



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



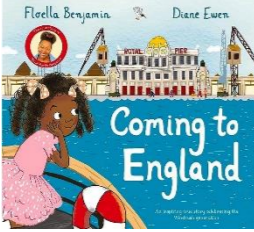
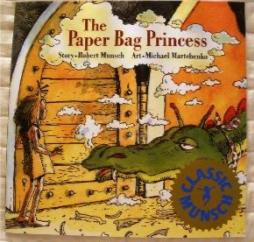
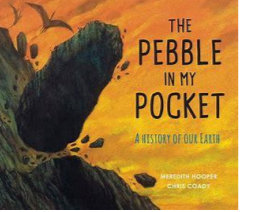
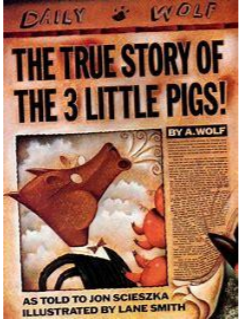
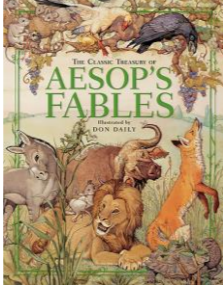
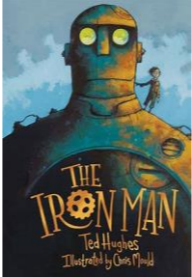
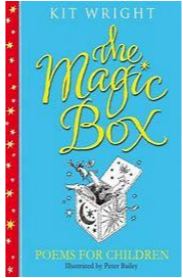
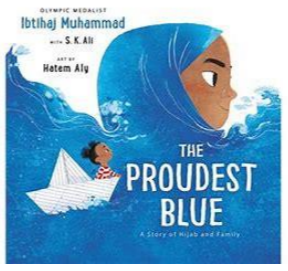
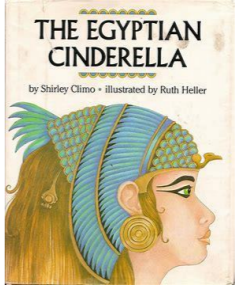
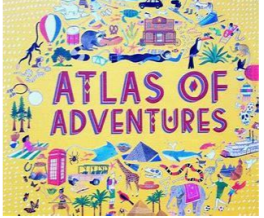
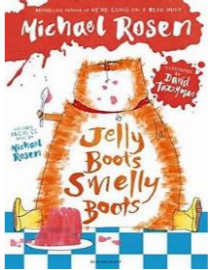

