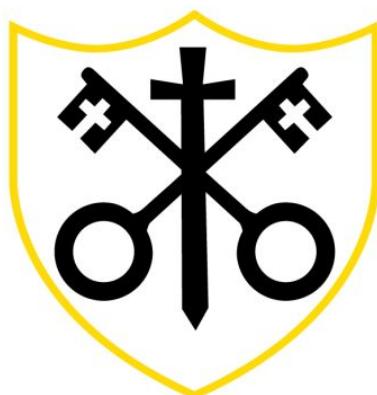


# **SS Peter & Paul**



## **Year 3 Spring Curriculum Booklet 2023-2024**

***Learning Together, Achieving Together, in Christ***

### **Staff:**

**St. Marie:**

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## P.E Days

P.E is on Monday and Wednesday for Year 3. Children are allowed to come into school on these days dressed in their kit and will not be required to change. We just ask that this is the correct kit and the children look smart.

## Homework

Children will receive a maths and a reading comprehension homework weekly, usually set on Friday. The maths homework will be set via the MyMaths website and the reading comprehension will focus on retrieval, vocabulary and inference skills.

It is an expectation that homework is completed on time in order for the class to go through and assess their homework together, usually the following Thursday or Friday.

Children will also receive a spelling homework ready for a test every Friday.



## Key Dates

We will endeavour to keep you updated with key dates on the calendar as they arise. The following dates are confirmed:

- Parent Maths Workshop  
**1st February**
- Science Museum Trip: **Date TBC**
- SSP Meetings with Parents- **27th February**
- Assessment Week- **wb 4th March**
  - Y3 Liturgy- **6th March**
  - World Book Day- **7th March**
- St Marie Feast day celebration:  
**Wear purple Friday 8th March**



## Key Skills

It is vitally important children read (both fiction and nonfiction) with an adult daily for approximately 20 minutes and this is to be recorded in their Reading Record. Asking your child about what they have read is a really useful way of checking their understanding.

At the end of Year 3, the children are expected to know most of their multiplication tables (up to 12x12) with the related division facts off by heart. They will be tested on this in an assessment known as the Multiplication Tables Check in Year 4. We ask that children practise their times tables as much as possible at home. Times Tables Rockstars is a great online resource.

# Our Curriculum

Through our curriculum, we aim to provide the pupils with the knowledge, the skills and the understanding to enable them to achieve their best, with Christ at the centre of all we do.

We have developed a bespoke curriculum that is diverse and reflective of the contexts of our pupils and the school community. Our children will become articulate, confident, resilient, self-managing and above all, supportive of others, living as true witnesses of Christ.

When reading our core texts as part of our Learning Journey, we always strive to make cross curricular links with other subjects. To make these links even more clearer, each half term is titled *Enquire*, *Discover* and/or *Explore*.

Using these driver words promotes the idea of the children being active learners and taking the initiative, and you can find out more about these terms below.

## Discover

Acting like archeologists unearthing the secrets of the past, a 'discover' half term will have a **history** focus, putting the onus on the children to be dynamic discoverers.

## Enquire

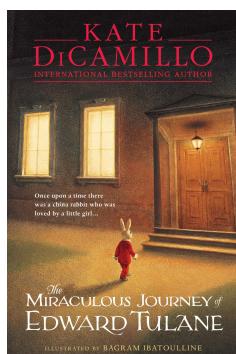
Asking questions is the key to being a great learner. An 'enquire' half term will mean **science** is at the fore where children will carry out enquiries and investigations to find out more about the world we live in.

## Explore

Exploring our local area and new countries, this half term will have a strong geography focus for the children to link to their main learning in english.

# Learning Journey

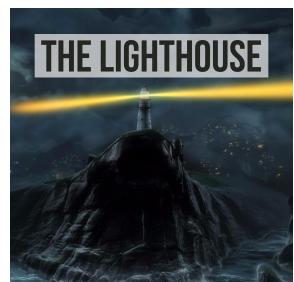
## Journeys (Explore)



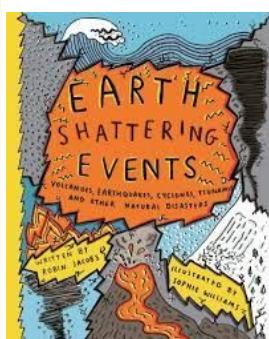
Our children will be learning all about the UK. This term our topic has a geography focus and we will ask children to identify and explore some of the countries, cities, rivers and seas, hills and mountains within the UK.

