









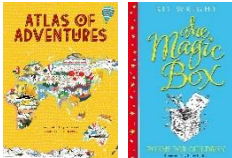






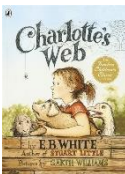



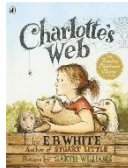


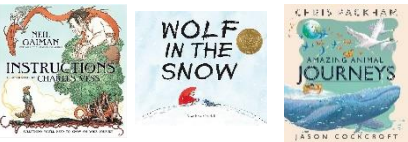

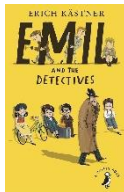

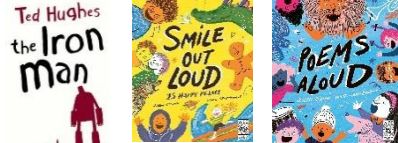
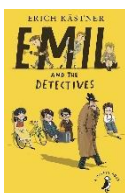





Yearly Overview

Year: 3 Teacher: Year:

		AUTUMN		SPRING		SUMMER		
THEME	BEGINNINGS	HEALTHY ME	BENEATH OUR FEET	ALL AROUND ME	BE BOLD, BE STRONG	MOVING ON		
RE	THE CHRISTIAN FAMILY Church Family & Baptism 	MARY, MOTHER OF GOD Annunciation, Advent & Christmas 	THE SACRAMENT OF RECONCILIATION Called to change & Confession 	CELEBRATING THE MASS The Last Supper, Mass & Holy Communion 	CELEBRATING EASTER AND PENTECOST Easter, The Ascension, Pentecost & Fruits of the Spirit 	BEING A CHRISTIAN Loving my neighbour, St. Paul & Using my gifts to help others 		
English	Instructions: Wash a woolly mammoth Narrative: The Paper Bag Princess Narrative: Mini Rabbit Not Lost  Write to entertain Retelling, different perspective. Journey <u>Narrative</u> Consolidate use of story shapes to help guide plot structure Open with either: action, dialogue or description of setting/character End with a moral message, happy ending, surprise, cliff-hanger Use of sound and other senses Subordinating conjunctions Demarcating sentences Main and subordinate clauses Reciprocal Reading: Planet Omar <i>Zanib Mian</i>  	Fable: The Koala Who Could, The Squirrels who Squabbled, The Lion Inside Non-chronological Report: Atlas of Adventures Poem: The Magic Box   Writing to entertain Writing to Inform Poetry <u>Fable</u> Contains a moral lesson Uses an animal character Natural or real world Simple plot Foolish character  <u>NCR</u> Captions and labels Index Glossary A-Z guide  Subordinating conjunctions Prepositions Extend sentences with more than one clause Paragraphs Commas in a list Nouns or pronouns for clarity Reciprocal Reading: Planet Omar <i>Zanib Mian</i>  	Narrative: Alice in Wonderland Persuasive speech: Stella and the Seagull  Writing to entertain Writing to persuade <u>Narrative</u> Consolidate use of story shapes to help guide plot structure Open with either: action, dialogue or description of setting/character End with a moral message, happy ending, surprise, cliff-hanger Use of sound and other senses Dialogue Show not tell Power of three Paragraphs <u>Speech</u> First, second and third person narrative Past, present and future tense  Adverbs Prepositions Extend sentences with more than one clause Apostrophes for omission and singular possession Reciprocal Reading: <i>Charlotte's Web</i> by EB White  	Personal Narrative: The Proudest Blue, Jabari Jumps, Ralph Tells a Story Poetry: Love That Dog   Writing to entertain Poetry <u>Narrative</u> Consolidate use of story shapes to help guide plot structure Open with either: action, dialogue or description of setting/character End with a moral message, happy ending, surprise, cliff-hanger Use of sound and other senses Dialogue Show not tell Power of three Paragraphs <u>Poetry</u> Calligrams Present perfect verbs Subordinating conjunctions Extend sentences with more than one clause Inverted commas for speech Nouns or pronouns for clarity Reciprocal Reading: <i>Charlotte's Web</i> by EB White  	Persuasive letters: Speak Up! Clean Up! Look Up! Instructions: Instructions, Wolf in the Snow Non-chronological Reports: Amazing Animal Journeys   Writing to persuade Writing to inform <u>Letters</u> Layout  <u>Instructions</u> Easy to follow steps Chronological order List of equipment Command sentences Present perfect verbs Prepositions Adverbs Inverted commas for speech Reciprocal Reading: Emil and the Detectives  	Short story: The Iron man Poem: Joseph Coelho Poems Aloud/Smile Out Loud  Writing to entertain Poetry <u>Poetry</u> Kennings <u>Narrative</u> Consolidate use of story shapes to help guide plot structure Open with either: action, dialogue or description of setting/character End with a moral message, happy ending, surprise, cliff-hanger Use of sound and other senses Dialogue Show not tell Power of three Paragraphs Subordinating conjunctions Prepositions Extend sentences with more than one clause Inverted commas for speech Reciprocal Reading: Emil and the Detectives  		
Phonics/ Spelling ESSENTIALS	Review vowel digraphs and KS1 CEW		Review word endings (el, le, il, al) Homophones and near homophones Apostrophes for contraction and possession		Prefixes (un, mis, in, re, super) Short vowel spelt ou Suffix - ous			
Maths WHITEROSE	Number –place value Number – addition and subtraction		Number – addition and subtraction (continued from Autumn 1) Number – multiplication and division Measurement – money Statistics		Number – fractions Measurement – Time			
Science	ROCKS <ul style="list-style-type: none">To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.To describe in simple terms how fossils are formed when things that have lived are trapped within rock.		LIGHT <ul style="list-style-type: none">To recognise we need light in order to see things and that dark is the absence of light.Light is reflected from surfaces.Recognise that light from the sun can be dangerous and that there are ways to protect your eyes. 		SCIENCE WEEK TBC		ANIMALS INCLUDING HUMANS <ul style="list-style-type: none">I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their 	
			FORCES AND MAGNETS <ul style="list-style-type: none">I can compare how things move on different surfaces.I notice that some forces need contact between two objects, but magnetic forces can act at a distance.I can observe how magnets attract or repel each other and attract some materials and not others.				PLANTS <ul style="list-style-type: none">I can identify and describe the functions of different parts of a flowering plant.I can explore the requirements of plant life and growth.I can investigate the way in which water is transported within plants.I can explore the part that flowers play in the lifecycle of flowering plants including	