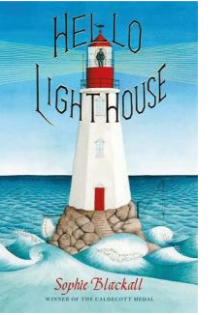
Term	Autumn		Spring		Summer	
Topic	Stone Age	Climate and weather	Bronze age to Iron Age	Geography – Marvellous Maps	History – Eeery Egyptians	Geography-Coast
Big Question	<ul style="list-style-type: none"> <li>How did the Stone Age people affect our lives today?</li> <li>What was new about the new Stone Age?</li> </ul>	<ul style="list-style-type: none"> <li>What has caused the temperature of earth to get hotter?</li> <li>What is weather and why do we need it?</li> </ul>	<ul style="list-style-type: none"> <li>Was it fair that men did most of the farming and hard work?</li> <li>What was more impressive the bronze age or the iron age?</li> </ul>	<ul style="list-style-type: none"> <li>What would happen if we didn't recycle our rubbish?</li> <li>Who looks after our world?</li> <li>Why do we need trees?</li> </ul>	<ul style="list-style-type: none"> <li>Who was the real Tutankhamun?</li> <li>Was it fair that slaves were used to do jobs?</li> </ul>	<ul style="list-style-type: none"> <li>Why can lots of visitors be damaging and harmful to beaches?</li> <li>Do we like to be beside the seaside?</li> </ul>
RE COME AND SEE	<p><b>Focus - DOMESTIC CHURCH - HOMES</b></p> <p>God's vision for every family.</p> <p><b>What makes a house a home?</b></p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> <li>The joys and sorrows of being a family at home – <b>Explore</b></li> <li>God's vision for every family – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p>-----</p> <p><b>Focus – PROMISES – BAPTISM.</b></p> <p>Promises made at Baptism.</p> <p><b>Why make promises?</b></p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> <li>Belonging to a group involves promises and rules – <b>Explore</b></li> <li>The meaning of the promises made at Baptism – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p>-----</p> <p><b>Focus - Judaism – Synagogue</b></p> <p><b>What is our special place?</b> The Jewish Synagogue.</p> <p>Inside the synagogue, The synagogue is a community centre.</p> <p><b>VISITORS</b> - waiting for the coming of Jesus</p> <p><b>Are Visitors always welcome?</b></p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> <li>The demands and joys of visitors – <b>Explore</b></li> <li>Advent: waiting for the coming of Jesus – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><b>1 – Life and dignity of the human person.</b></p>	<p><b>Focus - PROMISES – BAPTISM.</b></p> <p>Promises made at Baptism.</p> <p><b>Why make promises?</b></p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> <li>Belonging to a group involves promises and rules – <b>Explore</b></li> <li>The meaning of the promises made at Baptism – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p>-----</p> <p><b>Focus - Judaism – Synagogue</b></p> <p><b>What is our special place?</b> The Jewish Synagogue.</p> <p>Inside the synagogue, The synagogue is a community centre.</p> <p><b>VISITORS</b> - waiting for the coming of Jesus</p> <p><b>Are Visitors always welcome?</b></p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> <li>The demands and joys of visitors – <b>Explore</b></li> <li>Advent: waiting for the coming of Jesus – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><b>1 – Life and dignity of the human person.</b></p>	<p><b>Focus - LOCAL CHURCH = JOURNEYS –</b></p> <p>Christian family's journey with Christ.</p> <p><b>Is life a journey?</b></p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> <li>a journey through a year – <b>Explore</b></li> <li>the Christian family's journey with Jesus through the Church's year – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p>-----</p> <p><b>Focus - EUCHARIST - LISTENING &amp; SHARING</b></p> <p>Jesus gives himself to us.</p> <p><b>What's so important about listening and sharing?</b></p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> <li>a journey through a year – <b>Explore</b></li> <li>the Christian family's journey with Jesus through the Church's year – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><b>1 – Life and dignity of the</b></p>	<p><b>Focus - EUCHARIST - LISTENING &amp; SHARING</b></p> <p>Jesus gives himself to us.</p> <p><b>What's so important about listening and sharing?</b></p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> <li>a journey through a year – <b>Explore</b></li> <li>the Christian family's journey with Jesus through the Church's year – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><b>1 – Life and dignity of the human</b></p>	<p><b>Focus - PENTECOST - ENERGY</b></p> <p>Gifts of the Holy Spirit.</p> <p><b>What is the use of energy?</b></p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> <li>The energy of fire and wind – <b>Explore</b></li> <li>The wonder and power of the Holy Spirit – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p>-----</p> <p><b>Islam- Places for worship</b></p> <p><b>The Mandir</b></p> <p><b>Focus - RECONCILIATION - CHOICES</b></p> <p>Importance of examination of conscience.</p> <p><b>What helps me to choose well?</b></p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> <li>Choices have consequences – <b>Explore</b></li> <li>The importance of conscience in making choices – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><b>1 – Life and dignity of the human person.</b> <b>2- Care for God's creations.</b></p>	<p><b>Focus - RECONCILIATION= CHOICES</b></p> <p>Importance of examination of conscience</p> <p><b>What helps me to choose well?</b></p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> <li>Choices have consequences – <b>Explore</b></li> <li>The importance of conscience in making choices – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p>-----</p> <p><b>Focus - UNIVERSAL CHURCH - SPECIAL PLACES</b></p> <p>Holy places for Jesus and the Christian community.</p> <p><b>What makes a place special?</b></p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> <li>Everyone has a special place – <b>Explore</b></li> <li>Special places for Jesus and the Christian community – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><b>4-Rights and Responsibilities.</b> <b>5- Option for poor and vulnerable.</b></p>

