a multi-layered textile, traditionally composed of two or more layers of fibres. The top layer is often created from smaller fabric pieces joined together in patchwork. The pattern and colour of these pieces creates the design. Quilts can contain historical information about the creator. Quilting was often a communal activity.

Technical Vocabulary	Definition
radial	spreading out from a central point towards the edge of a circle
pigment	a substance that gives something a particular colour when it is present in it or is added to it
symbol	a sign, shape or object that is used to represent something else



## 3D BLOCK

Pupils will be able to:

- explore methods of manipulating fabric and yarns by poking, pulling, threading and weaving



Prior Learning

- select and combine materials to create interesting textural and visual effects
- explore and explain the textural, visual and tactile qualities of artwork

Year 3: 3D



### Core content:

Combine form and texture to build relief images.

Create 3D insects, taking inspiration from Louise Bourgeois.

### Technical vocabulary:

**Pliers** – a small two-handed tool for holding or pulling small objects such as nails or for cutting wire.



**Partering** – where patterns are stamped or scratched into the surface of the wet plaster on buildings.



**Gauge** – the thickness of something, especially metal or wire.



**Gesso (jesso)** – a mixture of plaster and glue used in painting, sculpture and as a base for decorating wood.



**Installation** – a collection of connected artworks that may take up an entire room or gallery.



**Relief** – raising shapes above a flat surface so that they stand out from it.



### Connections:

Louise Bourgeois  
(1911 – 2010)  
French-American artist



Core Knowledge	Explanation
pliers	Pliers are a small two-handed tool for holding or pulling small objects such as nails or for cutting wire.
partering	Partering is where patterns are stamped or scratched into the surface of the wet plaster on buildings and is particularly associated with Suffolk and Essex.
gauge	Gauge refers to the thickness of something, especially metal or wire.

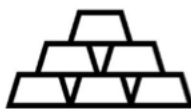
Technical Vocabulary	Definition
gesso (jesso)	a mixture of plaster and glue used in painting, sculpture and as a base for decorating wood
relief	a method of raising shapes above a flat surface so that they stand out from it
installation	a collection of connected artworks that may take up an entire room or gallery, designed so that viewers can walk amongst the art



## MECHANISMS

Pupils will be able to:

- identify simple mechanisms and their uses



Prior Learning

### Year 3: Mechanisms

*How can you do a lot of work with little effort?*



#### Core content:

Investigate various linkages and levers.  
Design and make a linkages and levers product.  
Select and use a variety of modelling materials.

#### Technical vocabulary:

**Lever** – a rigid body that has a fulcrum along its length.



**Load** – the weight of an object or objects being moved.



**Effort** – the force applied to make something move.



**Fulcrum** – the point where a lever pivots.



**Linkage** – a series of connected levers and pivots.



**Mechanism** – a system of parts working together in a machine.



**Force** – pushes or pulls, measured in Newtons.



#### Connections:

Archimedes  
(287BC – 212BC)



Core Knowledge	Explanation
lever	The lever is one of the most basic forms of a machine. A lever is a rigid body that has a fulcrum along its length. The fulcrum is the point where the lever pivots.
linkage	A mechanical linkage is a series of connected levers and pivots.
mechanism	A mechanism is a system of parts working together in a machine.

Technical Vocabulary	Definition
force	pushes or pulls, measured in Newtons
load	the weight of an object or objects being moved
effort	the force applied to make something move

# FOOD AND NUTRITION

Pupils will be able to:

- use the bridge method to cut food safely
- identify and describe key flavours



**Prior Learning**

- peel, chop and grate a selection of vegetables
- describe how food can affect the senses

**Year 3: Food and Nutrition**  
*How does food affect your body and mind?*



## Core content:

Explore the nutritional value of food and its effect on our physical and mental health. Practice methods for preparing vegetables to create different dishes. Learn how to change the texture and flavour of food by roasting and adding herbs and spices.