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	<ul style="list-style-type: none">To recognise that soils are made from rock and organic matter.	<ul style="list-style-type: none">Recognise that shadows are formed when light from a light source is blocked by an opaque object.Find patters in the way that the shadows change.		<ul style="list-style-type: none">I can 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.I can describe magnets as having two poles.Predict whether two magnets will attract or repel each other, depending on which poles are facing.			own food; they get nutrition from what they eat.	pollination, seed formation and seed dispersal.
Geography			The use of human resources (Short topic)	Physical: Volcanoes Physical: Earthquakes Locational Knowledge: Naples and Campania			Locational Knowledge: UK Place Knowledge: Region of the UK - Ware	Locational Knowledge: UK Place Knowledge: Region of the UK - Ware
History	Changes in Britain: Stone-Iron Ages		Changes in Britain: Stone-Iron Ages				Local Area - Ware	The Roman Empire and its impact on Britain
Computing RISING STARS	WE ARE PROGRAMMERS Programming an animation	WE ARE BUG FIXERS Finding and correcting bugs in programs		WE ARE PRESENTERS Videoing performance			WE ARE WHO WE ARE Creating presentations about ourselves	WE ARE CO-AUTHORS Writing a wiki
Music KAPOW	Kapow Instrumental scheme – South Africa Whole class instrumental	Kapow Developing Singing technique		Kapow Pentatonic melodies and composition			Easter Play	Kapow Instrumental scheme – Caribbean Whole class instrumental
Art/DT	ART - CAVE PAINTING Final piece: mixed media composition. Link to: Jackson Pollock, Picasso, Judith AnnBraun. Skills development: drawing skills, pastel, chalk, charcoal.	DT - FOOD: Healthy and varied diet. Product: Sandwich for lunch		ART - FOSSIL SCULPTURE Final piece: 3D fossil Link to: Richard Waller, Darrell Wakelam. Skills development: drawing skills, pastel, chalk, charcoal. Sculpture from paper structures.			DT - SHELL STRUCTURES (CAD) Product: Easter Egg Box	DT - LEVERS AND LINKAGES Product: Pop-up book
PE PE HUB	TAG RUGBY Handle a rugby ball with confidence Evade attackers Link skills to perform as a team in attack Use basic game principles of tag rugby and play within simpler rules FOOTBALL Use basic control skills To send the ball with some accuracy To implement the basic rules of football.	NETBALL Perform basic netball skills use space efficiently to build attacking play The basic rules of netball DANCE Practise different sections of a dance aiming to put together a performance Perform using facial expressions Perform with a prop		GYMNASTICS Use different pathways, directions and shapes Relate strength and flexibility to the actions and movements they are performing To use basic compositional ideas to improve sequence work—unison HOCKEY Play in small sided hockey-type invasion games Send and receive balls in a variety of situations Develop motor skills to handle sticks with ease and improve agility			HANDBALL Show basic passing and catching skills Learn basic defensive techniques To implement the rules of handball OAA Describe their collaborative work and use different strategies to solve problems To differentiate between when a task is competitive and when it is collaborative	SWIMMING Differentiated lessons at John Warner swimming pool including front and back strokes and swimming underwater ATHLETICS Different ways of performing running, jumping and throwing Compare the effectiveness of different styles of runs, jumps and throws
PSHE JIGSAW	BEING ME IN MY WORLD Getting to Know Each Other Our Nightmare School Our dream school Rewards and Consequences Our learning charter Owning our learning charter	HEALTHY ME Being fit and healthy What do I know about drugs? Being safe Safe or unsafe My amazing body		RELATIONSHIPS Family roles and responsibilities Friendships Keeping myself safe online Being a global citizen Celebrating my web of relationships			CELEBRATING DIFFERENCE Families and family conflict Witness and feelings Witness and solutions Words that harm Compliments	DREAMS AND GOALS Dreams and goals Dreams and ambitions A new challenge Overcoming obstacles Celebrating my learning