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



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	<p>1 – Life and dignity of the human person. 3- Family, community and participation.</p>	<p>3- Family, community and participation. 5- Option for poor and vulnerable.</p>	<p>human person. 3- Family, community and participation. 5- Option for poor and vulnerable. 6- The dignity of work and the rights of workers,</p>	<p>person. 3- Family, community and participation. 5- Option for poor and vulnerable. 7-Solidarity.</p>	<p>7-Solidarity.</p>	<p>6- The Dignity of work and rights of the workers. 7-Solidarity.</p>
<p>English</p>	<p> Whole school project – <b>Coming to England</b> (2 weeks) <b>FINAL OUTCOME – To write a letter to the character.</b></p> <p> <b>Paper Bag Princess</b> (2 weeks) <b>FINAL OUTCOME – WRITE A STORY AND DEMARCATe SENTENCES EFFECTIVELY.</b></p> <p> <b>Pebble in my Pocket</b> (2 weeks) <b>FINAL OUTCOME- Write a poem based on the non-fiction text.</b></p>	<p> <b>The True Story of the 3 Little Pigs</b> (3 weeks) Writing focus - recounts <b>FINAL OUTCOME – To write a recount in the form of a newspaper report.</b></p> <p> <b>Fables</b> (3 weeks) <i>Grammar Focus – S1,S2,S3,T1,P1</i> <b>FINAL OUTCOME – Write a new fable to convey a moral.</b></p>	<p> <b>The Iron Man</b> (3 Weeks) HFL UNIT <b>FINAL OUTCOME – To discuss, plan and write own narrative.</b></p> <p> HFL POETRY UNIT <b>KIT WRIGHT -THE MAGIC BOX</b> (2 weeks) <b>FINAL OUTCOME – To write own free verse poem.</b></p>	<p> HFL Narrative unit – <b>The Proudest Blue</b> (3 weeks) <b>Writing outcome - Write a personal narrative.</b></p> <p>HFL REPORTS 3 WEEKS – PIRATES <b>Final Outcome – To write a non-chronological reports.</b></p> <p><b>Key Text Titles:</b></p> <ul style="list-style-type: none"> <li>• <i>Up Close Pirates by Paul Harrison</i></li> <li>• <i>The Usborne Official Pirate's Handbook: Everything a beginner pirate needs to know by Captain Indigo Stormface.</i></li> <li>• <i>Pirate by Marc Tyler Nobleman</i></li> <li>• <i>The Fact or Fiction Behind Pirates by Adam Sutherland.</i></li> </ul>	<p> <b>The Egyptian Cinderella</b> (2 weeks) <i>Grammar Focus - S1 , S2,S3, T1,P1</i> <b>FINAL OUTCOME – write an adventure story, focusing on plot.</b></p> <p> <b>ATLAS OF ADVENTURES</b> (2 weeks) HFL UNIT <b>FINAL OUTCOME – To write own informative leaflet.</b></p> <p> POETRY UNIT - CLPE <b>JELLY BOOTS SMELLY BOOTS.</b> <b>FINAL OUTCOME- To write poems based on personal experiences.</b></p>	<p> HFL persuasive unit – <b>Stella and the Seagull</b> (2 weeks) <b>FINAL OUTCOME – Persuasive speech.</b></p> <p> LITERACY SHED <b>HELLO LIGHTHOUSE - SOPHIE BLACKMAN</b> (2.5 weeks) <b>FINAL OUTCOME:</b></p> <ul style="list-style-type: none"> <li>• A formal letter.</li> </ul> <p>LAST 2/3 WEEKS WHOLE SCHOOL PROJECT – TBC</p>



