



THE HOLY FAMILY SCHOOL YEARLY OVERVIEW Year: 3 Teacher: RP



Term	Autumn		Spring		Summer	
Topic	Stone Age	Climate and weather	Bronze age to Iron Age	Geography – Our World	History – Eeery Egyptians	Coast
Big Question	How did the Stone age people affect our lives today? What was new about the new stone age?	What has caused the temperature of earth to get hotter? What is weather and why do we need it?	Was it fair that men did most of the farming and hard work? What was more impressive the bronze age or the iron age ?	What would happen if we didn't recycle our rubbish? Who looks after our world? Why do we need trees?	Who was the real Tutankhamun? Was it fair that slaves were used to do jobs?	Why can lots of visitors be damaging and harmful to beaches? Do we like to be beside the seaside ?
RE COME AND SEE	<p>Prior learning: God is present in every beginning DOMESTIC CHURCH - HOMES - God's vision for every family.</p> <p>What makes a house a home?</p> <p>Know and understand: • The joys and sorrows of being a family at home - Explore • God's vision for every family - Reveal Acquire the skills of assimilation, celebration and application of the above - Respond</p> <p>PROMISES - Promises made at Baptism. Why make promises?</p> <p>Why make promises? Know and understand: • Belonging to a group involves promises and rules - Explore • The meaning of the promises made at Baptism - Reveal Acquire the skills of assimilation, celebration and application of the above - Respond Judaism - Synagogue</p> <p>What is our special place? The Jewish Synagogue.</p> <p>Inside the synagogue,</p> <p>The synagogue is a community centre.</p> <p>VISITORS - waiting for the coming of Jesus</p> <p>Are Visitors always welcome ?</p> <p>Know and understand: • The demands and joys of visitors - Explore • Advent: waiting for the coming of Jesus - Reveal Acquire the skills of assimilation, celebration and application of the above - Respond</p> <p>1 - Life and dignity of the human person. 3- Family, community and participation.</p>	<p>PROMISES - Promises made at Baptism.</p> <p>Why make promises? Know and understand: • Belonging to a group involves promises and rules - Explore • The meaning of the promises made at Baptism - Reveal Acquire the skills of assimilation, celebration and application of the above - Respond Judaism - Synagogue</p> <p>What is our special place? The Jewish Synagogue.</p> <p>Inside the synagogue,</p> <p>The synagogue is a community centre.</p> <p>VISITORS - waiting for the coming of Jesus</p> <p>Are Visitors always welcome ?</p> <p>Know and understand: • The demands and joys of visitors - Explore • Advent: waiting for the coming of Jesus - Reveal Acquire the skills of assimilation, celebration and application of the above - Respond</p> <p>1 - Life and dignity of the</p>	<p>LOCAL CHURCH = JOURNEYS - Christian family's journey with Christ.</p> <p>Is life a journey ?</p> <p>Know and understand: • a journey through a year - Explore • the Christian family's journey with Jesus through the Church's year - Reveal Acquire the skills of assimilation, celebration and application of the above - Respond</p> <p>EUCCHARIST - LISTENING & SHARING - Jesus gives himself to us.</p> <p>What's so important about listening and sharing?</p> <p>Know and understand: • a journey through a year - Explore • the Christian family's journey with Jesus through the Church's year - Reveal Acquire the skills of assimilation, celebration and application of the above - Respond</p> <p>EUCCHARIST - LISTENING & SHARING - Jesus gives himself to us.</p> <p>What's so important about listening and sharing?</p> <p>Know and understand: • a journey through a year - Explore • the Christian family's journey with Jesus through the Church's year - Reveal Acquire the skills of assimilation, celebration and application of the above - Respond</p> <p>1 - Life and dignity of the human person. 3- Family, community and participation. 5- Option for poor and vulnerable.</p>	<p>EUCCHARIST - LISTENING & SHARING - Jesus gives himself to us.</p> <p>What's so important about listening and sharing?</p> <p>Know and understand: • a journey through a year - Explore • the Christian family's journey with Jesus through the Church's year - Reveal Acquire the skills of assimilation, celebration and application of the above - Respond</p> <p>WORLD VIEW - HINDUISM - THE MANDIR</p> <p>Friday is a day of special prayer. Call to prayer</p> <p>GIVING ALL - Lent: remembering Jesus' total giving. What makes some people give everything to other people? Know and understand: • How people give themselves - Explore • Lent, a time to remember Jesus' total giving - Reveal Acquire the skills of assimilation, celebration and application of the above - Respond 1 - Life and dignity of the human person. 3- Family, community and participation.</p>	<p>PENTECOST - ENERGY - Gifts of the Holy Spirit.</p> <p>What is the use of energy?</p> <p>Know and understand: • The energy of fire and wind - Explore • The wonder and power of the Holy Spirit - Reveal Acquire the skills of assimilation, celebration and application of the above - Respond</p> <p>Islam- Places for worship</p> <p>The Mandir</p> <p>RECONCILLIATION - CHOICES - Importance of examination of conscience.</p> <p>What helps me to choose well ?</p> <p>Know and understand: • Choices have consequences - Explore • The importance of conscience in making choices - Reveal Acquire the skills of assimilation celebration and application of the above - Respond</p> <p>1 - Life and dignity of the human person. 2- Care for God's creations. 7-Solidarity.</p>	<p>RECONCILLIATION= CHOICES - Importance of examination of conscience</p> <p>What helps me to choose well ?</p> <p>Know and understand: • Choices have consequences - Explore • The importance of conscience in making choices - Reveal Acquire the skills of assimilation celebration and application of the above - Respond</p> <p>UNIVERSAL CHURCH - SPECIAL PLACES - Holy places for Jesus and the Christian community.</p> <p>What makes a place special? Know and understand: • Everyone has a special place - Explore • Special places for Jesus and the Christian community - Reveal Acquire the skills of assimilation, celebration and application of the above - Respond</p> <p>4-Rights and Responsibilities. 5- Option for poor and vulnerable. 6- The Dignity of work and rights of the workers. 7-Solidarity.</p>

