

**St. Thomas More Catholic Primary School**  
**Curriculum framework overview – Year 3: 2023/2024**

	Autumn term 1		Autumn term 2		Spring term 1		Spring term 2		Summer term 1		Summer term 2	
	7 weeks		7 weeks		5 weeks		5 weeks		6 weeks		7 weeks	
RE ‘Come and See’	Homes	Promises	Visitors		Journey Reconciliation	Listening and sharing	Giving all Communion		Energy Communion	Choices	Special places	
School theme	‘Lights, camera, action!’				‘Step back in time’				‘Colourful Cultures’			
Topic focus	Under the Sea				Stone Age				Egypt			
English	Descriptive writing  Instructions		Fantasy story Postcards Poetry		Adventure story- The Croods Time travel - narrative Explanation text		Non chronological report  Poetry - Limericks		Diary writing Adventure story Poetry		Instructions mummification Newspaper report	
Key texts	Shark tale Dreamworks The Storm of the Whale by Benji Dave Shark Lady by Marta Alvarez Miguens		Under the sea Secrets of the sea by Kate Baker Flotsan By David Wiesner		Croods film Written by Kirk DeMicco and Chris Sanders,		Stig of the dump by Clive King		Amun’s Ancient Egyptian diary By Richard Platt		Tadeo Jones (Literacy shed) The Secrets of a Sun King by Emma Carroll	

Mathematics	<b>Number –Place Value</b> <b>Number- Addition and subtraction</b>	<b>Number- Addition and subtraction</b> <b>Number- Multiplication and division</b>	<b>Number- Multiplication and division</b> <b>Number- Fractions</b>	<b>Measurement – Length and perimeter</b> <b>Measurement- Money</b> <b>Statistics</b>	<b>Number- Fractions</b> <b>Geometry- properties of shapes</b>	<b>Measurement- Time</b>
Science	<b>Animals, including humans</b> Recognise the nutrition required for animals and humans. Identify skeletons and muscles used for support, protection and movement	<b>Plants</b> Different parts of flowering plants: What plants need for life and growth Water transportation within plants. Life cycle of flowering plants	<b>Rocks</b> -Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. How are rocks made	<b>Forces and magnets</b> 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 attract some materials and not others. -Compare and group together everyday materials on the	<b>Light</b> -Recognise that they need light in order to see things and that dark is the absence of light. -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 an opaque object.	

				basis of whether they are attracted to a magnet, and identify some magnetic materials.		
<b>Computing</b>	<p><b>Computing systems and networks – Connecting computers</b></p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for</p>	<p><b>Creating media - Stop-frame animation</b></p> <p>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</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report</p>	<p><b>Programming A - Sequencing sounds</b></p> <p>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various</p>	<p><b>Data and information – Branching databases</b></p> <p>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,</p>	<p><b>Creating media – Desktop publishing</b></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of</p>	<p><b>Programming B - Events and actions in programs</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various</p>

	<p>communication and collaboration 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</p>	<p>concerns about content and contact.</p>	<p>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</p>	<p>evaluating and presenting data and information Use technology safely, respectfully and responsibly</p>	<p>programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>	<p>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</p>
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						presenting data and information
<b>Geography</b>	<p><b>The Water Cycle</b> <b>Water Cycle</b> <b>Clouds and precipitation</b></p> <p>Ask and respond to geographical questions Analyse evidence and draw conclusions Use basic geographical vocabulary Make more detailed fieldwork sketches/diagrams Use fieldwork instruments Use a widening range of geographical terms</p>	<p><b>Rivers and Mountains</b> Make plans and maps using symbols and keys Describe key aspects of: physical geography, including: rivers, mountains</p>		<p><b>Fieldwork</b> <b>Mapping Local Area</b> Use simple search technologies and recognise that some sources are more reliable than others.</p> <p><b>Fieldwork</b> Identify where countries are within the UK and the key topographical features Understand how some of these aspects have changed over time</p>		<p><b>Describing maps of the world</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. Name and locate the equator, northern hemisphere, southern</p>

						<p>hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p><b>Landscapes weathering</b></p>
<b>History</b>		<p><b>Black History Mary Seacole</b></p>	<p><b>Stone Age</b> Use evidence to describe the culture and leisure activities from the past. Look at how people lived and their way of life Timeline events in chronological order. Ask questions and find answers about the past</p>		<p><b>Ancient Egypt</b> Explore the idea that there are different accounts of history. Timeline events in chronological order Describe dates of and order significant events from the period studied.</p>	

					Ask questions and find answers about the past.	
<b>Art</b>	<p><b>Drawing</b></p> <p>Know different grades of pencils HB, B, 2B, 3B, 4B, 5B, 6B</p> <p>Know how to use drawing techniques to show light, shade and reflection.</p> <p>Look at the work of Giorgio Morandi and how he applies hatching and cross hatching in drawings.</p> <p>Know that drawing can lead to jobs such as architecture, fashion designing, interior designer and illustration.</p>		<p><b>Sculpture/ Clay Stonehenge</b></p> <p>Know about the life and work of Barbara Hepworth.</p> <p>Barbara Hepworth is one of the most famous female artists and is known all over the world.</p> <p>She made modern sculptures and experimented with new techniques. She is most famous for her abstract sculptures.</p> <p>Hepworth is most famous for her large-scale bronze sculptures.</p> <p>Hepworth has designed large sculptures to be</p>		<p><b>Painting</b></p> <p>Know how to create a colour wheel independently</p> <p>Know what complementary colours are</p> <p>Look at how artists such as Van Gogh and Theresa Paden use complementary colours</p>	

