



THE HOLY FAMILY SCHOOL YEARLY OVERVIEW Year: 3

Teacher: Miss Pickering

Term		Autumn		Spring		Summer	
Catholic Social Teaching ROOTED IN LOVE		Care for Creation The world was made by God, so we take care of God's creation.	Preferential Option for the Poor The 'preferential option' means allowing someone to have the first choice.	Solidarity and Peace God calls us to be peacemakers in the world – to stand in solidarity with those in need.	Community and Participation As humans, we are made to live in community with one another. This means being active members of the world we live in. We are meant to look out for each other and build each other up. This is how God wants us to live.	Dignity of Workers Work is fundamental to the dignity of a person	Human Dignity Treating someone with dignity means treating them with love, kindness and respect. Everyone should be treated with dignity because we are made in the image and likeness of God.
	RE	Branch 1: Creation and Covenant Humans are made in the image of God. The story of Creation.	Branch 2: Prophecy and Promise Sunday is a holy day. Celebration of Mass. That the angel brings	Branch 3: Galilee to Jerusalem The visit of the Magi. The kingdom of God. Miracles of Jesus.	Branch 4: Desert to garden Events of Holy Week. The Last Supper and the first Eucharist.	Branch 5: To the Ends of the Earth Scripture and Mass. The Trinity.	Branch 6: Dialogue and Encounter Exodus and the Last Supper.

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	Stewardship and Social Teaching about human dignity.	God's message. Advent.	Parables. The 'Our Father'.	Liturgy of the Eucharist.	Importance of Mary. Life of Jesus in the Gospels.	Jewish Passover. Islamic religious laws, beliefs, worship and life.
English	NOT LOST Mini Booklet John Bond Narrative Author : John Bond the Magic Box KIT WRIGHT POEMS FOR CHILDREN Illustrated by Peter Bailey	Fables Author: Rachel Bright and Jim Field THE SQUIRRELS WHO SQUABBLED Rachel Bright Jim Field LION INSIDE Rachel Bright Jim Field WHO COULD	Alice's Adventures in WONDERLAND Jeanne Willis Ross Collins Narrative (Setting and dialogue) Author: Lewis Carroll (version by Jeanne Willis and Ross Collins) STELLA and the SEAGULL GEORGINA STEVENS IZZY BUNTON	RALPH TELLS A STORY BY Abby Noman JABARI JUMPS Gaia Cornwall THE PROUDEST BLUE THE NEW YORK TIMES BESTSELLER Illustrated by Ibtihaj Muhammad with S.K. Ali by Hatem Ali Personal Narrative (memoir) Authors: Jabari Jumps – Gaia	LOOK UP! Nathan Bryon Illustrated by Diego Alcala CLEAN UP! Nathan Bryon Persuasive letters Author: Nathan Byron	A YEAR FULL OF CELEBRATIONS AND FESTIVALS Illustrated by Claire Grace and Christopher Corr Non-Chronological Report Author : Claire Grace and Christopher Corr