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



THE HOLY FAMILY SCHOOL YEARLY OVERVIEW Year: 3 Teacher: RP



		<p>human person. 3- Family, community and participation. 5- Option for poor and vulnerable.</p>	<p>6- The dignity of work and the rights of workers, 7-Solidarity.</p>	<p>5- Option for poor and vulnerable. 7-Solidarity.</p>		
<p>English</p>	<p>2 week whole school project linked to the book and Tango makes three- HFL UNIT OF WORK - FINAL OUTCOME - CHILDREN TO WRITE THEIR OWN NARRATIVE</p> <p>FEP 1 HFL PAPER BAG PRINCESS – 2 WEEKS. FINAL OUTCOME – WRITE A STORY AND DEMARCATE SENTENCES EFFECTIVELY.</p> <p>STONE AGE BOY 2 WEEKS – PLANINNG FROM MARY KELLY – FINAL OUTCOME - TO PLAN AND WRITE OWN STORY.</p>	<p>FABLES HFL 3-4 WEEKS Grammar Focus – S1,S2,S3,T1,P1</p> <p>Final Outcome - Write a new fable to convey a moral.</p> <p>Key Text - War and Peas by Michael Foreman</p> <p>HFL 3 LITTLE PIGS RECOUNT 10 DAYS FINAL OUTCOME – TO WRITE A NEWSPAPER STYLE REPORT.</p> <p>CLASS NOVEL – ANTARCTICA – A CONTINENT OF WONDER</p>	<p>THE IRON MAN HFL UNIT 2 ½ WEEKS FINAL OUTCOME TO DISCUSS , PLAN AND WRITE OWN NARRATIVE.</p> <p>HFL DICK KING SMITH – THE FINGER EATER 2 ½ WEEKS</p> <p>Grammar Focus – S1,S2,S3,T1,P1</p> <p>Final Outcome - Write a traditional tale from a key character’s perspective.</p>	<p>MR PENGUIN AND THE LOST TREASURE</p> <p>LITERACY SHED</p> <p>10 DAYS OF LESSONS. FINAL OUTCOMES - To write a story resolution which includes speech and is written in the style of the author and To write a riddle.</p> <p>HFL REPORTS 3 WEEKS – PIRATES Key Text Titles:</p> <ul style="list-style-type: none"> • <i>Up Close Pirates by Paul Harrison</i> • <i>The Usborne Official Pirate’s Handbook: Everything a beginner pirate needs to know by Captain Indigo Stormface.</i> • <i>Pirate by Marc Tyler Nobleman</i> • <i>The Fact or Fiction Behind Pirates by Adam Sutherland.</i> 	<p>THE EGYPTIAN CINDERELLA KS2 HISTORY – PLANNING CHECKED BY EL.</p> <p>Adventure stories (2 weeks) Grammar Focus S1 , S2,S3, T1,P1 Key Text – The Egyptian Cinderella by Shirley Climo</p> <p>Final Outcome - write an adventure story, focusing on plot.</p> <p>2 WEEKS</p> <p>ATLAS OF ADVENTURES HFL UNIT 2 WEEKS Take One book FINAL OUTCOME - TO WRITE OWN INFORMATION PAGE RELATED TO A COUNTRY FROM ATLAS OF ADVENTURES.</p> <p>POETRY UNIT CPLE JELLY BOOTS SMELLY BOOTS. FINAL OUTCOME- To draft, compose and write poems based on real and personal experiences using language with intent for effect on the reader</p>	<p>HFL POETRY UNIT KIT WRIGHT THE MAGIC BOX 1 WEEK- FINAL OUTCOME – TO WRITE OWN NEW POEM INDEPENDENTLY,</p> <p>LITERACY SHED HELLO LIGHTHOUSE SOPHIE BLACKMAN FINAL OUTCOME - 2 ½ WEEKS. FINAL OUTCOME- TO WRITE A FORMAL LETTER – TO WRITE A NEWSPAPER REPORT AND A CV</p> <p>LAST 2/3 WEEKS WHOLE SCHOOL PROJECT - TBC</p>
<p>Spelling</p>	<p>Review vowel diagraphs ai,ay, a-e , a (/ei)</p> <p>Review vowel diagraphs ee , ea, e-e.</p> <p>Review vowel diagraphs and trigraphs igh , i-e , ie.</p>	<p>Review plurals ending vowel suffixes es, changing y to an I and adding es and words ending in ey.</p> <p>Review adding vowel suffixes ed, ing, when keeping ending or, changing y to an I or chopping the final E.</p>	<p>Review -al at the end of words.</p> <p>Explore homophones and near homophones.</p> <p>Review apostrophes for contraction.</p>	<p>Explore suffix ally.</p> <p>Review consonant suffixes ment and ness.</p> <p>Review consonant suffixes ful and less.</p> <p>Explore the suffixes tion and ation.</p>	<p>Explore prefixes re- , super-.</p> <p>Focus on the short vowel sound /ʌ/ spelt ou.</p> <p>Explore the vowel suffix ous.</p> <p>Review high frequency words.</p>	<p>Explore words with the short vowel sound /i/ sound spelt y in the middle of words.</p> <p>Explore words with the phoneme s spelt sc.</p> <p>Explore words containing silent letters written kn , gn , wr, wh.</p>



