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| **Year 3** | **Religious Education** | **Maths** | **English** | **Science** | **Humanities** | **French** |
| **Half Term 1** | **The Christian Family**  Our boys will begin their study of Religious Education by exploring the theme of **The Christian Family**. They will explore the theme of belonging and extend this to learning about how we can help our family. As well as this they will explore the **Sacrament of Baptism** and the promises made by parents and godparents. | **Place Value**  Students consolidate place value and fluency with numbers by:   * representing numbers in multiple ways * partitioning numbers into 100s, 10s and 1s. * finding 100, 10 and 1 more or less than a 3-digit number. * comparing and ordering 3-digit numbers * understanding the number line to 1,000   **Addition & Subtraction**  Students develop their use of mental methods, diagrams, and place value grids to add to and subtract from 2-digit numbers. | **Reading**  ‘The True Story of The Three Little Pigs’ offers an opportunity for students to explore an unreliable narrator in an alternative traditional tale.  Students learn about Black History through ‘The story of the Windrush’. They develop their ability to retrieve information from a text.  **Writing**  Develop their writing in response to a text. Understand and use writing techniques to persuade. Use organisational devices such as headings and paragraphs.  **Spelling**  Students develop their knowledge of adding prefixes and suffixes. | **Animals and human beings**  This unit explores nutrition, healthy eating, skeletons, muscles, and the importance of our various organs.  Develop an understanding of the right types and amount of nutrition.  Learn about why some animals and have skeletons and muscles. | **Ancient Romans**  Students use a timeline for key facts and BC, AD and CE. They discover how Rome became a kingdom, as well as the development and importance of the Roman Republic. They will learn about important concepts such as Democracy and Dictatorship, exploring important values for British society. | **Dans ma salle de classe :**  Students will learn classroom commands and be able to describe what is in their pencil case, using colours, both verbally and in writing. |
| **Half Term 2** | **Mary, Mother of God**  Throughout this Half Term, boys will know that God chose Mary to be the Mother of His Son and learn about the importance of being chosen. They will also study the mystery of the Incarnation and explore the importance of Advent. In the build up to the festive season they will also know about the birth of Jesus and explore the story of the wise men and the gifts they gave. | **Addition & Subtraction**  Students build confidence when calculating numbers. They will understand where an exchange was necessary, and how this relates to bridging a ten or hundred. They work on calculations involving 2 digit and 3-digit numbers.  **Length & Perimeter**  In this topic we build on the boys understanding of centimetres and metres, as well as introducing them to millimetres. They investigate length, reading scales, and measuring perimeter. | **Narrative**  We explore contemporary narrative through a picture book “The King Who Banned the Dark”, in which the boys plan and write an innovated version. They begin to learn about using direct speech.  **Poetry**  Students begin to recognise different forms of poetry from a popular anthology ‘Werewolf Club Rules’. They work on identifying the themes and conventions used by this year’s Children’s Laureate Joseph Coelho. They develop their own poetry responses culminating in a performance.  **Spelling**  Suffixes and homophones | **Light and Dark.**  Recognise that light sources are natural and manmade.  Students investigate how light travels and record findings carefully using scientific terms and charts. They investigate reflection, how different surfaces react and how the reflection of light enables us to see as well as the importance of sun protection. Also, they investigate how shadows are formed and differ using measuring and graphs. | **Roman Republic**  We focus on the growth in power and size of the Roman Republic through stories and key battles such as Hannibal and The Punic Wars. The boys learn more about the daily life of the Romans and will visit Verulamium to handle important artefacts to develop and deepen their understanding. They participate in ‘Roman Day’ to role play and experience life as a Roman. | **Dans ma salle de classe:**  Students will be introduced to singular adjective agreements (using colours) and be able to say how many of a thing they have. |
| **Half Term 3** | **Sacrament of Reconciliation**  The boys will learn and understand about what it means to make wrong choices and know that Jesus calls people away from sin. They will learn that for Catholics a core belief is that God is all loving and omnibenevolent. They will then know about the Sacrament of Reconciliation and understand the purpose of Lent. | **Multiplication & Division**  We begin this unit by reviewing prior learning such as 2, 5 and 3 times tables. We consolidate multiplying and dividing through grouping, sharing and making arrays.  Then we focus on multiplying and dividing by 4 and 8. | **Reading**  In conjunction with our learning about the Romans, we study a **Historical narrative** text ‘Escape from Pompeii’.  **Writing**  Responding to the events in the text, they will write 1st person accounts, which will aim to develop their use of vocabulary and range of sentence structures.  At the end of the half term, we have a further opportunity to explore different forms of **poetry**. The boys work on composing an original structured poem using a range of poetic devices.  **Spelling**  Alternative spellings  High frequency words | Forces and magnets. What is force? -pushes and pulls. Conduct investigations to see the effect of gravity and friction on the movement of cars on ramps. The boys work independently and record method, results, include graphs and draw conclusions. They investigate magnets and familiarise themselves with the terms, variables, Newtons and fair test. | **Roman Britain**  The boys learn about the continued development of the Roman Empire and the invasion of Britain. They are encouraged to read maps and follow the timeline. They learn about key Emperors and the eventual fall of the Empire. They look at the importance of archaeologists (Pompeii) in helping us understand Roman life and its continued influence on our lives today. | **Mon école:**  Students will learn school subjects and will be able to express opinions on them with reasons. |
