



St Robert Southwell Catholic Primary School

Aiming for Excellence - Being the Best We Can Be

Year: 3 Theme: Friendship Term: Autumn Teachers: LT and DeFi Foundation subject in focus/rotation: PSHE and DT

Religious Education	Christ at the Centre The Way, the Truth and the Life												
	The Christian family -Hinduism						Mary, Mother of God - Caritas in Action:-Solidarity & the Common Good						
	Saint Robert Southwell	The Family of the Church	Receiving the Sacrament of	Signs and Symbols used in Baptism	Promises made at Baptism	Hinduism Class Liturgy	Assessment Week	Mary, Mother of God	Mary visits Elizabeth	Mystery of the Incarnation	Advent	Advent Wreaths - sent to each	Visit of the Wise Men
Missions Statement	Joining the Family of the Church	Baptism	Role-play - Rite of Baptism	To know about the promises made at Baptism		Explain what happens when we receive the Sacrament of Baptism and why it's important. AT1(iii)	To know that God chose Mary to be the Mother of His Son.	To know that Mary went to visit her cousin Elizabeth	To know and reflect on the mystery of Incarnation	To understand that Advent is a time to prepare to celebrate the birth of Jesus	Advent displayed across the school	To know that the wise men came to worship Jesus and to think about the gifts we can offer	To know how Mary responded to God's call AT1 ()
Class Prayer		To reflect on the meaning of the Sacrament of Baptism	To know about some of the signs and symbols used in Baptism and why they are used.	Baptism by parents and godparents		To reflect on personal experience and what this means to you. AT2(i)					Birth of Jesus	Jesus and to think about the gifts we can offer	I can reflect on Mary's role as our mother AT2
Class Saint											To reflect on what this means		I can say how she shows her love for us. I can say how we show our love her.
	Autumn 1						Autumn 2						
PSHE	Created and Loved by God (1)		Created and Loved by God (2)							Created to Live in the Community (3)			
	Relationships and Health Education within a Catholic Context		Relationships and Health Education within a Catholic Context							Relationships and Health Education within a Catholic Context			
	<ul style="list-style-type: none"> Religious Understanding 		<ul style="list-style-type: none"> Religious Understanding Personal Relationships Keeping Safe 							<ul style="list-style-type: none"> Religious Understanding 			
Story Session: Designed for a	Children know that receiving the Sacraments	Children will be able to say what	Children will articulate who their 'family' is	Children will develop a greater awareness	Objectives to be	Assessment Activity	To recognise that their increasing independenc	How to use technology safely;	Children will be able to describe examples and	Assessment Activity	To know that God is Love as shown by the Trinity - a	To know the human family can reflect	Assessment Activity

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Purpose (Kester's Adventures)	help them to develop healthy relationships with others.	the parable of The Prodigal Son means for them personally.	Developed a better vocabulary for describing the qualities of friendship; Describe some strategies they can adopt for when relationships go wrong.	of bullying (including cyber-bullying) Learn about harassment and exploitation in relationship	added in September		e brings increased responsibility to keep themselves and others safe; How to report and get help if they encounter inappropriate materials or messages.	That bad language and bad behaviour are inappropriate; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;	characteristic of the three types of abuse taught in this session: physical, emotional and 'abuse of private parts'; Describe what is appropriate and inappropriate physical contact;		communion of persons supporting each other in their self-giving relationship';	the Holy Trinity in charity and generosity. The Church family comprises of home, school and parish (which is part of the diocese).		
DT	Cooking and nutrition						Make a vivarium/dragon cage							
	To use culinary skills to make a pizza.						Pupils will choose which project they would like to create: To make a vivarium (bearded dragon home). or To make a dragon cage for Flicker (a character from our class text).							
	To understanding the origin of pizza.	To write a recipe to make a pizza.	To safely peel, chop and slice ingredients to make a pizza.	To draw a cuboid. To plan and design a vivarium/dragon cage.	To measure and saw wood sticks. To use a saw and wood block safely.	To design a creative back drop for a vivarium/dragon cage.	To create 3D items for the inside of the vivarium/dragon cage.	To use a variety of material to create a visually creative design.	To evaluate the effectiveness of your design.					
Reading	<ul style="list-style-type: none"> • listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read books that are structured in different ways and reading for a range of purposes • use dictionaries to check the meaning of words that they have read • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identify themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discuss words and phrases that capture the reader's interest and imagination • recognise some different forms of poetry e.g. haiku poem and image poem. 													