THE HOLY FAMILY SCHOOL YEARLY OVERVIEW Year: 3 Teacher: RP



	Review vowel diagraphs ow, oa , o-e, o. Review common exceptions words from KS1.	Review adding vowel suffixes ed, ing, when doubling the final consonant, Review vowel suffixes er and est. Review LE at the end of words. Review -el or il at the end of words.	Review apostrophe for possession, Review suffix -ly(with a consonant before it)	Explore the sion suffix, Explore prefixes un , dis, mis, in.	Explore words with the long vowel sound/el/ spelt ei, eigh , or ey.	Focus on silent letters:words from the yr3/4 statutory word list.
Guided Reading	STONE AGE BOY – LITERACY SHED RESOURCES AND READING VIPERS		Newspaper articles / magazine articles / blogs	Nonfiction – information or explanation texts	Poetry / song	Fiction – scripts
Phonics	N/A	N/A	N/A	N/A	N/A	N/A
Maths	Place value and regrouping Counting on and back in tens , ones , and hundreds Estimation, magnitude and rounding. Addition Subtraction Fact families and applying the inverse.	Word problems Interpreting bar charts and tables. Angles, right angles and estimation. Perpendicular and parallel lines and vertical and horizontal lines. 2d shape properties and drawing. Perimeter including problem solving using written and mental methods.	Multiplication – 3, 4 and 8 Including Counting Division – 1, 2, 3, 5, 4 and 8 Times Tables Multiplication – Strategy, Associative and Distributive Laws Statistics – Pictograms and Scaled Bar Charts Multiplication and division word problems Fractions – Finding Fracti of Discrete and Continuou Quantities. Ordering and Comparing Fractions.	Adding and subtracting fractions with the same denominators. Fractions – Problem solving with unit and non-unit fractions. Multiplication – multiplying multiples of 10. Multiplication – formal writing method.	Divison and problem solving – sharing and grouping. Division- two and three digit numbers including halving. Multiplication, division and fractions – scaling and correspondence problems. Division – Long Division. Time- hours, minutes, seconds, days , weeks , months. Time – telling the time, analogue, digital and estimation. Time - Duration	Securing the four operations with whole number including problem solving. Place value and decimals – ten times greater and ten times smaller, regrouping, estimation, comparing and rounding. Measures and problem solving. 3D shape – building and identifying properties.
Maths fluency	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
Science	2-Care for God's creation. 7- Solidarity. Rock detectives	2- Care for God's creation. 3- Family, community and participation.	2- Care for God's creation. 3- Family, community and participation. 7- Solidarity.	1- Care for God's creation. Rights and Responsibilities- 4	Module - Amazing bodies Sc3/2.2a identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own	2- Family, community and participation. 6- The dignity of work and the rights of the workers.



	<p>Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Sc3/3.1c recognise that soils are made from rocks and organic matter</p> <p>SCIENTISTS - MARY ANNING AND INGE LEHMAN.</p>	<p>4- Rights and Responsibilities.</p> <p>Module - Can you see me?</p> <p>Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light</p> <p>Sc3/4.1b notice that light is reflected from surfaces</p> <p>Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Sc3/4.1e find patterns in the way that the size of shadows change.</p> <p>SCIENTISTS - JUSTUS VON LIEBIG</p>	<p>Scientists and Inventors -</p> <p>find plants in the local area;</p> <ul style="list-style-type: none"> • give the names of four people who brought new plants to Britain; • design a new plant and answer questions about it; • give four facts about Marie Curie's life and work; • identify bones in x-ray images; • identify what plants need to grow well; • explain how scientists use fossils to date rocks today; • describe how William Smith found fossils; • match fossils to time periods; • give four facts about Inge Lehmann's life and work; • describe the Earth's core as solid iron; • explain how igneous rocks are made; • identify concave and convex mirrors as curved mirrors; • participate in an investigation into convex and concave mirrors; • identify devices and inventions that use curved mirrors; • describe electromagnets as magnets powered by electricity; • describe how the first electromagnets were developed and name a scientist who worked on them; • recognise that inventions and discoveries come from all over the world; • give an example of how some things are invented to make people's lives easier 	<p>6- The dignity of work and the rights of workers.</p> <p>7- Solidarity. Module - How does your garden grow?</p> <p>Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Sc3/2.1b explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Sc3/2.1c investigate the way in which water is transported within plants</p> <p>Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>SCIENTISTS - AHMED - MUMIN WARFA</p>	<p>food; they get nutrition from what they eat</p> <p>Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>SCIENTIST - MAIRIE CURIE</p>	<p>Module - the power of forces</p> <p>Sc3/4.2a compare how things move on different surfaces</p> <p>Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others</p> <p>Sc3/4.2d compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Sc3/4.2e describe magnets as having 2 poles</p> <p>Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p>SCIENTIST- THE WRIGHT BROTHERS.</p>
<p>Geography</p>		<p>2- Care for God's creation.</p> <p>3- Family, community and participation.</p> <p>7- Solidarity.</p> <p>Climate and Weather - Rising Stars Year 3 To recap weather, and start to learn about climate, climate zones and biomes.</p>		<p>2- Care for God's creation.</p> <p>Our World - Rising Stars Year 3</p> <p>To understand that flat 2-D maps and spherical 3-D physical and political globes all represent our world, but in different ways.</p>		<p>2- Care for God's creation.</p> <p>3- Family, community and participation.</p> <p>7- Solidarity.</p> <p>Coasts - Rising Stars Year 3</p> <p>To discover how much the children know about, and have experienced, the</p>