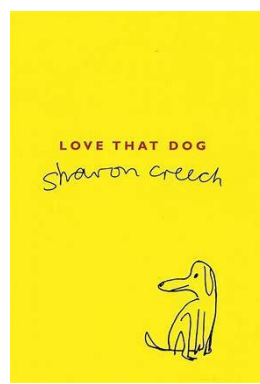
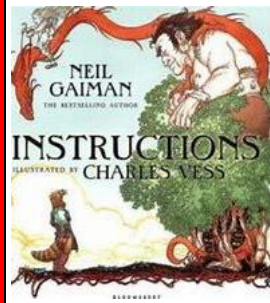
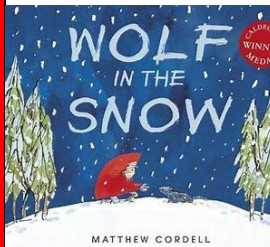
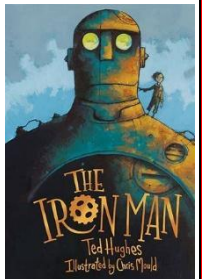
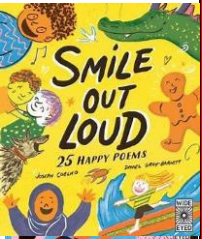
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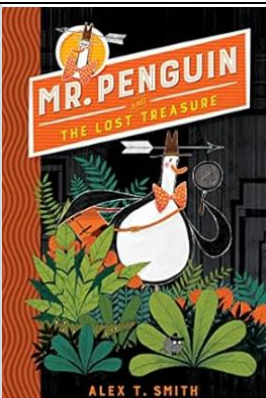
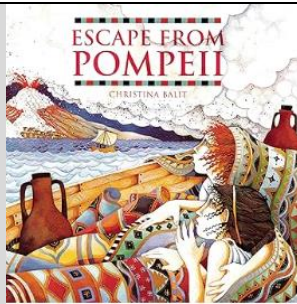
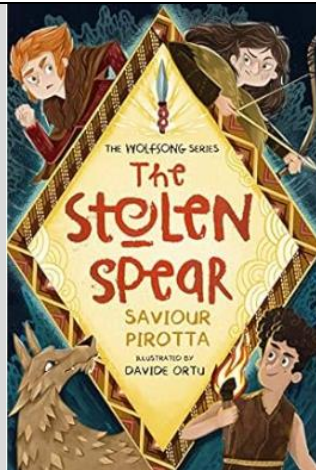
	Poetry – Free verse Author: Kit Wright	Non-Chronological report Author: Natalie Labarre 	Persuasive speech Author : Georgina Stevens and Izzy Burton	Cornwall, Ralph tells a story – Abbey Hanlon, Proudest Blue -  Poetry: Calligrams Author – Sharon Creech	 Instructions Author : Neil Gaiman  Author : Matthew Cordell	 Narrative Author : Ted Hughes  Poetry: Take One Poet Author: Joseph Coelho
Guided Reading	Mr Penguin and the Lost Treasure by Alex T Smith	Escape from Pompeii by Christina Balit	The Stolen Spear by Saviour Pirotta	Iceberg Ernest Shackleton (Non-fiction)	The Boy who Grew Dragons by Andy Shepherd	Saving Sorya: Chang & the Sun Bear by Trang Nguyen

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Spelling	Review vowel diagraphs ai, ay, a-e , a (/ei) Review vowel diagraphs ee , ea, e-e. Review vowel diagraphs and trigraphs igh , i-e , ie. Review vowel diagraphs ow, oa , o-e, o. Review common exceptions words from KS1.	Review plurals ending vowel suffixes es, changing y to an l and adding es and words ending in ey. Review adding vowel suffixes ed, ing, when keeping ending or, changing y to an l or chopping the final E. Review adding vowel suffixes ed, ing, when doubling the final consonant, Review vowel suffixes er and est.	Review –al at the end of words. Explore homophones and near homophones. Review apostrophes for contraction. Review apostrophe for possession, Review suffix –ly(with a consonant before it)	Explore suffix ally. Review consonant suffixes ment and ness. Review consonant suffixes ful and less. Explore the suffixes tion and ation. Explore the sion suffix, Explore prefixes un , dis, mis, in.	Explore prefixes re- , super-. Focus on the short vowel sound /ʌ/ spelt ou. Explore the vowel suffix ous. Review high frequency words. Explore words with the long vowel sound /eɪ/ spelt ei, eigh , or ey.	Explore words with the short vowel sound /i/ sound spelt y in the middle of words. Explore words with the phoneme s spelt sc. Explore words containing silent letters written kn , gn , wr, wh. Focus on silent letters: words