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Class novel	Stig of the dump	ANTARCTICA – A CONTINENT OF WONDER	The Boy with the Bronze Axe	MR PENGUIN AND THE LOST TREASURE	Flat Stanley and The Great Egyptian Robbery	Journey to the River Sea
<u>Guided Reading</u>	<ul style="list-style-type: none"> <li>The stolen Spear</li> </ul>	<ul style="list-style-type: none"> <li>Me and My Fear</li> <li>The boy who grew Dragons</li> </ul>	Stone Age Boy	<ul style="list-style-type: none"> <li>The Bear and the Piano</li> </ul>	Flat Stanley and The Great Egyptian Robbery	Journey to the River sea
<u>Spelling</u>	<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 vowel diagraphs ow, oa , o-e, o.</p> <p>Review common exceptions words from KS1.</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 adding vowel suffixes ed, ing, when doubling the final consonant,</p> <p>Review vowel suffixes er and est.</p> <p>Review LE at the end of words.</p> <p>Review –el or il at the end of words.</p>	<p>Review –al at the end of words.</p> <p>Explore homophones and near homophones.</p> <p>Review apostrophes for contraction.</p> <p>Review apostrophe for possession,</p> <p>Review suffix –ly( with a consonant before it)</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 the sion suffix,</p> <p>Explore prefixes un , dis, mis, in.</p>	<p>Explore prefixes re- , super-.</p> <p>Focus on the short vowel sound /i/ spelt ou.</p> <p>Explore the vowel suffix ous.</p> <p>Review high frequency words.</p> <p>Explore words with the long vowel sound/el/ spelt ei, eigh , or ey.</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> <p>Focus on silent letters: words from the yr3/4 statutory word list.</p>
<u>Phonics</u>	N/A	N/A	N/A	N/A	N/A	N/A
<u>Maths</u>	<p><b>HfL – 3LS1</b> – Place Value</p> <p><b>HfL – 3LS2</b> – Counting on and back in ones, tens and hundreds</p> <p><b>HfL – 3LS3</b> – Estimation, Magnitude and Rounding</p> <p><b>HfL – 3LS4</b> – Measures – Comparisons, estimations and magnitude</p> <p><b>HfL – 3LS5</b> – Mental Fluency – Addition</p> <p><b>HfL – 3LS6</b> – Mental Fluency – Subtraction</p> <p><b>HfL – 3LS7</b> – Fact Families and applying the inverse</p>	<p><b>HfL – 3LS8</b> – Written Addition</p> <p><b>HfL – 3LS9</b> – Written subtraction</p> <p><b>HfL – 3LS10</b> – Problem solving – Worded Problems</p> <p><b>HfL – 3LS11</b> – Statistics – Interpreting Bar charts and Tables</p> <p><b>HfL – 3LS12</b> – Angles, Right Angles and Estimation</p> <p><b>HfL – 3LS13</b> – Perpendicular and Parallel Lines, Vertical and Horizontal Lines</p> <p><b>HfL – 3LS14</b> – 2-D Shape – Properties and Drawing</p> <p><b>HfL – 3LS15</b> – Perimeter including Problem solving using written and mental methods</p> <p><b>Word problems</b> <b>Interpreting bar charts and tables.</b></p>	<p><b>HfL – 3LS16</b> – Multiplication – 3-, 4- and 8-Times Tables including counting.</p> <p><b>HfL – 3LS17</b> – Division – 1, 2, 3-, 5-, 4- and 8-times tables</p> <p><b>HfL – 3LS18</b> – Multiplication – Strategy, Associative and Distributive Laws</p> <p><b>HfL – 3LS19</b> – Statistics – Pictograms and scaled bar charts</p> <p><b>HfL – 3LS20</b> – Multiplication and division worded problems</p> <p><b>HfL – 3LS21</b> – Fractions – finding fractions of discrete and continuous quantities.</p>	<p><b>HfL – 3LS22</b> – Ordering and comparing fractions.</p> <p><b>HfL – 3LS23</b> – Adding and subtracting fractions with the same denominators</p> <p><b>HfL – 3LS24</b> – Fractions – problem solving with unit and non-unit fractions.</p> <p><b>HfL – 3LS25</b> – Multiplication – multiplying multiples of 10</p> <p><b>HfL – 3LS26</b> – Multiplication – Formal written multiplication</p>	<p><b>HfL – 3LS27</b> – Division Problem Solving – Sharing and Grouping</p> <p><b>HfL – 3LS28</b> - Division – Two and Three-Digit numbers by one-digit numbers including halving.</p> <p><b>HfL – 3LS29</b> – Multiplication, Division and Fractions – Scaling and Correspondence Problems</p> <p><b>HfL – 3LS30</b> – <b>Division – Long Division</b></p> <p><b>HfL – 3LS31</b> – Time – Hours, Minutes, seconds, days, weeks, months, years</p> <p><b>HfL – 3LS32</b> – Time – telling the time (Analogue and digital) and Estimation)</p> <p><b>HfL – 3LS33</b> – Time - duration</p>	<p><b>HfL – 3LS34</b> – Securing the Four operations with whole number including problem solving</p> <p><b>HfL – 3LS35</b> - Place value and decimals – ten times greater and ten times smaller</p> <p><b>HfL – 3LS36</b> - Place value and decimals – Regrouping</p> <p><b>HfL – 3LS37</b> - Place value and decimals – Estimation, comparing and rounding.</p> <p><b>HfL – 3LS38</b> – Measures – Measuring and problem solving.</p> <p><b>HfL – 3LS39</b> – 3-D shape – Building and identifying properties.</p>