THE HOLY FAMILY SCHOOL YEARLY OVERVIEW Year: 3 Teacher: RP



		<p>To find out about the polar climate zone, and to learn about the tundra biome.</p> <p>To find out about the hottest, driest places on Earth and the tropical desert climate zone.</p> <p>To find out about the hottest, wettest places on Earth, and something of the tropical rainforest biome.</p> <p>To learn about the temperate climate zone and the deciduous forest biome, and to begin to consider climate change.</p> <p>To produce a report based on how climate and biome affects lives, and to use appropriate geographical vocabulary learned during the topic.</p>		<p>To demonstrate the relationship between maps and globes, and explore the idea of addresses.</p> <p>To be able to identify the position of lines of latitude and name the Equator, Tropics of Cancer and Capricorn, and the Polar circles, Arctic and Antarctic, and the North and South Poles.</p> <p>To learn more about longitude, and about the Earth's daily rotation and its effects.</p> <p>To introduce the International Date Line and time around the world.</p> <p>To describe the significance of latitude and longitude, and how they are used to describe the location of points on the Earth's surface.</p>		<p>seaside, and to locate UK coastal places on a map.</p> <p>To introduce a region of the UK, and discover how varied its coastline is.</p> <p>To describe, compare and contrast natural features found at the coast, using appropriate geographical vocabulary.</p> <p>To introduce family and economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features.</p> <p>To carry out research and prepare a presentation for the Big Finish in Week 6, meeting the given criteria.</p> <p>To extend the children's knowledge and understanding beyond their local area to include a range of places in the UK.</p>
History	<p>1= Life and dignity of the human person. 2- Care for God's creation. Family , community and participation - 3 1- Rights and responsibilities. The dignity of work and the rights of workers - 6. 7- Solidarity.</p> <p>Changes in Britain from the Stone Age - Rising Stars Year 3</p> <p>To define the 'Stone Age' and its different periods.</p> <p>To use sources to identify distinctive features of two time periods.</p> <p>To compare change between the Neolithic period and earlier periods.</p>		<p>3- Family, community and participation. Rights and responsibilities - 4 The dignity of work and the rights of workers.</p> <p>Bronze Age to Iron Age - Rising Stars Year 3</p> <p>To understand the importance of the improvements made by using bronze.</p> <p>To use sources in order to find out more about Bronze Age life.</p> <p>To reach a conclusion about the scale of the achievements made in the Iron Age.</p> <p>To make a comparison between home life in the</p>		<p>1= Life and dignity of the human person. Family , community and participation - 3 The dignity of work and the rights of workers - 6.</p> <p>Ancient Egypt - Rising Stars Year 4 unit but adapted for Year 3.</p> <p>To identify reasons why the Ancient Egyptians are considered a successful civilisation.</p> <p>To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life.</p> <p>To understand how different groups of people</p>	