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		Review LE at the end of words. Review -el or il at the end of words.				from the yr3/4 statutory word list.
Phonics	N/A	N/A	N/A	N/A	N/A	N/A
Maths	HfL – 3LS1 – Place Value and regrouping HfL – 3LS2 – Counting on and back in ones, tens and hundreds HfL – 3LS3 – Estimation, Magnitude and Rounding HfL – 3LS4 – Measures – Comparisons, estimations and magnitude HfL – 3LS5 – Mental Fluency – Addition HfL – 3LS6 – Mental Fluency – Subtraction HfL – 3LS7 – Fact Families and applying the inverse	HfL – 3LS8 – Written Addition HfL – 3LS9 – Written subtraction HfL – 3LS10 – Problem solving – Worded Problems HfL – 3LS11 – Statistics – Interpreting Bar charts and Tables HfL – 3LS12 – Angles, Right Angles and Estimation HfL – 3LS13 – Perpendicular and Parallel Lines, Vertical and Horizontal Lines HfL – 3LS14 – 2-D Shape – Properties and Drawing HfL – 3LS15 – Perimeter including Problem solving using written and mental methods	HfL – 3LS16 – Multiplication – 3-, 4- and 8-Times Tables including counting. HfL – 3LS17 – Division – 1, 2, 3-, 5-, 4- and 8-times tables HfL – 3LS18 – Multiplication – Strategy, Associative and Distributive Laws HfL – 3LS19 – Statistics – Pictograms and scaled bar charts HfL – 3LS20 – Multiplication and division worded problems HfL – 3LS21 – Fractions – finding fractions of discrete and continuous quantities.	HfL – 3LS22 – Ordering and comparing fractions. HfL – 3LS23 – Adding and subtracting fractions with the same denominators HfL – 3LS24 – Fractions – problem solving with unit and non-unit fractions. HfL – 3LS25 – Multiplication – multiplying multiples of 10 HfL – 3LS26 – Multiplication – Formal written multiplication	HfL – 3LS27 – Division Problem Solving – Sharing and Grouping HfL – 3LS28 – Division – Two and Three-Digit numbers by one-digit numbers including halving. HfL – 3LS29 – Multiplication, Division and Fractions – Scaling and Correspondence Problems HfL – 3LS30 – Division – Long Division HfL – 3LS31 – Time – Hours, Minutes, seconds, days,	HfL – 3LS34 – Securing the Four operations with whole number including problem solving HfL – 3LS35 – Place value and decimals – ten times greater and ten times smaller HfL – 3LS36 – Place value and decimals – Regrouping HfL – 3LS37 – Place value and decimals – Estimation, comparing and rounding.

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						weeks, months, years HfL – 3LS32 – Time – telling the time (Analogue and digital) and Estimation) HfL – 3LS33 – Time - duration	HfL – 3LS38 – Measures – Measuring and problem solving. HfL – 3LS39 – 3-D shape – Building and identifying properties.
<u>Maths fluency</u>	Number bonds Time – O C 2D shapes 2's , 5's and 10 times table.	Place Value and regrouping. Counting on and back in tens and one. Addition Subtraction	Word problems Interpreting bar charts and tables. Angles and right angles. Perpendicular and parallel lines. 2d shape properties.	Perimeter Multiplication - 3, 4 and 8 times tables. - Division - Statistics and scaled bar charts. Fractions.	Adding and subtraction fraction. Fractions problem solving – unit and non-unit fractions. Multiplication by 10. Multiplication formal written method.	Time –duration , hours , minutes, seconds, Telling the time =analogue and digital Long division	
<u>Science</u>	<u>Animals including humans</u> <u>Movement and nutrition</u> Studying the human skeleton, children will identify key bones and	<u>Forces, Earth and Space</u> <u>Forces and magnets</u> Investigating the movement of vehicles on different surfaces, children learn about the impact of friction and	<u>Materials</u> <u>Rocks and soils</u> Studying rocks and their properties, children learn how to classify rocks and	<u>Energy</u> <u>Light and shadows</u> Identifying examples of light sources, children learn that light is needed to see and	<u>Plants</u> <u>Plant reproduction</u> How does your garden grow?	<u>Making connections</u> <u>Does hand span affect grip strength?</u> Experimenting, analysing data	

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compare them to other animals explaining the role within the body.

Pupils will explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs.

They study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.

Scientist linked to forces: Eugenie Clark



Eugenie Clark is also known as "The shark lady". She was an American ichthyologist known for

compare uses and drawbacks.

They broaden their experience in writing scientific methods and recording data as they investigate contact and non-contact forces.

Pupils explore the properties of different magnets and use this to understand their uses.

Scientist linked to forces: Isaac Newton



Newton discovered the theory of gravity. Legend has it that Isaac Newton formulated gravitational theory in 1665 or 1666 after

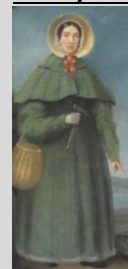
identify how they were formed.