| **Half Term 4** | **Celebrating the Mass**  Throughout this half term boys will learn about the Last Supper and understand what happens during Catholic Mass. They will explore the symbolism and significance as well as learn about what happens at the Offertory and Consecration. Finally they will learn about Holy Communion and explore the importance of the Parish Church. | **Fractions**  Compare and order unit and non-unit fractions. We develop our understanding of counting in fractions on a number line as well as understanding equivalent fractions.  **Mass & Capacity**  Students use litres, millilitres, and standard scales to explore capacity.  They also compare and measure: mass, volume and temperature. | **Reading**  This half term we study a **complex novel** ‘The Iron Man’. They explore and discuss the characters thoughts, feelings, and intentions. They work on justifying their opinions using supporting evidence from the text.  **Writing**  They draft and write a **newspaper report** recounting events from part of the novel. They develop their use of organisational devices such as headings, sub-headings and paragraphs.  Towards the end of the term, we focus on **instructional writing**. Students will learn to recognise devices used and work on creating their own set of instructions for an invented board game.  **Spelling**  Homophones | **Rocks and Fossils.**  Trip to Natural History Museum including Volcano workshop and the work of Mary Anning on fossils. The boys investigate the different characteristics of rocks and can classify them into metamorphic, igneous and sedimentary groups and understand how rocks are formed. They examine the different layers of soil and the importance of healthy soil. | **Locational Geography**  Students will begin learning geography through Mapping. We will start by identifying different symbols on a map and practise the use of grid references. We move on to securing our knowledge of continents and oceans whilst finishing the topic by reinforcing knowledge about the geography of the United Kingdom. | **Mon école:**  This half of term will be spent on reading and describing a timetable: what day and at what time (to the hour and half hour) are various school subjects? |
| **Half Term 5** | **Celebrating Easter and Pentecost**  As we embark on the summer term boys will explore ways that the Catholic Faith celebrates the Resurrection of Jesus. They will continue in this exploration by learning how Jesus appeared to his disciples and know what Jesus said to Thomas; reflecting on the meaning of this. They will also then learn about how Jesus returned to heaven and to know what happened at Pentecost. | **Fractions**  Students explore what a tenth is. They recognise that tenths arise from dividing one whole into 10 equal parts. Children represent tenths in different ways and use words and fractions to describe them. Next, they develop their ability to add and subtract fractions.  **Money**  They explore British money using pence and pounds to solve mathematical problems. Students will be able to correctly give change from a total.  **Time**  They explore Roman Numerals to 12 and how to tell the time to 5 minutes and 1 minute. They will also learn the 12 hour clock (am and pm) and digital clock. Finally, they will learn to solve problems involving time duration. | **Reading**  We study texts linked to both our Geography and Science topics, offering opportunities for greater depth of learning.  **Writing**  Using the knowledge studied in lessons, we will plan, draft and publish explanation texts about rainforests as well as innovate a story based on pollination.  **Spelling**  Prefixes  Topic-based vocabulary | **Plants and flowers:** identify different parts of the plant and their roles through hands on investigations. Dissect and examine using electronic microscope. Investigate and compare different living conditions. We look at the life cycle of plant including seeds and. photosynthesis.  We deepen our understanding of plants with a trip to Hampstead Heath to conduct a tree survey and cross curricular links | **Rainforests**  We identify layers of the rainforest, identify animals and their habitats, and finish the half-term by studying food chains and webs. This term also includes a trip to London Zoo, linking well to our topic! | **On achète des glaces!**  This unit of work is designed to get the boys speaking, through ordering a range of ice-creams and sorbets. This culminates in a pop-up ice-cream shopping experience for the boys where they ‘buy’ up to 2 scoopes of ice-cream in either a cone or a tub! |
| **Half Term 6** | **Being a Christian**  To complete their religious studies boys will learn about what being a Christian involves; highlighting the values and virtues of the Catholic Faith. They will explore ways in which we can help others and learn about St. Paul. They will then explore the Sacraments and understanding the importance of prayer for spirituality. | **Shape**  For the final term, the pupils will start this topic by learning the different types of angles as well as perpendicular and parallel lines. This will be followed by recognising and describing 2D and 3D shapes.  **Statistics**  The final topic will involve the pupils interpreting and drawing pictograms and bar charts. They will also collect and represented data. | In this half term, we study a significant author, Roald Dahl. Our focus is on his fantasy book ‘The Minpins’, exploring the way that he uses language to create interest to the reader. Students develop their comprehension through prediction and summarising.  Our final text takes us to Cornwall and focuses on the legend of The Mousehole Cat. | Plant hunters: finding out about the men and women who introduced new plants to our gardens. Classification of animals; Different types of skeletons: vertebrates and invertebrates- study of insects. Data Handling  Fossil Hunters. William Smith’s principle of fossil succession. To explain how fossils can be used to find the age of rocks.  We link our topics to trips to London Zoo and Kew gardens. | We continue with **Rainforests** after half-term. However, we look at the topic from a different angle, considering which animals are endangered, causes and effects of deforestation and ways in which we can help to save the rainforest. | **Le corps**  Adjective agreements are tackled here through learning to describe monsters. Parts of the body are learned and described through writing listening and reading activities. |