	<p>To know about life in Neolithic times from investigating historical and archaeological sources.</p> <p>To provide valid reasons for the existence of monuments.</p> <p>To perform a role play showing the extent of change during the Stone Age.</p>		<p>Bronze Age and the Iron Age.</p> <p>To understand the dangers faced in Bronze and Iron Age Britain.</p> <p>To reach an overall judgement comparing the Bronze Age to the Iron Age.</p>		<p>contributed to Ancient Egyptian achievements.</p> <p>To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids.</p> <p>To understand Ancient Egyptians beliefs about creation and the afterlife.</p> <p>To be able to identify the most important achievements of the Ancient Egyptians</p>	
<p>Computing</p>	<p>Online Safety</p> <ul style="list-style-type: none"> Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the 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. <p>Coding</p>	<p>Coding</p> <ul style="list-style-type: none"> Children’s designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and 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. <p>Spreadsheets</p>	<p>Touch-Typing</p> <p>Children can come confident in basic computing skills to ensure they can use equipment effectively</p>	<p>Email (Including email safety)</p> <ul style="list-style-type: none"> Children can list a range of ways that the internet can be used to provide different methods of 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 safe and the importance of their conduct when using familiar communication tools. 	<p>Branching Databases</p> <ul style="list-style-type: none"> Children can collect analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. <p>Simulations</p> <ul style="list-style-type: none"> 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 task and how this translates into code. Children can identify 	<p>Graphing</p> <p>Children can collect analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph.</p>



	<ul style="list-style-type: none"> Children demonstrate the ability to design and code a program that follows a simple sequence. 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. 	<ul style="list-style-type: none"> Children can collect, analyse, evaluate and present data and information using a selection of software, 			an error within their program that prevents it following the desired algorithm and then fix it	
Music	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic	Music with Mrs Kee linked to topic
Art/DT	<p>Stone Age cave art in different media - ART</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Iron Age Celtic patterns in shields and jewellery</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and</p>	<p>Seasonal Stockings - DT</p> <p>To explore and analyse existing products.</p> <p>To explore different ways to join fabric using sewing Skills</p> <p>To explore different ways to decorate fabric using sewing skills</p> <p>To design a Christmas stocking</p> <p>To use sewing skills to make a Christmas stocking</p>	<p>British Artists- Art</p> <p>To illustrate a story and learn about the artist Paula Rego</p> <p>To paint part of a famous artwork</p> <p>To learn about great artists, architects and designers in history.</p> <p>To create a memory postcard</p> <p>To paint with colour</p>	<p>Seasonal Food -DT</p> <p>To cook using British ingredients available all year round.</p> <p>To know how seasonal fruits in Britain are grown and processed.</p> <p>To understand why vegetables form an important part of a healthy and varied diet. To find out about how seasonally produced meat can form part of a healthy diet.</p>	<p>Moving Monsters DT</p> <ul style="list-style-type: none"> To investigate a variety of familiar objects that use air to make them work. To investigate techniques for making simple pneumatic systems. To be able to gather ideas for creating moving monsters. 	<p>Art - Insects</p> <p>To improve mastery of art and design techniques, including drawing in the context of pencil drawings. I can draw an insect in pencil. To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity. I can use my sketchbook</p> <p>To improve mastery of art and design techniques, including drawing in the context of oil pastel/coloured</p>