They look at the work of palaeontologists to learn about fossil formation and use models to explore how fossils tell us about the past.

Pupils investigate the physical properties of rocks and link these to their particular uses.

Pupils also explore soil formation, separate soil using a sedimentation jar and test soil drainage.

Scientist linked to rocks/soil: Mary Anning



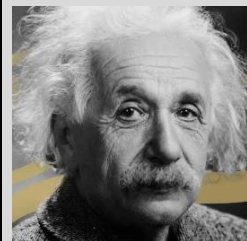
Mary Anning was a pioneering palaeontologist and fossil collector. Mary would

how its absence causes darkness.

Children investigate reflection and shadow formation, including how different factors affect shadows.

- They explore how shadows can be used to entertain in the arts and create shadow puppets to recount how different people work or experiment with light

Scientist link to light/shadow: Albert Einstein



Einstein is famous for his research on

Building on their prior knowledge of plant structures, children describe the functions of named parts and use evidence to explain their significance in plant development.

Pupils investigate factors that may affect plant growth and how water is transported.

They explore how seeds vary and create models to show seed dispersal methods.

Scientist linked to plants: Jun Wen



Botanist Jun Wen, studies plant

and drawing conclusions allows children to explore the relationship between hand span and grip strength.

They test different gloves to improve grip strength and applying their newfound knowledge to design friction gloves, fostering scientific inquiry and problem-solving skills.



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	both her research on shark behaviour and her study of fish. Clark was a pioneer in the field of scuba diving for research purposes. In addition to being regarded as an authority in marine biology, Clark was popularly recognized and used her fame to promote marine conservation.	watching an apple fall and asking why the apple fell straight down, rather than sideways or even upward.	spend her time searching the coast looking for what she called 'curiosities'. Later in her life, as she developed a better understanding of her finds, she realised they were actually fossils. When she was just 12, she discovered the skull of an ancient reptile called an ichthyosaur (which means 'fish lizard'). Mary went on to make more incredible discoveries in her life, including a long-necked marine reptile called a plesiosaur and a flying reptile called a Dimorphodon.	the theory of relativity yet his work on theoretically revealing the photoelectric effect based on the light quantum hypothesis won him the Nobel Prize in physics in 1921.	diversity and conservation. She works at the National Museum of Natural History specializing in the evolution of plants like ginseng and grapes.	
<u>Geography</u>		<u>Why do people live near volcanoes?</u> Name all four layers of the Earth in the correct order, stating one fact about each layer.		<u>Who lives in Antarctica?</u> Describe what lines of latitude and longitude are, giving an example.		<u>Why are rainforests important to us?</u> Describe a biome and give an example.

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- Explain one or more ways a mountain can be formed.
- Give a correct example of a mountain range and its continent.
- Describe a tectonic plate and know that mountains occur along plate boundaries.
- Correctly label the features of shield and composite volcanoes and explain how they form.
- Name three ways in which volcanoes can be classified.
- Describe how volcanoes form at tectonic plate boundaries.
- Explain a mix of negative and

- Understand that the Northern and Southern Hemispheres experience seasons at different times.
- Define what climate zones are.
- Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.
- Describe Antarctica's location in the far south of the globe.
- State that tourism and research are the two main reasons people visit Antarctica.
- Describe equipment

- State the location and some key features of the Amazon rainforest.
- Name and describe the four layers of tropical rainforests.
- Understand that trees and plants adapt to living in the rainforest and give an example.
- Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.

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		positive consequences of living near a volcano. • State whether they would or would not want to live near a volcano. • State that an earthquake is caused when two plate boundaries move and shake the ground. • Explain that earthquakes happen along plate boundaries. • List some negative effects that an earthquake can have on a community. • Observe, digitally record and map different rocks using symbol on a map.		researchers might use and clothes they wear. • List some of the research carried out in Antarctica. • State the outcome of Shackleton's expedition. • Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. • Describe a similarity and difference between life in the UK and life in Antarctica. • Confidently use the zoom function on a digital map. • Begin to recall the eight		• Name one way in which the Amazon is changing. • Articulate why the Amazon rainforest is important. • Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. • Use a variety of data collection methods with support. • Summarise how the local
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		Identify rock types and their origins based on collected data.		points of a compass, following at least four of them. - Recognise and describe features on their school grounds from an aerial map. - Draw a map of the route they take on an expedition. - State one thing that went well on the expedition and one aspect that did not go as hoped.		woodland is used and suggest changes to improve the area
History	<u>What did the ancient Egyptians believe?</u> Identify the ancient civilisations and key		<u>British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u> Understand that prehistory was a long time ago.		<u>How have children's lives changed?</u> Make observations and deductions	