## Technical vocabulary:

**Fibre** – the part of food that cannot be broken down by the body and aids digestion.



**Nutrition** – the process by which living things receive the food necessary for them to grow and be healthy.



**Minerals** – substances present in food and drink and in the human body which are essential for good health.



**Seasoning** – salt, herbs or spices added to food to enhance its flavour.



**Claw** – a way of holding food to protect the fingers whilst cutting, chopping or slicing.



**Bridge** – a technique used when chopping food where the thumb and index finger are placed either side of the food item, forming a kind of bridge shape.



## Techniques:



claw



roasting



bridge















Core Knowledge	Explanation
nutrition	Nutrition is the process by which living things receive the food necessary for them to grow and be healthy.
fibre	Fibre is a part of food that cannot be broken down by the body and aids digestion by helping other foods move through the body more quickly.
minerals	Minerals are substances that are naturally present in the earth and are not formed from animal or vegetable matter, for example gold and salt. Some minerals are also present in food and drink and in the human body and are essential for good health.

Technical Vocabulary	Definition
seasoning	salt, herbs or spices added to food to enhance its flavour
claw	a way of holding food to protect the fingers whilst cutting, chopping or slicing
bridge	a technique used when chopping food where the thumb and index finger are placed either side of the food item, forming a kind of bridge shape

## Introductions and Questions

At the end of this unit ...
























Pupils will know ...	Pupils will be able to ...
<ul style="list-style-type: none"> <li>how to say their name</li> <li>how to say their age</li> <li>how to describe their feelings</li> <li>how to ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>ask people their name and age</li> <li>respond to questions about their name and age</li> <li>express their feelings</li> <li>ask someone how they feel</li> <li>talk about their mood</li> <li>have a conversation in French</li> </ul>

Name	Age	Feelings	Feelings
Comment t'appelles-tu? 	Quel âge as-tu? 	Comment ça va? 	Je suis content(e). 
Je m'appelle ... 	J'ai ... ans. 	Ça va bien. 	Je suis heureux.  Je suis heureuse. 
		Ça va comme ci comme ça. 	Je suis en colère. 
		Ça ne va pas. 	Je suis calme.  Je suis triste. 

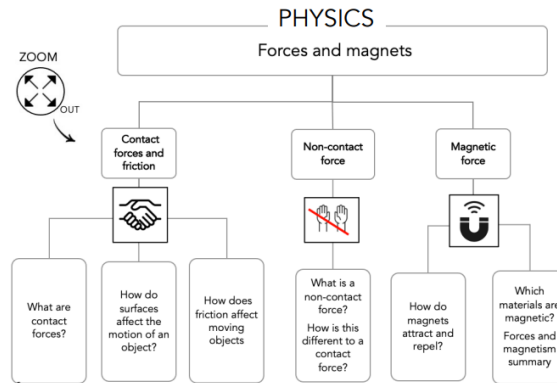
## Working together

At the end of this unit ...

Pupils will know ...	Pupils will be able to ...
<ul style="list-style-type: none"> <li>how to use please and thank you correctly</li> <li>how to write sentences using known verbs and nouns</li> <li>how to identify verbs in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>conjugate <b>er</b> verbs in the first and second person singular</li> <li>use the phrase <i>I would like ...</i> correctly</li> <li>use classroom nouns and verbs in questions</li> <li>write verbs in the first and second person.</li> </ul>

Verbs		Classroom items		Polite expressions	
donner / donne		une / la règle		s'il vous plait	
Je donne ...					
Tu donnes ...					
vouloir		un / le bâton de colle		s'il te plait	
Je voudrais ...					
Tu voudrais ...		une / la trousse		merci	
couper / coupe		un / le livre		As-tu ... ?	
Je coupe ...					
Tu coupes ...		en			
colorier / colorie					
Je colorie ...					
Tu colories ...					