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		<p><b>Angles, right angles and estimation.</b>  <b>Perpendicular and parallel lines and vertical and horizontal lines.</b>  <b>2d shape properties and drawing.</b>  <b>Perimeter including problem solving using written and mental methods.</b></p>				
<u>Maths fluency</u>	<p>Number bonds          Time – O C          2D shapes          2's , 5's and 10 times table.</p>	<p>Place Value and regrouping.          Counting on and back in tens and one.          Addition          Subtraction</p>	<p>Word problems          Interpreting bar charts and tables.          Angles and right angles.          Perpendicular and parallel lines.          2d shape properties.</p>	<p>Perimeter          Multiplication          - 3, 4 and 8 times tables.          - Division          - Statistics and scaled bar charts.          - Fractions.</p>	<p>Adding and subtraction fraction.          Fractions problem solving – unit and non-unit fractions.          Multiplication by 10.          Multiplication formal written method.</p>	<p>Time –duration , hours , minutes, seconds,          Telling the time =analogue and digital          Long division</p>
<u>Science</u>	<p align="center"><b><u>Rocks</u></b></p> <p align="center"><b><u>(Linking with history and English)</u></b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>Pupils might work scientifically by:</b> Children will be observing rocks, including those used in buildings, and explore how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock</p>	<p align="center"><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>Find patterns in the way that the size of shadows change.</li> </ul> <p><b>Pupils might work scientifically by:</b> looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p> <p>Scientists we will look at this term:</p> <ul style="list-style-type: none"> <li>JUSTUS VON LIEBIG</li> </ul>	<p align="center"><b><u>Forces and Magnets</u></b></p> <p>The power of forces</p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>describe magnets as having 2 poles</li> <li>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Pupils might work scientifically by:</b> comparing how different things move and grouping them; raising questions and carrying</p>	<p align="center"><b><u>Animals including Humans</u></b></p> <p>Amazing bodies</p> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Pupils might work scientifically by:</b> identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy,</p>	<p align="center"><b><u>Plants</u></b></p> <p align="center">How does your garden grow?</p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>Pupils might work scientifically by:</b> comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</p> <p>Scientists we will look at this term:</p> <ul style="list-style-type: none"> <li>Ahmed</li> <li>Mumin Warfa</li> <li>Care for God's creation.</li> </ul> <p><b>Rights and Responsibilities- 4</b></p>	



	<p>and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.</p> <p>Scientists we will look at this term:</p> <ul style="list-style-type: none"> <li>• MARY ANNING</li> <li>• David Attenborough</li> </ul> <p><b>2-Care for God’s creation.</b></p> <p><b>7- Solidarity.</b></p>	<p><b>2- Care for God’s creation.</b></p> <p><b>3- Family, community and participation.</b></p> <p><b>4- Rights and Responsibilities.</b></p>	<p>out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p> <p>Scientists we will look at this term:</p> <ul style="list-style-type: none"> <li>• THE WRIGHT BROTHERS</li> </ul> <p>Family, community and participation.</p> <p>6- The dignity of work and the rights of the workers.</p> <p><b>1- Care for God’s creation.</b></p> <p><b>Rights and Responsibilities- 4</b></p> <p><b>6- The dignity of work and the rights of workers.</b></p> <p><b>7- Solidarity.</b></p>	<p>and design meals based on what they find out.</p> <p>Scientists we will look at this term:</p> <ul style="list-style-type: none"> <li>• Marie Curie</li> </ul>	<p><b>6- The dignity of work and the rights of workers.</b></p> <p><b>7- Solidarity</b></p>
<p><u>Geography</u></p>		<p><b>Climate and Weather – Rising Stars Year 3</b></p> <ul style="list-style-type: none"> <li>• To recap weather, and start to learn about climate, climate zones and biomes.</li> <li>• To find out about the polar climate zone, and to learn about the tundra biome.</li> </ul>		<p><b>Our World – Rising Stars Year 3</b></p> <ul style="list-style-type: none"> <li>• To understand that flat 2-D maps and spherical 3-D physical and political globes all represent our world, but in different ways.</li> <li>• To demonstrate the relationship between maps and globes, and</li> </ul>	<p><b>Coasts – Rising Stars Year 3</b></p> <ul style="list-style-type: none"> <li>• To discover how much the children know about, and have experienced, the seaside, and to locate UK coastal places on a map.</li> <li>• To introduce a region of the UK, and discover how varied its coastline is.</li> </ul>