We will explore how London grew and how our nation has changed over time.

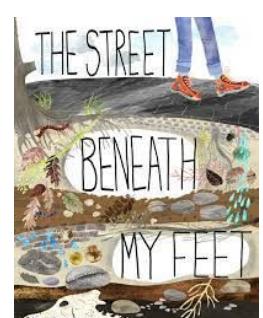
We will also create a 'Travel Guide' for the UK travel industry.



## The Land Beneath Me (Explore and Enquire)



Our geography focus will be mountains, volcanoes and earthquakes. We will be looking into what the key aspects are of mountains, volcanoes and earthquakes and thinking about how they can have an affect on land use. We will also think about where mountain ranges, volcanoes and earthquakes are situated in the world and make comparisons between them.



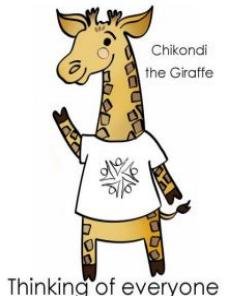
# R.E

This year we are continuing with the RE scheme, Come and See to deepen children's understanding of faith. Please see the details of the units we'll cover in Autumn term below:

**Local Church - Community:** We will be learning about why it is important to be part of a community. We will think about what communities we are a part of and how we celebrate being a part of these groups. We will look in particular at how we gather on Sundays and other days in our church community in various ways.

**Eucharist - Relating:** We will be thinking about how we are thankful for life, for people and for the gifts in our lives. We will draw upon how we show praise and appreciation and how this helps deepen our relationships with one another.

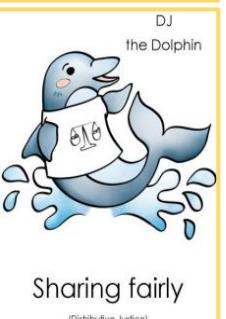
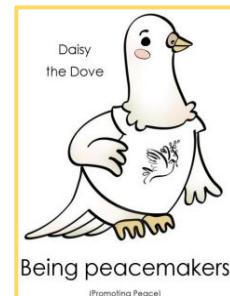
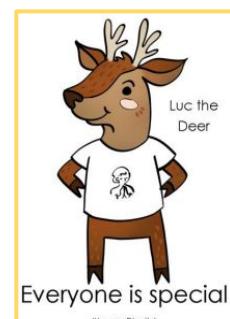
**Lent/ Easter - Giving:** We will look at why the season of Lent is so important in the Christian calendar. We will think and reflect on the different practises that can bring us closer to God during the Lenten period. We will continue to reflect on scripture and how we are made in the image of God.



## Catholic Social Teaching

Catholic Social Teaching (CST) is rooted in Scripture, formed by the wisdom of Church leaders, and influenced by grassroots movements. It is our moral compass, guiding us on how to live out our faith in the world. Our faith calls us to love God and to love our neighbours in every situation, especially our sisters and brothers living in poverty. Following in the footsteps of Christ, we hope to make present in our unjust and broken world, the justice, love and peace of God. CST reminds us of this mission.

Children at SS Peter and Paul will be introduced to these principles over the year and in order to help the children understand and remember them, each principle has a character which embodies, promotes and symbolises it. You can see these around this page.



On their class saint feast day, we ask that our children wear something purple to celebrate and promote the special day.

# Grammar, Punctuation and Spelling

Grammar lessons are taught weekly and discreetly. Below is an overview of what will likely be covered week to week in these sessions over the Autumn term.

Grammar	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Spring 1</b>	Verbs	Compound Nouns	Prefixes: dis-, mis-, un	Subordinating Conjunctions	Inverted Commas	Assess and Review
<b>Spring 2</b>	Adverbs - Time, Place & Cause	Prefixes: in-	Suffixes: -ation	Coordinating Conjunctions	Organisational Devices	Assess and Review

New spelling patterns will be introduced weekly with a short activity during the grammar lesson to familiarise the children with the pattern and a subsequent homework set in which the children should practise the pattern in preparation for a spelling test. An overview of the weekly patterns are listed below.