			<p>exhibited outdoors. Hepworth was inspired by the connection between people and nature to make these sculptures. Although it is not obvious that they are people, the shapes that the artist has used remind us of people. Know that clay was used many years ago (roman times) Know different techniques when working with clay and other sculpting materials. Coil Score Slab</p>			
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<p><b>Design Technology</b></p>		<p><b>Materials / structures / Mechanisms</b>            Understand that wide and flat based objects are more stable            Understand the importance of strength and stiffness in structures            Know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose            Know that a façade is the front of a structure            Understand that a castle needed to be strong and stable to withstand enemy attack            Know that a paper net is a flat 2D shape that can become a 3D shape once assembled            Know that a design specification is a list of</p>		<p><b>Food and nutrition Eating seasonally</b>            Know that not all fruits and vegetables can be grown in the UK            Know that climate affects food growth            Know that vegetables and fruit grow in certain seasons            Know that cooking instructions are known as a 'recipe'            Know that imported food is food which has been brought into the country            Know that exported food is food which has</p>		<p><b>Textiles Egyptian Headdress</b>            Know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric            Understand that it is easier to finish simpler designs to a high standard            Know that small, neat stitches which are pulled taut are important to ensure the material            Measuring, marking and cutting fabric accurately and independently</p>
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		success criteria for a product		<p>been sent to another country. Understand that imported foods travel from far away and this can negatively impact the environment</p> <p>Know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre</p> <p>Understand that vitamins, minerals and fibre are important for energy, growth and maintaining health</p> <p>Know safety rules for using,</p>		<p>Threading needles independently</p> <p>Using applique to attach pieces of fabric decoration</p> <p>Sewing blanket stitch to join fabric</p>
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				storing and cleaning a knife safely Know that similar coloured fruits and vegetables often have similar nutritional benefits		
<b>Music</b>	<b>Let your spirit fly</b> Recognise a range of musical instruments. Begin to listen to and recall sounds Listen to a variety of music. Recognise the purpose of the song and content within history.	<b>Christmas Production Glockenspiel stage 1</b> Sing songs with multiple parts Play and perform in solo or ensemble contexts Learn to play instruments together. Play pieces in unison and in two parts.	<b>Three little birds</b> Find the <b>pulse</b> within the context of different songs/music with ease.	<b>The dragon song</b> Understand what improvisation is Create their own rhythms.	<b>Bringing us together</b> Understand what composition is. Have an understanding of formal written notation which includes crochets and rests. Link between sound and symbol. Record the composition	<b>Reflect, rewind and replay</b> Practise, rehearse and present performances with awareness of an audience.
<b>PE</b>	<b>Ball skills</b>	<b>Handball</b>	<b>Yoga</b>	<b>Football</b>	<b>Athletics</b>	<b>Tag rugby</b>

	<p>Have the opportunity to develop their accuracy and consistency when tracking a ball. Explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. Develop catching with one and two hands as well as dribbling with feet and hands. Skills will then be applied to small group games. Have the opportunity to take on different roles and work both individually and with others</p>	<p>Encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting and principles of defending and attacking. Use their attacking skills to maintain possession in game situations. Play small-sided, uneven and even games. Will understand the importance of playing fairly and following the rules. Encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. Evaluate their own and others' performances.</p>	<p>Learn about mindfulness and body awareness. Learn yoga poses and techniques that will help them to connect their mind and body. Looks to improve wellbeing by building strength, flexibility and balance. Learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.</p>	<p>Encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. Will start by playing uneven and then move onto even sided games. Learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Have the opportunities to select and apply tactics to outwit the opposition</p>	<p>Will develop basic running, jumping and throwing techniques. Set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Given opportunities to measure, time and record scores</p>	<p>Learn to keep possession of the ball using attacking skills. Play uneven and then even sided games, developing strategies and social skills to self-manage games. Understand the importance of playing fairly and keeping to the rules. Will think about how to use skills, strategies and tactics to outwit the opposition. Learn how to evaluate their own and others' performances and suggest improvements</p>
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<b>PSHE and Citizenship</b>	<b>Created to Love Others</b>  Unit 1 Religious Understanding	<b>Created to Love Others</b>  Unit 2 Personal Relationships	<b>Created to Live in Community</b>  Unit 1 Religious Understanding	<b>Created to Live in Community</b>	<b>Created and Loved by God</b>  Unit 1 Religious Understanding	<b>Created and Loved by God</b>  Unit 2 Me, My Body, My Health
<b>MFL Spanish</b>	<b>Phonetic lesson 2</b>	<b>Phonetic lesson 3 Colours and numbers</b>	<b>Los animales</b>	<b>Puedo (I can)</b>	<b>La fruta (fruit)</b>	<b>Las verduras (vegetable)</b>
<b>Enrichment</b>	<b>Sea life centre</b>		<b>Artist visitor</b>			<b>Diversity week</b>