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	- periods in ancient Egypt. - Describe the physical features of Egypt. - Explain the Egyptian creation story. - Identify the characteristics of important gods or goddesses. - Explain why the pyramids were built. - Identify the stages and challenges of building a pyramid. - Explain the links between ancient Egyptian beliefs and mummification. - Name sources that can be used to find out about ancient Egyptian beliefs. - Explain some Egyptian beliefs about the afterlife		- Accurately place AD and BC on a timeline. - Identify conclusions that are certainties and possibilities based on archaeological evidence. - Explain the limitations of archaeological evidence. - Use artefacts to make deductions about the Amesbury Archer's life. - Identify gaps in their knowledge of the Bronze Age. - Explain how bronze was better than stone and how it transformed farming. - Explain how trade increased during the Iron Age and why coins were needed.		- from sources. - Suggest how children's lives have changed. - Explain why children needed to work. - Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them. - Identify how Lord Shaftesbury changed the lives of children and evaluate	
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			- Identify changes and continuities between the Neolithic and Iron Age periods. - Explain which period they would prefer to have lived in, providing evidence for their choice.		- the impact of his work. - Use sources to identify leisure activities and compare them over time. - Identify diseases from the past and discuss how effective the treatments were.	
<u>Computing</u>	Online Safety Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the	Coding Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and	Touch-Typing Children can come confident in basic computing skills to ensure they can use equipment effectively	Email (Including email safety) Children can list a range of ways that the internet can be used to provide different methods of	Branching Databases Children can collect analyse, evaluate and present data and information using a	Graphing Children can collect analyse, evaluate and present data and information using a selection of software, e.g. using a

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	negative implications of failure to keep passwords safe and secure. - They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. - They know more than one way to report unacceptable content and contact. Coding - Children demonstrate the ability to design and code a program that follows a simple sequence.	absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. - They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. traffic light algorithm in 2Code. - In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately. Spreadsheets Children can collect analyse, evaluate and		communication. - They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. - They can describe appropriate email conventions when communicating in this way - They understand the importance of staying	selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Simulations - Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. - Their design shows that they are thinking of the desired	branching database (2Question), using software such as 2Graph.
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	- They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. - Children understand how variables can be used to store information while a program is executing.	present data and information using a selection of software,		safe and the importance of their conduct when using familiar communication tools.	task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it	
Music	<u>Ballads</u> Learning what ballads are, how to identify their features and how to convey different	<u>Creating compositions in response to an animation (Theme: Mountains)</u>	<u>Developing singing technique (Theme: Vikings)</u> Developing singing technique; learning to	<u>Pentatonic melodies and composition (Theme: Chinese New Year)</u>	<u>Jazz</u> Learning about ragtime style music, traditional jazz music and scat	<u>Traditional instruments and improvisation (Theme: India)</u>

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	emotions when performing... Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.	Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.	keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.	Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.	singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.	Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.
<u>Art/DT</u>	<u>Art – Craft and Design: Ancient Egyptian scrolls</u> Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.	<u>DT – Structures: Constructing a castle</u> Learning about the features of a castle, children design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.	<u>DT – Digital world: Wearable technology</u> Design, code and promote a piece of wearable technology to use in low light conditions, developing their understanding of programming to monitor and control products to solve a design scenario.	<u>Art – Prehistoric Painting</u> Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.	<u>Art – Drawing: Growing Artists</u> Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the	<u>DT – cooking and nutrition: Eating seasonally.</u> Pupils discover when and where fruits and vegetables are grown and learn about seasonality in the UK. They respond to a design brief to design a