Spelling	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Spring 1</b>	Words with short /i/ sound spelt with 'y'	Adding suffixes beginning with a vowel to words with more than one syllable	Adding suffixes beginning with a vowel to words with more than one syllable	Creating negative meanings using prefix mis-	Creating negative meanings using prefix dis-	Words with a /k/ sound spelt with 'ch'
<b>Spring 2</b>	Homophones & Near Homophones	Homophones & Near Homophones	Adding the prefix bi- and Adding the prefix re-	Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'	Words with a /sh/ sound spelt with 'ch'	Statutory Spellings Challenge Words

## Recommended Reading

There is nothing more impactful on your child's future than regular reading at home. A rich reading diet of both fiction and nonfiction books is essential in providing your child with everything they need not only to become an excellent reader, full of knowledge and reading comprehension skills but also an excellent writer, capable of expressing themselves through the written word, using the influence of authors they've read to become effective writers.



However, we do understand that sometimes parents do find it difficult to engage children in reading at home. [www.thereadeteacher.com](http://www.thereadeteacher.com) has excellent lists of recommended reading for every year group and it even includes lists specifically designed to engage reluctant readers. [www.booksfortopics.com](http://www.booksfortopics.com) is also another excellent site.



BOOKS GIVE  
A SOUL TO THE  
UNIVERSE,  
WINGS TO THE MIND,  
FLIGHT TO THE  
IMAGINATION,  
AND LIFE TO  
EVERYTHING.  
... PLATO ...

# Writing

Reading is like breathing in, writing is like breathing out.



In year 3, children will be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. They will continue to work on their writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. They will enhance the effectiveness of what they write as well as increasing their competence.

Our children will build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

- Talk about similar pieces of writing, and using these to help them plan their own
- Plan their writing by talking about it or writing down key words
- Use a rich vocabulary and a range of sentence structures to make their writing interesting
- Create settings, characters, and plots for stories
- Use simple organisational devices (for example, headings and sub-headings) when writing non-fiction
- Proof-reading their writing for spelling, grammar, and punctuation errors



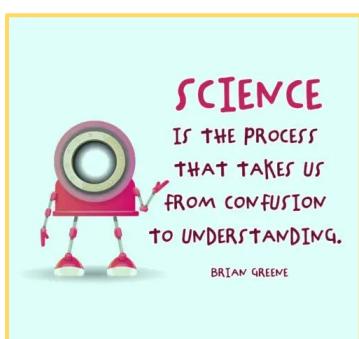
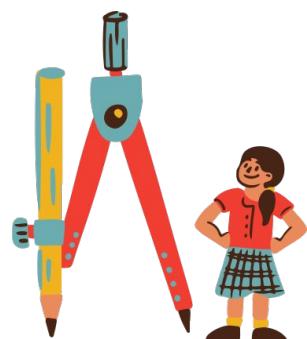
# Science

This half term, our science unit is

**Working Scientifically** -children will explore the required practical scientific methods, processes and skills.

## Rocks and Soils

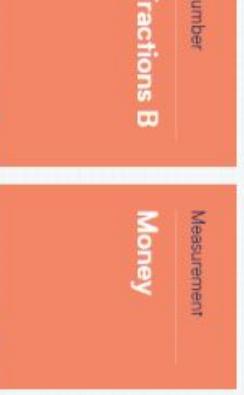
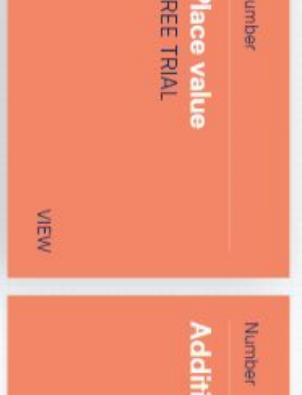
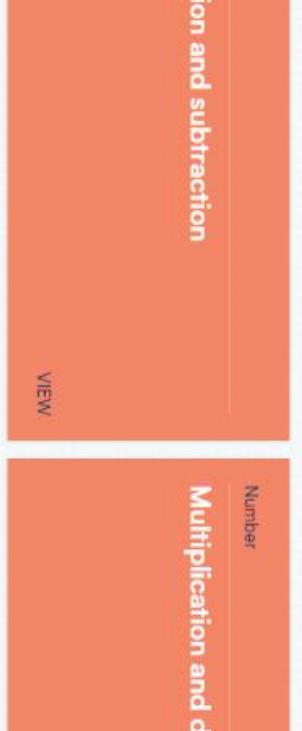
Our children will learn to recognise different types of rocks and describe their texture. They will compare and group together different kinds of rocks on the basis of their appearance and physical properties. They will describe in simple terms how fossils are formed when things that have lived are trapped within rocks. They will also recognise that soils are made from rocks and organic matter.