THE HOLY FAMILY SCHOOL YEARLY OVERVIEW Year: 3 Teacher: RP



	<p>sculpture with a range of materials</p>	<p>To evaluate a finished product</p>	<p>To make a portrait</p>	<p>To know how fish are caught or reared, processed and used in healthy meals.</p> <p>To show what you have learned about eating seasonal food as part of a healthy, varied diet.</p>	<ul style="list-style-type: none"> To be able to design a monster including a moving pneumatic system. To be able to make a monster with a moving pneumatic part. To be able to evaluate a finished product. 	<p>pencil drawings. I can show colours.</p> <p>To improve mastery of art and design techniques in the context of insect mosaic patterns. I can design a mosaic.</p> <p>To learn about great artists, architects and designers in history in the context of Louise Bourgeois. I can tell you about the artist Louise Bourgeois.</p> <p>To improve mastery of art and design techniques, in the context of insect shadow puppets. I can make a puppet.</p> <p>To improve mastery of art and design techniques, including sculpture in the context of modelling insects. I can make a 3D model.</p> <p>To learn about great artists, architects and designers in history in the context of Jennifer Angus. I can tell you about the artist Jennifer Angus.</p> <p>To improve mastery of art and design techniques, including sculpture in the context of modelling insects. I can finish a 3D model.</p>
<p>PE</p>	<p>Fitness</p> <p>I can collect and record personal fitness data and I can recognise my strengths.</p> <p>I can complete exercises with control.</p> <p>I can persevere when I find a challenge is hard.</p>	<p>Dodgeball</p> <p>I am learning the rules of the game and I am beginning to use them to play fairly.</p> <p>I can provide feedback using key words.</p> <p>I can throw with some accuracy and I am beginning to catch with some consistency.</p>	<p>Dance</p> <p>I can repeat, remember and perform a dance phrase.</p> <p>I can use counts to keep in time with a partner and group.</p> <p>I can use dynamic and expressive qualities in relation to an idea.</p>	<p>Rounders</p> <p>To play different roles in a game and begin to think tactically about each role.</p> <p>To develop the bowling action and learn the rules of bowling.</p> <p>To run around the outside of the bases and make decisions about when to stop and when to run.</p> <p>To field a ball using a two handed pick up and a short barrier.</p>	<p>Athletics</p> <p>I am developing distance for jumping and height.</p> <p>I can take part in a relay activity, remembering when to run and what to do.</p> <p>I can throw a variety of objects, changing my action for accuracy and distance.</p>	<p>OAA</p> <p>I am developing map reading skills.</p> <p>I can follow and give instructions.</p> <p>I can listen to and am accepting of others' ideas.</p> <p>I can plan and attempt to apply strategies to solve problems.</p>



THE HOLY FAMILY SCHOOL YEARLY OVERVIEW Year: 3 Teacher: RP