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						choice of drawing medium, scale and the way tonal shading can help create form.	seasonal food tart using ingredients harvested in the UK in May and June.
<u>PE</u>	Netball I can catch different sized objects with increasing consistency with two hands. I can dribble a ball with control. I can persevere when learning a new skill. I can provide feedback using key words. I can show a variety of throwing techniques. I can throw with accuracy and increasing consistency to a target. I can track the path of a ball that is not sent directly to me.	Gymnastics I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can complete actions with increasing balance and control. I can provide feedback using keywords. I can use matching and contrasting actions in a partner sequence. I use a greater number of my own ideas for movements in response to a task.	Football I am beginning to use simple tactics. I am the learning rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and a defender.	Dance I am respectful of others when watching them perform. I can provide feedback using keywords. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner or in small	Athletics I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping.	Rounders I can play different roles in a game and begin to think tactically about each role. I can develop the bowling action and learn the rules of bowling. I can begin to run around the outside of the bases and make decisions about when to stop and when to run. I can learn to field a ball using	

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		With help, I can help recognise how performances could be improved.	I work co-operatively with my group to self-manage games.	groups, sharing ideas. I can create short dance phrases that communicate an idea.	I can use key points to help me improve my sprinting technique. I can work with a partner and small group, sharing ideas. I show determination to achieve my personal best.	a two handed pick up and a short barrier. I can develop a batting technique and an understanding of where to hit the ball. I can apply skills and rules learnt to play rounders.
<u>RSHE</u>	1- N/A	Session 1: Get up Session 2: The Sacraments Session 1: We don't have to be the same. Session 2: Respecting our bodies	Session 1: What am I feeling? Session 2: What am I looking at? Session 3: I am thankful Session 1: Lifecycles.	Story Sessions: Jesus my friend Session 1: Friends, Families and others. Session 2: When things feel bad.	Session 1: Sharing online. Session 2: Chatting online. Session 3: Safe in my body. Session 4: Drugs, alcohol, tobacco. Session 5: First Aid Heroes.	Session 1: A community of Love. Session 2: What is the church? Session 1: How do I love others?
<u>French</u> <u>TBC</u>	Ancient Britain In this unit the children will learn how to:	Seasons (E)	Phonetics lesson 1 (C) & I'm Learning Fr/Sp/It (E) and Fruits	MUSICAL INSTRUMENTS	FRUITS OR VEGETABLES	PETIT CHAPERON ROUGE

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	· Learn and use the French for “I am” (Je suis), “I have” (J’ai) and “I live” (J’habite). · Name in French, the six key periods of ancient Britain, introduced in chronological order. · Be able to say in French three of the types of people who lived in ancient Britain. · Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. · Name the three types of dwellings people lived in during the stone age, bronze age and iron age.	In this unit the children will learn how to: • Recognise, recall and remember the four seasons in French. • Recognise, recall and remember a short phrase for each season in French. • Say which their favourite season in French is.	Introduce the first set of phonic sounds/phonemes in French, ch , ou , on , oi. In this unit the children will learn how to: · Name and recognise up to 10 fruits in French. · Attempt to spell some of these nouns · Ask somebody in French if they like a particular fruit · Say what fruits they like and dislike.	In this unit, the children will learn how to: · Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. · Understand articles/determiners better and that the definite article/determiner ‘the’ has a plural form in French. · Learn to say and write ‘I play an instrument’ in French using the high frequency 1st person regular verb ‘je joue’ (I play) with up to ten different instruments.	In this unit the children will learn how to: · Name and recognise up to 10 vegetables in French. · Attempt to spell some of these nouns (including the correct article) · Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. · Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.	In this unit the children will learn how to: · Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French. · Use picture and word cards to recognise and retain key vocabulary from the story. · Name and spell at least three parts of the body in French as seen in the story.
LOT/Tris ps	Outdoor wellbeing scavenger hunt Create a message using Hieroglyphics.	Nature portraits Collaging	Fossil hunters Stone Age Houses Cave paintings	Making an Easter Scene Shape hunt	Fractions – creating models using materials found outside.	MEASURING Den building linked to Pentecost

‘As a family we live, love, learn and celebrate with Jesus.’



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	Create Egyptian Jewellery using natural materials. Egyptian workshop	Wreath making using natural materials.	Rock hunting Celtic Harmony day visit		Gardening – grown your own plants. Visit to the local church	3D SHAPES. Fire safety – toasting s'mores
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'As a family we live, love, learn and celebrate with Jesus.'