# Forces and Magnets

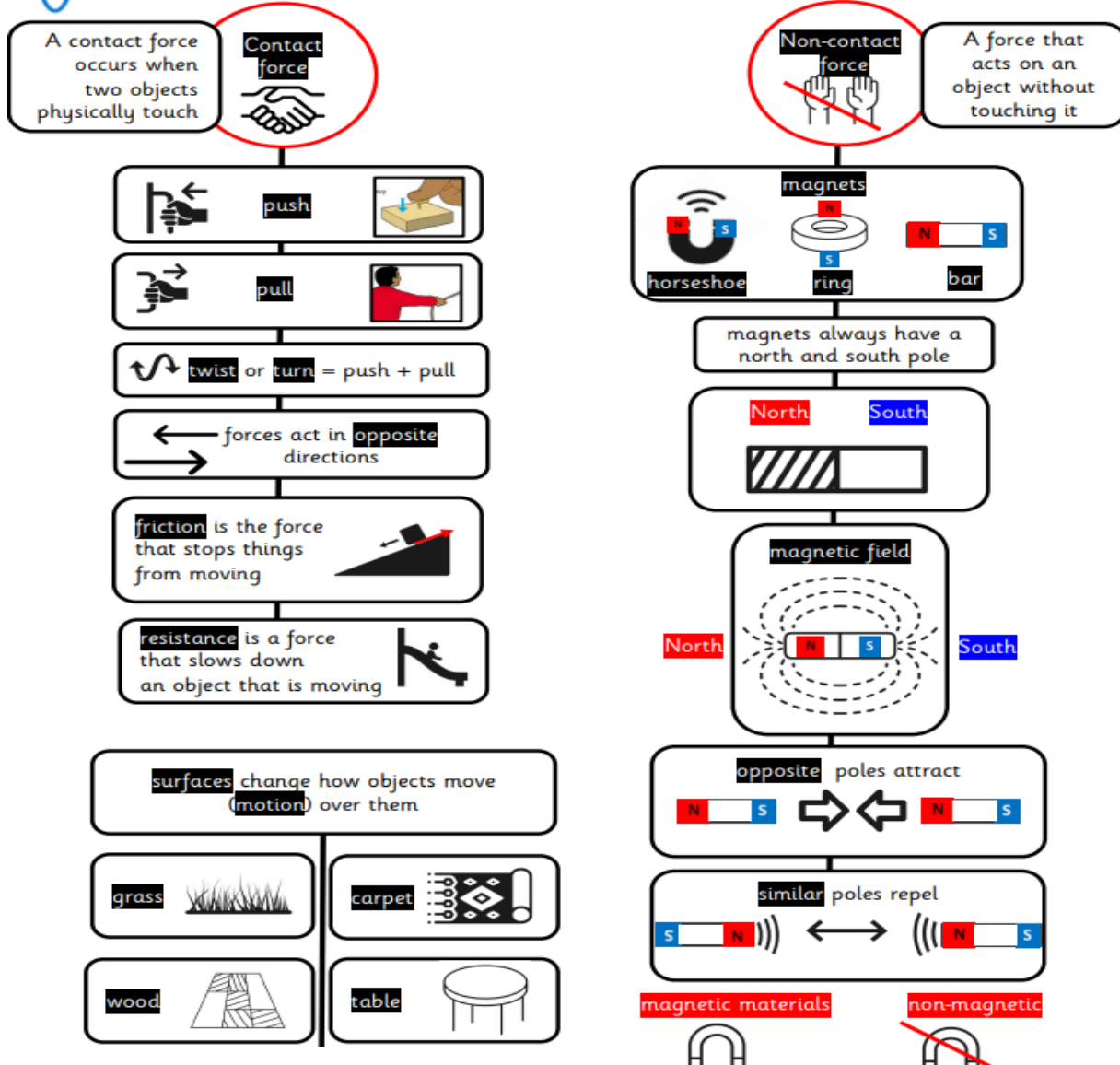


Science study

Forces and magnets

Year 3

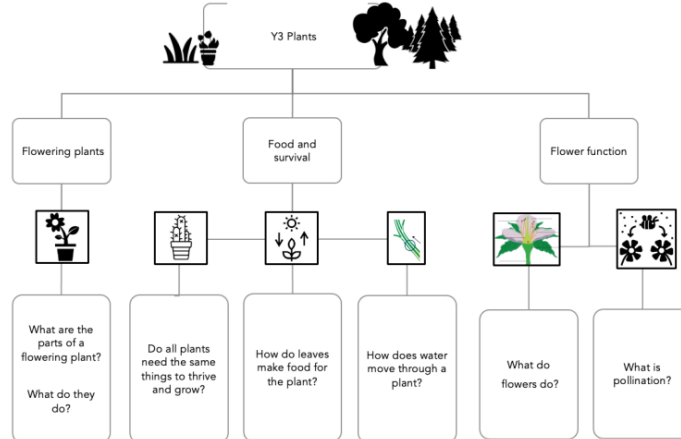
Spring Term



# Plants

BIOLOGY

Y3 Plants



Science study

INTRODUCE  
Plants



Year 3

Term

**germination** – when a seed starts to grow



**leaf**

makes food for the plant  
like a sugar factory



**stem**

supports leaves  
**transports** water and nutrients from roots  
sends food down to the roots and rest of plant  
like a motorway



**root**

pulls water up  
tiny hairs absorb water  
roots anchor plant to the ground



**All parts of a plant**

have specific jobs  
connected to each other  
essential for survival

**photosynthesis**

process of making food  
(inside the sugar factory)



**chlorophyll** in the leaf absorbs light to help make food

sunlight + water + carbon dioxide

makes sugar (glucose) + oxygen



**transpiration**

process of water moving upwards from roots

up the stem

to the leaves and out into the air

like a tanker driving up the motorway (stem)



**soil**

roots draw **water** and **nutrients** from soil

plants **do NOT** eat soil

helps plant **anchor** to the ground

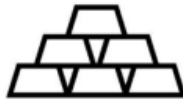




## The History of Singing

Pupils will be able to:

- maintain their own part in a two-part round (or more)
- follow musical directions
- perform as part of an ensemble



Prior Learning

- copy back simple melodies with accurate pitch
- identify the rhythm and pulse in specific songs
- sing a traditional sea shanty as a round.

### Summary of key learning:

In this unit, pupils will explore the history of singing through hymns, sea shanties and war songs. Pupils will explore the common themes of togetherness and unity that singing evokes and reflect on how song has been used throughout history to boost morale in difficult or oppressive situations. Building on previous singing work, pupils will sing songs in unison and in parts and increase their knowledge and understanding of musical concepts such as pitch, gospel music and scale singing.