# Mathematics

At St Peter and Paul our intent is to teach Maths Mastery and we have invested in the use of the White Rose Maths scheme of work in order to deliver our curriculum. As a result, reasoning and problem-solving tasks will be part of their weekly mathematical activities, set in a wide variety of contexts. Mastery is not just being able to memorise key facts and procedures and answer test questions accurately and quickly. It involves knowing ‘why’ as well as knowing ‘what’ and knowing ‘how’. It means being able to use one’s knowledge appropriately, flexibly and creatively, applying it in new and unfamiliar situations.

Below is an overview of the maths topics which will be covered and when in Year 3.

Summer term		Spring term		Autumn term	
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
 <b>Calculator</b>	 <b>Calculator</b>	 <b>Calculator</b>	 <b>Calculator</b>	 <b>Calculator</b>	
 <b>Abacus</b>	 <b>Abacus</b>	 <b>Abacus</b>	 <b>Abacus</b>	 <b>Abacus</b>	
<b>Number</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>	
<b>Fractions B</b>	<b>Multiplication and division B</b>	<b>Length and perimeter</b>	<b>Fractions A</b>	<b>Multiplication and division A</b>	
<b>Measurement</b>	<b>Measurement</b>	<b>Measurement</b>	<b>Measurement</b>	<b>Measurement</b>	
<b>Money</b>	<b>Time</b>	<b>Shape</b>	<b>Statistics</b>	<b>Mass and capacity</b>	
<a href="#">View</a>	<a href="#">View</a>	<a href="#">View</a>	<a href="#">View</a>	<a href="#">View</a>	
<b>Consolidation</b>					

# NED and Growth Mindset

The St Peter & St Paul's Growth Mindset is a way of looking at learning - to encourage children to become more independent learners. At SS Peter & Paul's, we will be working with children to strengthen certain ways of working in order to help promote resilience and capacity to succeed both in school and beyond using the simple NED approach:



- Never Give Up
- Encourage Others
- Do your Best

Our children's understanding of our school motto:

**'Learning Together,  
Achieving Together, in Christ'**

will ensure they exhibit the values of loving one another, being ready to learn, being respectful, keeping safe, collaborating, learning from their mistakes, rising to a challenge and taking risks.

Children will be rewarded for demonstrating this throughout the year through certificates and postcards home. Do look out for these!



## Who you can talk to...

You should speak to your child's class teacher in the first instance if you have any worries or concerns about any aspect of your child's education here at St. Peter and St Paul. You are more than welcome to make an appointment to see the class teacher through the office or email for a more formal correspondence.

You can also talk to Mrs. Aransiola (Head teacher)

[office@sspp.merton.sch.uk](mailto:office@sspp.merton.sch.uk)

Mrs. Bimson (Assistant Head for Pastoral and Inclusion)

[pushpa.bimson@sspp.merton.sch.uk](mailto:pushpa.bimson@sspp.merton.sch.uk)

Or Mr. Humphrey (Assistant Head for Curriculum, Teaching and Learning)

[ihumphrey@sspp.merton.sch.uk](mailto:ihumphrey@sspp.merton.sch.uk)



Follow us at @ssppmitcham1  
We are... "Something to post about!"



SCAN ME

Scan for more information about the Year 3 recommended reading list.