

Dear Year 3 Parents/Carers,

Below you will find our curriculum map annotated with suggestions of how you can support your child at home. Although this is an **abridged version**, the curriculum map offers an insight into the broad and rich curriculum offered at Our Lady of Lourdes. It offers an insight into the opportunities available to your child and enables you to be an active participant in their learning journey.

General Information for Year 3:	
Uniform	Please ensure you refer to the Uniform Policy regarding our school uniform and PE kit on the following link: https://www.ourladyoflourdesrcprimary.org/page/?title=Uniform&pid=67
PE	Both classes will have weekly lessons and PE kits must be in school for every Monday. The day of the week is subject to change half-termly due to outside enrichment providers. All PE kits must be labelled with children's names. The pupils are permitted to wear trainers for outdoor PE.
Homework	Home learning is issued on a Friday to be returned on a Wednesday . ➤ Tasks will be based on a reading comprehension task and maths topics of study. At times there may be additional tasks linked to history, geography or science.
	Reading - Please read with your child daily. A parent or guardian must sign the reading diary daily. Independently, your child must record in their reading journal a range of different reading skills they have used over the week. This should be completed 5 times a week. - Reading comprehension activities. <i>How to help your child:</i> ➤ When you listen to your child read daily, ask them to record which reading skill/s they have used in their reading diary. These reading skills include: clarifying new words, predicting what happens, summarising the end of pages or chapters and answering retrieval or inference style questions. ➤ Encourage your child to use 'evidence' from the text to 'prove and justify' their view point. ➤ Encourage your child to read a range of genres, including non-fiction. The quality of the text is key to develop their oracy, as well as their written skills. ➤ Encourage your child to read for pleasure and model this to them. It encourages the children to read when they see adults with books and newspapers to hand. Recommended Reading List – Year 3 https://www.booksfortopics.com/booklists/recommended-reads/year-3/
	Spelling - Spelling rules, patterns and tasks will be sent home as part of the weekly homework for your child to practise and/or investigate. Please support your child to learn their weekly spellings. ➤ Words will be taken from the spelling word list for Year 3 and Year 4 found on the following link: https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf.
	Maths - By the end of Year 3, we expect all children to know their times tables. This will support them to further develop their mathematical skills. ➤ You can use 'Times Tables Rock Stars' to help your child help learn multiplication facts and their related division facts from memory. https://ttrockstars.com/ - Mathletics will be used to support home learning.

Curriculum map and ways to support your child's learning beyond the classroom - Year 3			
Subject	Autumn	Spring	Summer
English Writing	Non-fiction, fiction and poetry texts are carefully chosen to support the development of the pupils' writing and where appropriate cross-curricular links are made. Opportunities are given for the pupils to develop their writing skills for a range of purposes, including reports, persuasive writing and diary writing.	Throughout the continued exploration of the structure and purpose of texts, the pupils will be writing across a range of styles, including persuasive and narratives. Pupils will develop their English skills through planning, drafting and writing extended pieces. Cohesion within paragraphs is a focus.	Further texts, such as narratives and diary entries, are examined to identify the purpose and the intended audience. Developing cohesion, to aid the reader, continues to be a focus across all styles of writing. The process of planning, drafting and editing will be regularly undertaken to ensure meaning is clear and purposeful.
	The teaching of Vocabulary, Grammar, Punctuation and Spelling (SPaG) is taught across all areas of the curriculum in addition to reading and writing. A focus continues to be on developing a fluent and legible handwriting style for all pupils. Our grammar lessons build on the pupils' understanding of tenses, sentence structures and punctuation.		
Reading	Reading is taught throughout the year across a range of carefully selected non-fiction texts, novels and poetry. Reading skills are further developed in Lower Key Stage 2 and include predicting, clarifying, summarising, questioning, inference and debating.		
English Curriculum	Writing, Reading and SPaG National Curriculum - Year 3 To view the National Curriculum Year 3 English programme of study visit the following website: https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#years-3-and-4-programme-of-study		
Ways to support your child at home	Listen to your child daily and discuss what your child has read. After you have listened to your child read, ask them to record which reading skill/s they have used in their reading diary. These reading skills include: clarifying new words, predicting what happens, summarising the end of pages or chapters and answering retrieval or inference style questions. Discussion should centre on what they have read. This is beneficial as it allows an opportunity for your child to further develop their analysis of the central characters and plot development, alongside developing their general comprehension skills. The quality of the text your child reads is also extremely important in developing their writing skills, as it exposes them to a wider variety of vocabulary and allows them to explore the writer's intended meaning. Within SPaG, spelling rules and patterns will be explored and spellings linked to the rules will be sent home weekly. Please support your child with learning their weekly spellings.		
	Recommended Reading List – Year 3 This is a selected list of chapter books, independent reads, funny stories, picturebooks, poetry collections, graphic novels, non-fiction texts to cater to a range of children's reading levels and interests. https://www.booksfortopics.com/booklists/recommended-reads/year-3/		