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Fiction/ Fairy stories, myths and legends														
Non-Fiction	The Boy who Grew Dragons - Andy Shephard Christophe's Story - Nicki Cornwell													
Poetry	Haiku Poem Image Poem													
Writing	<ul style="list-style-type: none"> in narratives, creating settings, characters and plot Writing to entertain Writing to inform Writing to persuade													
SPAG	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes e.g. super-, anti-, auto- Use of the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box Word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble Expressing time, place and cause using conjunctions e.g. when, before, after, while, so, because Adverbs e.g. then, next, soon, therefore Using fronted adverbials Prepositions e.g. before, after, during, in, because of Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past e.g. 'He has gone out to play contrasted with He went out to play' Introduction to inverted commas to punctuate direct speech Using commas after fronted adverbials Possessive apostrophe with plural nouns Using and punctuating direct speech 													
Grammar and Punctuation	<ul style="list-style-type: none"> Full stops, capital letters, exclamation marks, question marks, Past and present tense. Nouns and pronouns Statements Questions Commands 							<ul style="list-style-type: none"> Commas for fronted adverbials. Adjectives Adverbs Varying sentence length with clauses. Prepositions Similes Expanded noun phrases Direct Speech 						
Spelling	Words with the long /eI / sound spelt with ei	Words with the long /eI / sound spelt with ey	Words with the long /eI/ sound spelt with ai	Words with /ə:/ sound spelt with ear	Homophones & near homophones	Homophones & near homophones	Creating adverbs using the suffix -ly (no change to root word)	Creating adverbs using the suffix -ly (root word ends in 'y')	Creating adverbs using the suffix -ly (root word ends	Creating adverbs using the suffix -ly (root word	Creating adverbs using the suffix -ly (exceptions to the rules)	Words with short /i/ sound spelt with 'y'	Adding suffixes beginning with a vowel (er/ed/ing) to words	Review

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								with more than one syllable)	in 'le')	ends in 'ic' or 'al')			with more than one syllable (unstressed last syllable - DO NOT double the final consonant)		
Science	Animals, including humans						Forces & Magnets								
<p>Pupils will know that:</p> <ul style="list-style-type: none"> Animals, including humans, need the right types and amount of nutrition. Animals and humans cannot make their own food in the same way as plants. The different foods we eat fuel our body in different ways. Animals, including humans, need food, water and air to stay alive. Eating a balanced diet is important. To stay healthy, humans need to exercise, eat a healthy diet and be hygienic. Humans and some other animals have skeletons and muscles for support, protection and movement. Our bones, muscles and joints all perform a function that allow us to move. Skeletons do three important jobs: <ul style="list-style-type: none"> protect organs inside the body allow movement support the body and stop it from falling on the floor. Skeletal muscles work in pairs to move the bones they are attached to by taking turns to contract (get shorter) and relax (get longer). 						<p>Pupils will know that:</p> <ul style="list-style-type: none"> setting up simple practical enquiries, comparative and fair tests 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 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings 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. 									
Scientific experiment, Investigation write up	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	Types of Skeletons To identify that humans and other animals have	Naming Bones To identify that humans and some other animals have skeletons	Functions of a Skelton To identify that humans and some animals have skeletons for support, protection and movement	Might Muscles- Investigation examining how muscles work	To know that forces make things move, stop, change direction or shape. I understand the term 'push' as a force. I understand the term 'pull' as a force.	To know that magnets create pushes and pulls and know which materials are magnetic and which materials are not magnetic. I can explain that magnets push and pull.	To know that magnets have many different uses. To name materials that magnets can attract	To know that the earth has a magnetic pole. I can explain what the poles of a magnet are I can describe the earth's magnetic field and what it does to magnets I can predict what will happen when like and unlike	To plan and carry out a fair test to investigate magnets. I can plan a fair test. I can work as part of a group. I can list what I will need					