**THE HOLY FAMILY SCHOOL YEARLY OVERVIEW Year: 3 Teacher: DF**



		<ul style="list-style-type: none"> <li>To find out about the hottest, driest places on Earth and the tropical desert climate zone.</li> <li>To find out about the hottest, wettest places on Earth, and something of the tropical rainforest biome.</li> <li>To learn about the temperate climate zone and the deciduous forest biome, and to begin to consider climate change.</li> <li>Look at the effects of climate change – focus on Greta Thunberg.</li> </ul> <p>2- Care for God’s creation.</p> <p>3- Family, community and participation.</p> <p>7- Solidarity.</p>		<p>explore the idea of addresses.</p> <ul style="list-style-type: none"> <li>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.</li> <li>To learn more about longitude, and about the Earth’s daily rotation and its effects.</li> <li>To introduce the International Date Line and time around the world.</li> <li>To describe the significance of latitude and longitude, and how they are used to describe the location of points on the Earth’s surface.</li> </ul> <p>2- Care for God’s creation.</p>		<ul style="list-style-type: none"> <li>To describe, compare and contrast natural features found at the coast, using appropriate geographical vocabulary.</li> <li>To introduce family and economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features.</li> <li>To carry out research and prepare a presentation for the Big Finish in Week 6, meeting the given criteria.</li> <li>To extend the children’s knowledge and understanding beyond their local area to include a range of places in the UK.</li> </ul> <p>2- Care for God’s creation.</p> <p>3- Family, community and participation.</p> <p>7- Solidarity.</p>
History	<p><b>Changes in Britain from the Stone Age – Rising Stars Year 3</b></p> <ul style="list-style-type: none"> <li>To define the ‘Stone Age’ and its different periods.</li> <li>To use sources to identify distinctive features of two time periods.</li> <li>To compare change between the Neolithic period and earlier periods.</li> <li>To know about life in Neolithic times from</li> </ul>		<p><b>Bronze Age to Iron Age – Rising Stars Year 3</b></p> <ul style="list-style-type: none"> <li>To understand the importance of the improvements made by using bronze.</li> <li>To use sources in order to find out more about Bronze Age life.</li> <li>To reach a conclusion about the scale of the achievements made in the Iron Age.</li> <li>To make a comparison between home life in</li> </ul>		<p><b>Ancient Egypt – Rising Stars Year 4 unit but adapted for Year 3.</b></p> <ul style="list-style-type: none"> <li>To identify reasons why the Ancient Egyptians are considered a successful civilisation.</li> <li>To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life.</li> <li>To understand how different groups of people contributed to</li> </ul>	



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



	<p>investigating historical and archaeological sources.</p> <ul style="list-style-type: none"> <li>To provide valid reasons for the existence of monuments.</li> <li>To perform a role play showing the extent of change during the Stone Age.</li> </ul> <p>1= Life and dignity of the human person. 2- Care for God's creation. Family , community and participation 3 -Rights and responsibilities. The dignity of work and the rights of workers – 6. 7- Solidarity.</p>		<p>the Bronze Age and the Iron Age.</p> <ul style="list-style-type: none"> <li>To understand the dangers faced in Bronze and Iron Age Britain.</li> <li>To reach an overall judgement comparing the Bronze Age to the Iron Age.</li> </ul> <p>3- Family, community and participation. Rights and responsibilities – 4 The dignity of work and the rights of workers.</p>		<p>Ancient Egyptian achievements.</p> <ul style="list-style-type: none"> <li>To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids.</li> <li>To understand Ancient Egyptians beliefs about creation and the afterlife.</li> <li>To be able to identify the most important achievements of the Ancient Egyptians</li> </ul> <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><u>Computing</u></p>	<p>Online Safety</p> <ul style="list-style-type: none"> <li>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.</li> <li>They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash.</li> <li>They know more than one way to report unacceptable content and contact.</li> </ul>	<p>Coding</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.</li> </ul> <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"> <li>Children can list a range of ways that the internet can be used to provide different methods of communication.</li> <li>They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email.</li> <li>They can describe appropriate email conventions when communicating in this way</li> <li>They understand the importance of staying safe and the importance of their conduct when</li> </ul>	<p>Branching Databases</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Simulations</p> <ul style="list-style-type: none"> <li>Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts.</li> <li>Their design shows that they are thinking of the desired task and how this translates into code.</li> </ul>	<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>