	<p>I can use key points to help me to improve my sprinting technique.</p> <p>I can work safely with others.</p> <p>I show balance when changing direction.</p> <p>I understand the benefits of exercise.</p>	<p>I understand the aim of the game.</p>	<p>I can create short dance phrases that communicate the idea.</p>	<p>To develop batting technique and an understanding of where to hit the ball.</p> <p>To apply skills and rules learnt to play rounders.</p>	<p>I can use different take off and landings when jumping.</p> <p>I can use key points to help me to improve my sprinting technique.</p>	<p>I can reflect on when and why I was successful at solving challenges and am beginning to understand why.</p> <p>I can work collaboratively with a partner and a small group</p>
PSHE	<p>Being me in my world</p> <ol style="list-style-type: none"> 1- Life and dignity of the human person. 2- Care for Gods creation. 3- Family, community and participation. 	<p>Celebrating difference</p> <ol style="list-style-type: none"> 1-Life and dignity of the human person. 4-rights and responsibilities. 5-Option for the poor and vulnerable. 7-solidarity. 	<p>Dreams and goals</p> <ol style="list-style-type: none"> 3-Family,community and participation. 	<p>Healthy Me</p> <ol style="list-style-type: none"> 4- Rights and responsibilities. 	<p>Relationships-</p> <ol style="list-style-type: none"> 1-Life and dignity of the human person. 3-Family, community and participation. 4-rights and responsibilities. 5-Option for the poor and vulnerable. 6-The dignity of work and the rights of workers. 7-solidarity. 	<p>Changing me</p> <ol style="list-style-type: none"> 1-Life and dignity of the human person.
RSE	N/A	<p>Session 1: Get up</p> <p>Session 2: The Sacraments</p> <p>Session 1: We don't have to be the same.</p> <p>Session 2: Respecting our bodies</p>	<p>Session 1: What am I feeling?</p> <p>Session 2: What am I looking at?</p> <p>Session 3: I am thankful</p> <p>Session 1: Lifecycles.</p>	<p>Story Sessions: Jesus my friend</p> <p>Session 1: Friends, Families and others.</p> <p>Session 2: When things feel bad.</p>	<p>Session 1: Sharing online.</p> <p>Session 2: Chatting online.</p> <p>Session 3: Safe in my body.</p> <p>Session 4: Drugs, alcohol, tobacco.</p> <p>Session 5: First Aid Heroes.</p>	<p>Session 1: A community of Love.</p> <p>Session 2: What is the church?</p> <p>Session 1: How do I love others?</p>
French	<p>Ancient Britain</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • 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 	<p>Seasons (E)</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> •Recognise, recall and remember the four seasons in French. •Recognise, recall and remember a short phrase for each season in French. 	<p>Phonetics lesson 1 (C) & I'm Learning Fr/Sp/It (E) and Fruits</p> <p>Introduce the first set of phonic sounds/phonemes in French , ch , ou , on , oi.</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Name and recognise up to 10 fruits in French. 	<p>MUSICAL INSTRUMENTS</p> <p>In this unit, the children will learn how to:</p> <ul style="list-style-type: none"> •Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. •Understand articles/determiners better and that the definite 	<p>FRUITS OR VEGETABLES</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • 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 	<p>PETIT CHAPERON ROUGE</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • 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.