	Autumn	Spring	Summer
Maths	Develop fluency of place value within a numbers up to 1000 to solve addition and subtraction problems. Use efficient, formal written and mental methods for the four number operations within a given number range. Recall multiplication facts and related division facts. Continue to develop fluency in telling the time.	Use efficient, written and mental methods for four operations. Measure, compare, add and subtract mass and capacity. Compare and order fractions and develop an understanding of equivalent fractions.	Add and subtract fractions. Convert, add and subtract money. Apply knowledge of all four operations and explain why a particular operation is the most appropriate. Solve a range of mathematical problems for number, measurement, geometry and fractions.
Ways to support your child at home	Discuss the learning from your child's Mathematics tasks. By the end of Year 3, we expect all children to know their times tables. This will support them to further develop their mathematical skills. Use Times Tables Rock Stars to help learn these multiplication facts and their related division facts. https://ttrockstars.com/ Discuss maths that applies to real life opportunities, such as the change given from money, both coins and notes. This is an essential skill, despite cash not being used as frequently. Support your child to read the time on both analogue and digital clocks to the nearest minute. Discuss real-life examples that reinforce their understanding of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight in everyday settings. Discuss and use measurements when cooking with dry (grams/kilograms) and wet (millimetres/litres) ingredients and temperature (°C). When making arts and crafts, or discussing sports/distance, look at real-life measurements in context: metres, centimetres and millimetres.		
Mathematics Curriculum	Mathematics National Curriculum - Year 3 Year 3 - End of Year Expectations: Number - number and place value - count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number - recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) - compare and order numbers up to 1,000 - identify, represent and estimate numbers using different representations - read and write numbers up to 1,000 in numerals and in words - solve number problems and practical problems involving these ideas Number - addition and subtraction - add and subtract numbers mentally, including: - a three-digit number and 1s - a three-digit number and 10s - a three-digit number and 100s - add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction - estimate the answer to a calculation and use inverse operations to check answers - solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction Number - multiplication and division - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables - write and calculate mathematical statements for multiplication and division 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 and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects Number - fractions - count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 - recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators - recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators - recognise and show, using diagrams, equivalent fractions with small denominators - add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] - compare and order unit fractions, and fractions with the same denominators - solve problems that involve all of the above Measurement - measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - measure the perimeter of simple 2-D shapes - add and subtract amounts of money to give change, using both £ and p in practical contexts - 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, am/pm, 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 - compare durations of events [for example, to calculate the time taken by particular events or tasks] Geometry - properties of shapes - draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them - recognise angles as a property of shape or a description of a turn - identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle - identify horizontal and vertical lines and pairs of perpendicular and parallel lines Statistics - interpret and present data using bar charts, pictograms and tables - solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables		
	Autumn	Spring	Summer
RE	Creation and Covenant Prophecy and Promise	Galilee to Jerusalem Desert to Garden <i>Our Lady of Lourdes Feast Day</i>	To the ends of the Earth Dialogue and Encounter JOURNEY IN LOVE - How we live in love
Ways to support your child at home	<i>Please see the separate R.E. topic letter on the school website for key dates and how to support your child/children at home.</i> Discuss and share your own experiences of Baptism and Confirmation. Share how prayer can help us on our journey in life, through happy and sad times. Together write and pray a prayer of thanksgiving. Discuss and share the importance of the Sacrament of Reconciliation. Share with your children any examples of forgiveness in daily life. Support your child in recognising it can be hard to forgive others and its importance.		