Week 1	Week 2	Week 3	Week 4	Week 5
Listen and respond to <i>Zadok the Priest</i> by George Frideric Handel	Sing a gospel song in unison	Sing a sea shanty in two parts	Sing a medley of war songs	Rehearse, perform, and evaluate



*Zadok The Priest*  
by George Frideric Handel

### At the end of this block, pupils will ...

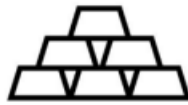
Know:	Be able to:
The historical context of hymns, sea shanties and war songs	Explain the impact that singing together has on morale
The terms gospel, sacred and secular	Sing confidently as an ensemble in unison and two parts



## Musical Notation

Pupils will be able to:

- notate simple rhythms using standard musical notation
- copy back simple rhythms



Prior Learning

- explain the terms *pitch*, *rhythm*, *pulse* and *dynamic*.

### Summary of key learning:

In this unit, pupils will be introduced to the treble stave. They will learn that the stave is the five lines that music is written on and that each line and space on the stave represents a different note (pitch). Pupils will learn the vocabulary associated with stave notation. For example, *treble clef*, *bar* and *bar line*. Pupils will connect their learning about notes on the stave to the pieces they learn to play. Pupils will learn a collection of carefully structured pieces that move them progressively from playing notes that are close to each other to tunes that involve greater leaps in pitch. Pupils will build on previous pitch work by singing back melodic phrases which they then learn to play on tuned percussion.