THE HOLY FAMILY SCHOOL YEARLY OVERVIEW Year: 3 Teacher: RP



	<p>ancient Britain. • Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain.</p> <p>• Name the three types of dwellings people lived in during the stone age, bronze age and iron age.</p>	<p>• Say which is their favourite season in French.</p>	<p>• Attempt to spell some of these nouns</p> <p>• Ask somebody in French if they like a particular fruit</p> <p>• Say what fruits they like and dislike.</p>	<p>article/determiner 'the' has a plural form in French.</p> <p>• Learn to say and write 'I play an instrument' in French using the highfrequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.</p>	<p>about buying vegetables from a market stall.</p> <p>• Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</p>	<p>• Name and spell at least three parts of the body in French as seen in the story.</p>
LOTC	<p>STONE AGE TRIP TO CELTIC HARMONY CAMP</p> <p>CHARCOAL PAINTING</p> <p>STONEAGE CAVE PAINTING ON ROCKS.</p> <p>BUILDING STONE AGE SHELTER.</p> <p>PLACE VALUE BUILDING 2 AND 3 DIGIT NUMBERS USING OUTDOOR RESORUCES.</p> <p>ROCK HUNTING - WHAT ROCKS DO WE HAVE IN SCHOOL ?</p> <p>FITNESS - Making a mini gym for small creatures.</p>	<p>MAKING 2D SHAPES</p> <p>PERIMETER OF DIFFERENT AREAS OUTSIDE.</p> <p>FIRE LIGHTING.</p> <p>MAKING ANIMAL TRACKING SIGNS.</p> <p>RISK AND HAZARD HUTNING.</p> <p>BUILDING ARRAYS USING RESOURCES.</p>	<p>FRACTIONS</p> <p>OBSERVATIONAL DRAWING.</p> <p>FOLLOWING/TRACKING WEATHER PATTERNS.</p> <p>TEAMWORK GAMES.</p>	<p>MAKE A MESSAGE USING HIEROGLYPHICS.</p> <p>MAKING EGYPTIAN JEWELLERY.</p> <p>ANCIENT EGYPTIAN DAY WITH HISTORY OFF THE PAGE.</p> <p>MAKING AN EASTER SCENCE.</p>	<p>JOURNEY STICK</p> <p>LEAF ID</p>	<p>MEASURING</p> <p>3D SHAPES.</p>