Science	Autumn		Spring		Summer	
	Animals Including Humans	Forces and Magnets	Rocks and Soil	Light	Plants	Environmental Science and Consolidation
	The science topics above are taught in conjunction with the skills of working scientifically. Pupils will conduct investigations and experiments across these topics to develop a deep understanding of the areas of learning and associated terminology.					
Ways to support your child at home	Discuss with your child the importance of eating a balanced diet and how this affects our bodies. Plan a week's menu for the family, making a variety of healthy food choices. Explore how forces and magnets are used in our own homes, e.g. in technology and in tools. Visit BBC Bitesize for extra information about forces: https://www.bbc.co.uk/bitesize/topics/zvr3nrd		Walk around your local area or garden and see what rocks you can discover. Look at their shape, size, texture and colour and discuss with your child. Discuss with your child the uses of different rocks. Discuss with your child that shadows are formed when light from a source is blocked. Explore making different shadow puppets to explore how the shapes change. BBC Bitesize also has a range of videos and resources to support our topic on Light and Shadows.		Discuss with your child the physical characteristics of plants. Investigate the plants we eat, their names, how they are grown, what part of the plant we eat and where in the world they come from. If you have plants at home, ask your child to share responsibility in watering and caring for them. Talk to your child about how we take care of our local environment. Ask them to help with measures you may take at home, such as recycling and making compost. Help them identify what measures we take to help keep our local environment, including our green spaces, clean such as litter bins and refuse collectors.	
Science Curriculum	Science National Curriculum - Year 3 To view the National Curriculum Year 3 science programme of study visit the following website: https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#year-3-programme-of-study					
History & Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Geography Rivers in the UK and Europe		Geography UK Settlements	Geography Europe-Northern Italy	Geography Mountains and Volcanoes	
	History <u>Stone Age Britain</u> : what do archaeologists think they know about it?	History <u>Stone Age Britain</u> : what do archaeologists think they know about it?			History <u>Ancient Egypt</u> : what stayed the same across 3,000 years?	History <u>The Shang</u> : What have archaeologists found out about them?
Ways to support your child at home	Use a map, atlas and/or Google Maps to locate different cities in the UK and in Europe located next to a river. Discuss the flow of the River Thames from its source to its mouth. Explore the Stone Age with your child by looking at pictures of tools, homes, cave paintings and monuments. Ask		Allow your child to use maps, with your supervision, to help understand how aerial maps work and the importance of compass directions. Use a Google map to locate both physical features (e.g. rivers and mountains) and human features		Locate UK's highest peaks on a map. Plan a journey from one chosen peak to another. Discuss with your child what they are learning about at school. Explore Ancient Egypt with your child by looking at what stayed the same over thousands of years.	

	them to imagine what these objects might tell us about the people who made and used them. Encourage them to think like an archaeologist and explain how we can learn about people who lived thousands of years ago even though they could not write about their lives. Talk about how life changed during the Bronze and Iron Ages. You could compare a Stone Age home, tool or settlement with one from the Bronze or Iron Age and discuss what the changes tell us about how people lived.		(e.g. cities and airports) within Northern Italy.		Ancient Egyptian artefacts, pictures and stories can be a great starting point for discussion. Find out about the Shang Dynasty and what archaeologists have discovered about the people who lived then. Encourage them to think about how archaeologists use clues to build a picture of the past. You could visit the British Museum website for more information and exciting things to learn and explore about the Egyptians. https://www.britishmuseum.org/collection/egypt	
	Autumn		Spring		Summer	
Computing	Online Safety and Etiquette Debugging Understanding Digital Devices	Online Safety and Etiquette Understanding Networks Foundational Programming	Online Safety and Etiquette <i>Safer Internet Day</i> Understanding Networks Block Coding	Online Safety and Etiquette Understanding Networks Block Coding	Online Safety and Etiquette Databases Block Coding	Online Safety and Etiquette Databases Block Coding
	Autumn		Spring		Summer	
PE	Outdoor Activities/Sports Gymnastics	Invasion Games PE Enrichment	Football Dance	Tennis PE Enrichment	Striking and Fielding Gymnastics	Athletics
Music	Writing music down – Pupils will learn to write musical symbols (notes) on the lines and spaces of a stave. Playing together – Pupils will learn to listen and play together.		Compose – Pupils will continue to read notation. They will learn to compose, write and perform a melody. They will create simple rhythmic patterns using notes and rests. Musical Styles – Pupils will learn about different styles of music.		Reflect, Rewind and Replay – consolidate learning. Listen to a variety of well-known classical pieces. The children continue to embed the foundations of the interrelated dimensions of music using voices and instruments.	
Art	Journey Pupils create symbols and signs for imaginative abstract work based on aboriginal pieces.		People and places- Pupils use a mixture of drawing from their observations and imagination to create artworks inspired by key artists.		Birds and feathers Pupils use imagination and resources to draw and design a bird.	
Design & Technology	Sewing: Stuffed Toy		Cooking: Spaghetti Bolognese (link to Geography Curriculum)		Building: Water Carrying Device (link to History Curriculum)	
French			I am learning French		Speaking French	

Relationships and Health Education	Autumn		Spring		Summer	
	Lessons are discussion based. They encompass Growth Mind-set, British and School Values and are taught throughout the year.					
	Cross-curricular Links with Religious Education, Science and Computing.					
	Health Education: Mental Wellbeing Health Education: Healthy Eating	Relationship Education: Caring Friendships Relationship Education: Respectful Friendships <i>Anti-Bullying Week</i>	Health Education: Mental Wellbeing Health Education: Internet Safety and Danger Relationship Education: Online Relationships <i>Safer Internet Day</i> <i>Mental Health Awareness</i>	Health Education: Internet Safety and Danger Health Education: Health and Prevention Relationship Education: Being Safe	Health Education: Physical Health and Fitness Relationship Education: Families and people who care for me	Health Education: Health and Prevention Relationship Education/Religious Education Health Education: Being Safe

As always, if there is anything you are unsure of or would like to clarify, please speak to your child's class teacher.

Ave Maria