Week 1	Week 2	Week 3	Week 4	Week 5
Listen and respond	Introduce stave notation	Play and perform from stave notation	Play and perform from stave notation	Perform, record and evaluate



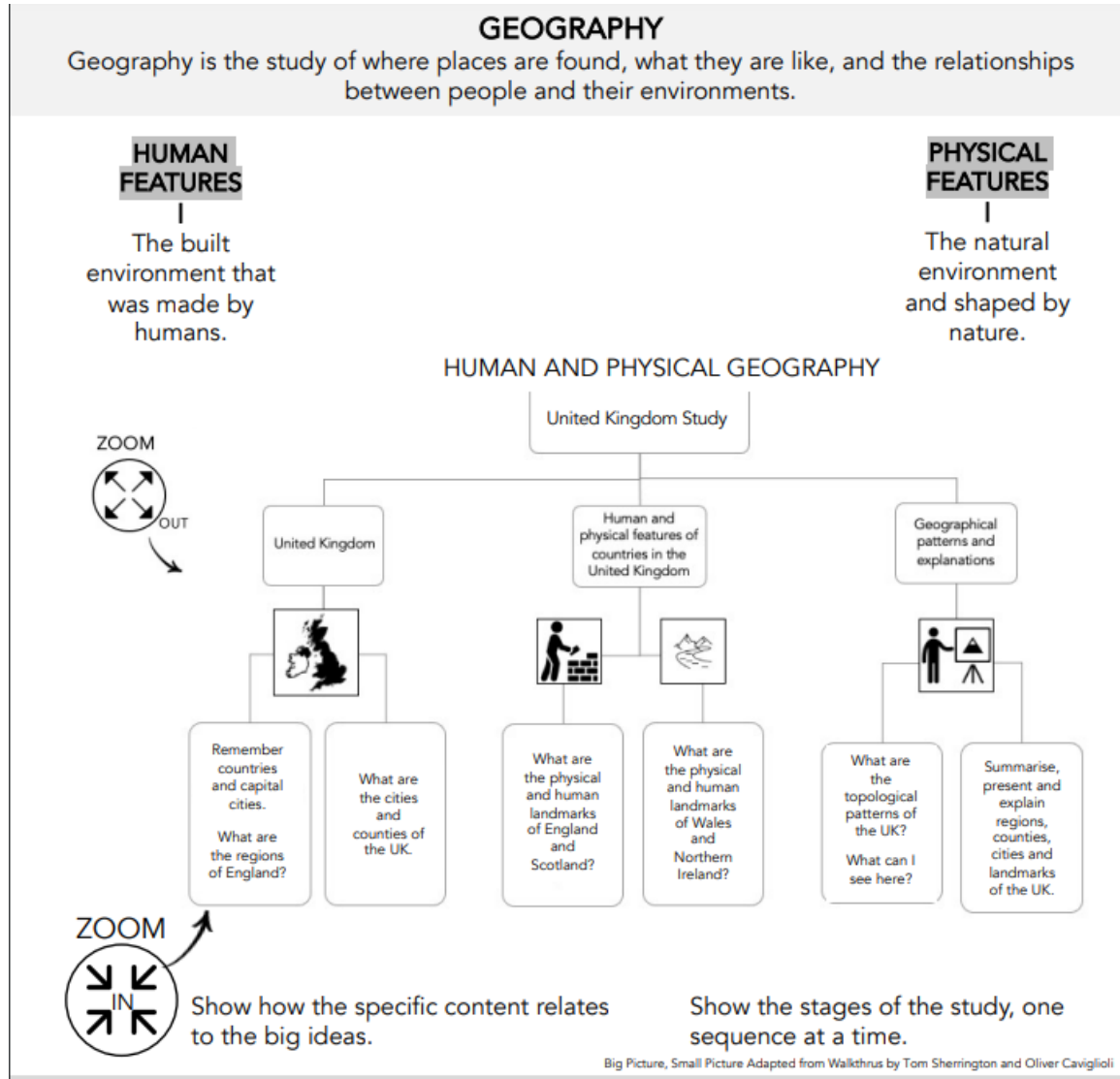
*The Sound of Music* (1959)  
by Rodgers and Hammerstein

### At the end of this block, pupils will ...

Know:	Be able to:
That each line and space on the stave represents a note	Accurately name notes on a treble stave (C – G)  Play and perform from stave notation using tuned percussion

# Geography

## Study of the United Kingdom



# History

## Study the Roman Empire and its impact on Britain

### POWER

The power to advance technology, architecture and the arts.