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			skeletons				I can identify at least six examples of forces in action.	I know that some materials are magnetic because they are attracted to the magnet and some materials are not magnetic. I know that a magnet has a north and south pole, like earth and that opposite poles attract and like poles repel. I know that magnets produce a force.	I can list examples of where magnets are used in everyday life. I can write a set of instructions. I can make sensible predictions.	poles of a magnet meet brought together	
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Maths	Number: place value	Number: addition & subtraction	Number: addition & subtraction	Number: Multiplication
	<p>Weeks 1-3</p> <p>To use a variety of materials to count in hundreds.</p> <p>To make, record and represent numbers to 100 in a variety of ways.</p> <p>To count in 1s, 10s and 100s.</p> <p>To represent numbers through partitioning.</p> <p>To compare the value of numbers using the great than, less than and equal sign.</p> <p>To represent numbers to 1000 on a number line.</p> <p>To add and subtract 1, 10 or 100 to a given number.</p> <p>To compare and order numbers to 1000. (ascending and descending).</p>	<p>Weeks 4-6</p> <p>To add multiples of 100</p> <p>To add 3-digit and 1 digit numbers not crossing the 10 barrier.</p> <p>To add 3-digit and 1 digit numbers crossing the 10 barrier.</p> <p>To subtract a 1-digit number from a 3-digit number crossing 10.</p> <p>To add and subtract 3 digits and 2 digit numbers not crossing 100.</p> <p>To add 3 digits and 2 digit numbers crossing 100.</p> <p>To subtract a 2-digit number from a 3-digit number crossing 100.</p> <p>To add and subtract 100s.</p> <p>To recognise patterns in numbers.</p>	<p>Weeks 7-8</p> <p>To add and subtract a 2 and a 3-digit number not crossing 10 or 100.</p> <p>To add a 2 digit and 3-digit number crossing 10 and 100.</p> <p>To subtract a 2-digit number from a 3-digit number crossing 10 or 100.</p> <p>To add two 3 digit numbers not crossing 10 or 100.</p> <p>To add two 3 digit numbers crossing 10 or 100.</p> <p>To subtract a 3 digit numbers from a 3 digit numbers with no exchange.</p> <p>To subtract a 3 digit numbers from a 3-digit number with exchange.</p> <p>To estimate answers for calculations.</p> <p>To check answers.</p>	<p>Weeks 9-11</p> <p>To share into equal groups.</p> <p>To multiply by 3.</p> <p>To divide by 3.</p> <p>To know the 3x tables.</p> <p>To multiply by 4.</p> <p>To divide by 4.</p> <p>To know the 4x tables.</p> <p>To multiply by 8.</p> <p>To divide by 8.</p> <p>To know the 8x tables.</p>

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	<p>To count in multiples of 50.</p>	<p>To add and subtract a 2 and a 3-digit number not crossing 10 or 100.</p> <p>To add a 2 digit and 3-digit number crossing 10 and 100.</p> <p>To subtract a 2-digit number from a 3-digit number crossing 10 or 100.</p> <p>To add two 3 digit numbers not crossing 10 or 100.</p> <p>To add two 3 digit numbers crossing 10 or 100.</p> <p>To subtract a 3 digit numbers from a 3 digit numbers with no exchange.</p> <p>To subtract a 3 digit numbers from a 3-digit number with exchange.</p> <p>To estimate answers for calculations.</p> <p>To check answers.</p>		
P.E	Gymnastics Invasion Games	Communication & Tactics Netball		
	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best. To perform static body shapes. To explore movements and balances in a symmetrical and asymmetrical way. To create symmetrical balances on apparatus. To carry out rhythmic gymnastics moves. To perform a rhythmic gymnastics routine. To apply gymnastic skills safely. <p><u>Invasion Games</u></p> <ul style="list-style-type: none"> To learn how to keep possession of the ball. To develop an understanding of how to win the ball back (defending). To use passing and moving skills to keep possession. To apply my passing and moving skills to create an attack that results in a scoring opportunity. To compete in a tournament. 	<p><u>Netball:</u></p> <ul style="list-style-type: none"> To use passing and moving skills to keep possession, developing this concept into mini game situations. To develop passing and moving skills, where pupils explore the transition between attack and defence. To learn how to show and also where we shoot in terms of court position. To practise passing, moving and creating space to move the ball up the court, creating an attack that results in a shot at goal. To compete in a tournament. <p><u>Communication & Tactics</u></p> <ul style="list-style-type: none"> To learn what makes an effective team. To create tactics as a team. To explain why it is important to work as a team to create simple tactics. To develop the qualities required to lead a team effectively. To learn the importance of communication within a team. 		

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Computing	E-safety Reporting unsafe content - keeping personal information safe)	
	To know what cyber bullying is. To explore different ways we can communicate online. To understand the need for keeping personal information private. To learn how to keep ourselves safe online.	
Music	' Music's cool'	
	Recorder Singing Moving	
Italian	Teacher instructions	Days of the week
	KS2 Languages Objectives <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences* □ read carefully and show understanding of words, phrases and simple writing □ appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly □ describe people, places, things and actions orally and in writing 	
Experience Entitlements †	Cooking Cinderella Theatre Kingsbury Library Kingsbury High Sports Festival Kingsbury High Cross Country Year 3 and 4 Christmas Carol Concert	
Stimuli /Visits/ Hooks/ Visitors	Dragon Scavenger Hunt Mysterious Box Hook Cricket Coach	

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