**THE HOLY FAMILY SCHOOL YEARLY OVERVIEW Year: 3 Teacher: DF**



	<p>Coding</p> <ul style="list-style-type: none"> <li>Children demonstrate the ability to design and code a program that follows a simple sequence.</li> <li>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.</li> <li>Children understand how variables can be used to store information while a program is executing.</li> </ul>	<ul style="list-style-type: none"> <li>Children can collect, analyse, evaluate and present data and information using a selection of software,</li> </ul>		<p>using familiar communication tools.</p>	<ul style="list-style-type: none"> <li>Children can identify an error within their program that prevents it following the desired algorithm and then fix it</li> </ul>	
<u>Music</u>	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
<u>Art/DI</u>	<p><b>Stone Age cave art in different media - ART</b></p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>To know about the type of clothing worn by a Bronze Age man and woman and to draw accurate pictures of these people</li> <li>Iron Age Celtic patterns in shields and jewellery</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture</li> </ul>	<p><b>Seasonal Stockings – DT</b></p> <ul style="list-style-type: none"> <li>To explore and analyse existing products.</li> <li>To explore different ways to join fabric using sewing</li> <li>Skills</li> <li>To explore different ways to decorate fabric using sewing skills</li> <li>To design a Christmas stocking</li> <li>To use sewing skills to make a Christmas stocking</li> <li>To evaluate a finished product</li> </ul>	<p><b>British Artists- Art</b></p> <ul style="list-style-type: none"> <li>To illustrate a story and learn about the artist Paula Rego</li> <li>To paint part of a famous artwork</li> <li>To learn about great artists, architects and designers in history.</li> <li>To create a memory postcard</li> <li>To paint with colour</li> <li>To make a portrait</li> </ul>	<p><b>Seasonal Food –DT</b></p> <ul style="list-style-type: none"> <li>To cook using British ingredients available all year round.</li> <li>To know how seasonal fruits in Britain are grown and processed.</li> <li>To understand why vegetables form an important part of a healthy and varied diet.</li> <li>To find out about how seasonally produced meat can form part of a healthy diet.</li> <li>To know how fish are caught or reared, processed and used in healthy meals.</li> </ul>	<p><b>Moving Monsters DT</b></p> <ul style="list-style-type: none"> <li>To investigate a variety of familiar objects that use air</li> <li>To make them work.</li> <li>To investigate techniques for making simple pneumatic systems.</li> <li>To be able to gather ideas for creating moving Monsters.</li> <li>To be able to design a monster including a moving pneumatic system.</li> <li>To be able to make a monster with a moving pneumatic part.</li> </ul>	<p><b>Art – Insects</b></p> <ul style="list-style-type: none"> <li>To improve mastery of art and design techniques, including drawing in the context of pencil drawings. I can draw an insect in pencil.</li> <li>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</li> <li>To improve mastery of art and design techniques, including drawing in the context of oil pastel/coloured pencil drawings. I can show colours.</li> <li>To improve mastery of art and design techniques in</li> </ul>





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



	with a range of materials			<ul style="list-style-type: none"> <li>To show what you have learned about eating seasonal food as part of a healthy, varied diet.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to evaluate a finished product.</li> </ul>	<p>the context of insect mosaic patterns. I can design a mosaic.</p> <ul style="list-style-type: none"> <li>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.</li> <li>To improve mastery of art and design techniques, in the context of insect shadow puppets. I can make a puppet.</li> <li>To improve mastery of art and design techniques, including sculpture in the context of modelling insects. I can make a 3D model.</li> <li>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.</li> <li>To improve mastery of art and design techniques, including sculpture in the context of modelling insects. I can finish a 3D model.</li> </ul>
<b>PE</b>	<b>OAA</b>	<b>Ball Skills</b>	<b>Dance</b>	<b>Tennis</b>	<b>Yoga</b>	<b>Rounders</b>
	<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 catch different sized objects with increasing consistency with two hands.</p> <p>I can dribble a ball with control.</p> <p>I can persevere when learning a new skill.</p> <p>I can provide feedback using key words.</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 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 return a ball to a partner.</p> <p>I can use basic racket skills.</p>	<p>I can copy and link yoga poses together to create a short flow.</p> <p>I can describe how yoga makes me feel.</p> <p>I can move from one pose to another considering my breath.</p> <p>I can provide feedback using key words.</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>