RSE TEN:TEN		Story Sessions: Get Up! 5 x 15-minute sessions over 5 days Session 2: The Sacraments Story Sessions: Jesus, My Friend		Session 1: Friends, Family 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 and Tobacco Session 5: First Aid Heroes	Session 1: A Community of Love Session 2: What is the Church?
Spanish www.rach elhawkes.c om	<u>Describing me and others</u> <ul style="list-style-type: none">in classin Peru and in Spain <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]</p> <p>Vocabulary: Simple greetings Verb estar Range of adjectives Days of the week</p> <p>Grammar: Talking about being Essential verb: to be, being – ESTAR I am – estoy you are – estás he is – está</p>	<u>Saying what I and others have</u> <ul style="list-style-type: none">at homewith friends <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [ce] [ci] [z]</p> <p>Vocabulary: Verb tener Range of singular masculine and feminine nouns</p> <p>Grammar: Talking about having Essential verb: to have, having – TENER I have – tengo you have – tienes he has – tiene she has –tiene Indefinite, singular Post-nominal adjective gender agreement</p>		<u>Saying what I and others do</u> <ul style="list-style-type: none">activities in classin the weekoutsidein the morning <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [i] [ii] [ga] [go] [gu]</p> <p>Vocabulary: Range of regular –AR verbs Family members Range of nouns, adjectives and adverbs</p> <p>Grammar: Talking about doing Infinitive – regular AR verbs (singular) Definite articles – el, la</p> <u>Saying what I and others do</u> <ul style="list-style-type: none">activities in and out of class <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [ga] [go] [gu] [ca] [co] [cu] [que]</p>	<u>Saying how many, describing things</u> <ul style="list-style-type: none">Carnivala story <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [qui] [que] [qui] [ce] [ci]</p> <p>Vocabulary: Numbers 1-12</p> <p>Grammar: Talking about more than one Essential verb: there is/are – hay Plural indefinite articles – unos, unas Regular plural marking on nouns [-s]</p>	<u>Describing things and people</u> <ul style="list-style-type: none">Describing picturesat the zoofavouritesages, states <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: SSC [j] SSC [ge] [gi] [ge] [gi] vs [ga] [go] [gu] SSC [gue] [gui] revisit SSC SSC [n] [ñ]</p> <p>Vocabulary: Range of nouns Range of adjectives Numbers 1-12 (revisit) hunger, thirst, right</p>	<u>Expressing likes and saying what I and others do</u> <ul style="list-style-type: none">opinionsend of term showmy dad’s work <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [r] [rr] [v] [b] [h]</p> <p>Vocabulary: Range of –AR and –ER verbs Range of plural nouns</p> <p>Grammar: Talking about likes & dislikes Plural definite article los, las Use of definite article after verbs of opinion Revisit –AR and –ER verbs</p>	

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	she is – está it is, it's – está Essential verb: to be, being – SER I am – soy you are – eres he is – es she is – es it is, it's – es Adjective agreement for masculine/feminine Yes/no questions with raised intonation		Yes/no questions with raised intonation	Vocabulary: Range of regular –ER verbs Range of singular masculine and feminine nouns Grammar: Talking about doing (2) Infinitive – regular ER verbs (singular) Personal 'a'			Grammar: Talking about being (2) Singular definite and indefinite articles (revisit) Postnominal adjective agreement (revisit) Subject pronouns for clarity and emphasis – yo, tú, él, ella Possessive adjectives mi, tu Use of de for possession Noun + favorito/a, preferido/a Tener meaning 'be' for age and state		
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British Values



SMSC



Rights and responsibilities