The power over tribes and kingdoms.

Power to build The Coliseum, amphitheatres, baths and villas.

Power struggle: Ancient Britons, Scots, Picts  
Emperors wanted to be known for the conquests.

### INVASION

Taking over another country or region with an armed force.

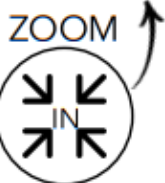
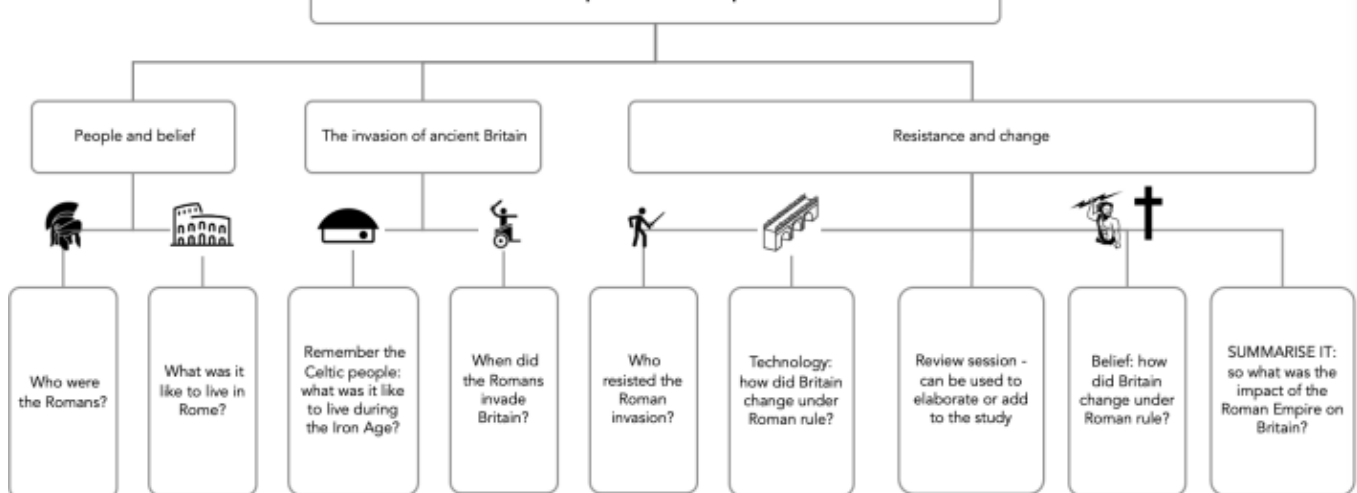
### CIVILISATION

A large group of people who follow similar laws, religion and rules.

Great civilisations have cities, architecture, laws, culture and art.