**THE HOLY FAMILY SCHOOL YEARLY OVERVIEW    Year: 3 Teacher: DF**



	<p>I can plan and attempt to apply strategies to solve problems.</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>	<p>I can show a variety of throwing techniques.</p> <p>I can throw with accuracy and increasing consistency to a target.</p> <p>I can track the path of a ball that is not sent directly to me.</p>	<p>I can use dynamic and expressive qualities in relation to an idea.</p> <p>I can create short dance phrases that communicate the idea.</p>	<p>I can understand the aim of the game.</p> <p>I can understand the benefits of exercise.</p> <p>I work cooperatively with my group to self-manage games.</p>	<p>I can work with others to create a flow including a number of poses.</p> <p>I show some stability when holding my yoga poses.</p>	<p>To field a ball using a two handed pick up and a short barrier.</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>
<b>PSHE</b>	<p><u>Being me in my world</u></p> <ol style="list-style-type: none"> <li>1- Life and dignity of the human person.</li> <li>2- Care for God’s creation.</li> <li>3- Family, community, and participation.</li> </ol>	<p><u>Celebrating difference</u></p> <ol style="list-style-type: none"> <li>1-Life and dignity of the human person.</li> <li>4-rights and responsibilities.</li> <li>5-Option for the poor and vulnerable.</li> <li>7-solidarity.</li> </ol>	<p><u>Dreams and goals</u></p> <ol style="list-style-type: none"> <li>3-Family, community and participation.</li> </ol>	<p><u>Healthy Me</u></p> <ol style="list-style-type: none"> <li>4- Rights and responsibilities.</li> </ol>	<p><u>Relationships</u></p> <ol style="list-style-type: none"> <li>1-Life and dignity of the human person.</li> <li>3-Family, community, and participation.</li> <li>4-rights and responsibilities.</li> <li>5-Option for the poor and vulnerable.</li> <li>6-The dignity of work and the rights of workers.</li> <li>7-solidarity.</li> </ol>	<p><u>Changing me</u></p> <ol style="list-style-type: none"> <li>1-Life and dignity of the human person.</li> </ol>
<b>RSE</b>	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>
<b>French TBC</b>	<p><b>Ancient Britain</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Learn and use the French for “I am” (Je suis), “I have” (J’ai) and “I live” (J’habite).</li> <li>• Name in French, the six key periods of ancient Britain, introduced in chronological order.</li> <li>• Be able to say in French three of the types of people who</li> </ul>	<p>Seasons (E)</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>•Recognise, recall and remember the four seasons in French.</li> <li>•Recognise, recall and remember a short phrase for each season in French.</li> </ul>	<p>Phonetics lesson 1 (C) &amp; 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>	<p><b>MUSICAL INSTRUMENTS</b></p> <p>In this unit, the children will learn how to:</p> <ul style="list-style-type: none"> <li>•Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner.</li> </ul>	<p><b>FRUITS OR VEGETABLES</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 vegetables in French.</li> <li>• Attempt to spell some of these nouns (including the correct article)</li> </ul>	<p><b>PETIT CHAPERON ROUGE</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French.</li> <li>• Use picture and word cards to recognise and retain key vocabulary from the story.</li> </ul>



**THE HOLY FAMILY SCHOOL YEARLY OVERVIEW Year: 3 Teacher: DF**



	<p>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.</p> <p>• Name the three types of dwellings people lived in during the stone age, bronze age and iron age.</p>	<p>• Say which their favourite season in French is.</p>	<p>• Name and recognise up to 10 fruits 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>• Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French.</p> <p>• 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.</p>	<p>• Learn simple vocabulary to facilitate a role play 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>
<b>LOTG</b>	<p>Cave painting – frozen berries/mud painting</p> <p>Stone Age houses</p> <p>Rock hunting</p> <p>Outdoor wellbeing scavenger hunt</p> <p>Fossil hunters</p>	<p>Nature portraits</p> <p>Local Walk – Linked to Geography topic looking at Biomes.</p> <p>Collaging</p> <p>Wreath making using natural materials.</p>	<p>FRACTIONS</p> <p>OBSERVATIONAL DRAWING.</p> <p>FOLLOWING/TRACKING WEATHER PATTERNS.</p> <p>TEAMWORK GAMES.</p>	<p>Making an Easter Scene</p> <p>Class trip to Paradise Wildlife park – linked to Science topic (Animals).</p>	<p>MAKE A MESSAGE USING HIEROGLYPHS.</p> <p>MAKING EGYPTIAN JEWELLERY.</p> <p>ANCIENT EGYPTIAN DAY WITH HISTORY OFF THE PAGE.</p>	<p>MEASURING</p> <p>Den building linked to Pentecost</p> <p>3D SHAPES.</p> <p>Camp Fire – Smores</p>