## POWER INVASION CIVILISATION

### The Roman Empire and its impact on Britain

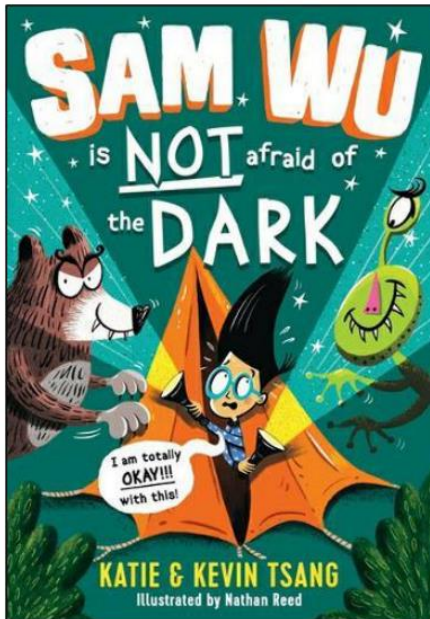


Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

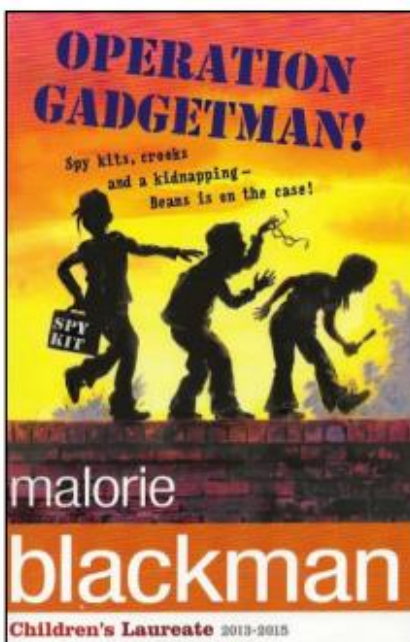
## Reading

### SAM WU is NOT afraid of the DARK by Katie & Kevin Tsang.



This book sits somewhere between a picture book and a graphic novel. The book centres around Sam Wu trying to prove that he is not afraid of the dark which proves challenging when he is sent on a camping trip. Convinced that all sorts of dangers, from aliens to wolves, are hiding in the dark he sets out his plan to protect everyone from possible attacks. The chaotic illustrations amplify the humorous situations that Sam and his friends find themselves in as they try to execute his plan. It is easy to relate to this book as a fear of the dark is a common fear among children. It forms part of a series of books about conquering fears and will encourage pupils to explore other titles in the series.

### Operation Gadgetman by Malorie Blackman



This book follows Beans and her friends' journey to rescue her inventor father. Beans' father invented a machine that can empty ATMs and as a result was kidnapped by some thugs who want the invention for themselves. Armed with the special Gadgetman Spy Kits and Animal Crunchies, Beans and her friends set out on their rescue mission and what follows is a thrilling adventure packed with suspense and excitement. There is a clever twist at the end.

## Writing

### Third person narrative (Block A)

Part 1	Part 2	Part 3
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task	Execution of the extended task and focused editing teaching

At the end of this unit, pupils will ...	
Know	Be able to
A range of descriptive devices, including metaphors  How to form the third person perspective	Build atmosphere through precise selection of vocabulary  Construct a simple story plot  Sustain the past tense

### Non-chronological reports (Block B)

Part 1	Part 2	Part 3
Explicit teaching of the grammatical structures and text conventions required	Structural understanding and planning of extended outcome	Execution of extended outcome

At the end of this unit, pupils will ...	
Know	Be able to
The structure and tone of a non-chronological report  How to use paragraphs to organise information	Use a variety of sentence structures  Select and use precise and formal vocabulary

### Advanced instructional writing (Block A)

Part 1	Part 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended outcome

At the end of this unit, pupils will ...	
Know	Be able to
How the organisation of a text can aid the reader  The importance of careful sequencing in instructional writing	Use imperative verbs  Use adverbs to describe when and how  Use prepositions to add detail



## Writing

### First person narrative descriptions (Block B)

Part 1	Part 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended outcome

At the end of this unit, pupils will ...	
Know	Be able to
A range of descriptive devices  The first person perspective  How to use coordinating conjunctions	Describe a setting in detail  Build atmosphere through precise selection of vocabulary

### Performance poetry – including poetry from other cultures (Block B) Enrichment unit

Part 1
Explicit teaching of the grammatical structures and text conventions required

At the end of this unit, pupils will ...	
Know	Be able to
Key poetic devices including alliteration, rhyme and repetition  Intonation changes when we speak and perform  Form helps convey the message in poems	Prepare and perform poems  Show understanding through intonation, action, tone and volume  Make connections between poems  Critically review the performance of a poem