










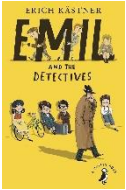


		Year 3 Yearly Overview				
		AUTUMN	SPRING		SUMMER	
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
English	<p>Narrative: Mini Rabbit Not Lost Poetry: "Words are ours" by Michael Rosen 'The Magic Box' by Kit Wright</p>  <p>Write to entertain Retelling, different perspective. Journey</p> <p><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</p> <p><u>Fable</u> Contains a moral lesson Uses an animal character Natural or real world Simple plot Foolish character</p> <p>Subordinating conjunctions Demarcating sentences Main and subordinate clauses</p> <p>Reciprocal Reading: Planet Omar <i>Zanib Mian</i></p> 	<p>Fable: The Koala Who Could, The Squirrels who Squabbled, The Lion Inside Non-chronological Report</p>  <p>Writing to entertain Writing to Inform</p> <p><u>NCR</u> Captions and labels Index Glossary A-Z guide</p> <p>Subordinating conjunctions Prepositions Extend sentences with more than one clause Paragraphs Commas in a list Nouns or pronouns for clarity</p> <p>Reciprocal Reading: Planet Omar <i>Zanib Mian</i></p> 	<p>Narrative: Alice in Wonderland Persuasive speech: Stella and the Seagull</p>  <p>Writing to entertain Writing to persuade</p> <p><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</p> <p><u>Speech</u> First, second and third person narrative Past, present and future tense</p> <p>Adverbs Prepositions Extend sentences with more than one clause Apostrophes for omission and singular possession</p> <p>Reciprocal Reading: <i>Charlotte's Web</i> by EB White</p> 	<p>Personal Narrative: The Proudest Blue, Jabari Jumps, Ralph Tells a Story Poetry: Love That Dog</p>  <p>Writing to entertain Poetry</p> <p><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</p> <p><u>Poetry</u> Calligrams</p> <p>Present perfect verbs Subordinating conjunctions Extend sentences with more than one clause Inverted commas for speech Nouns or pronouns for clarity</p> <p>Reciprocal Reading: <i>Charlotte's Web</i> by EB White</p> 	<p>Persuasive letters: Speak Up! Clean Up! Look Up! Instructions: Instructions, Wolf in the Snow Non-chronological Reports: Amazing Animal Journeys</p>  <p>Writing to persuade Writing to inform</p> <p><u>Letters</u> Layout</p> <p><u>Instructions</u> Easy to follow steps Chronological order List of equipment Command sentences</p> <p>Present perfect verbs Prepositions Adverbs Inverted commas for speech</p> <p>Reciprocal Reading: Emil and the Detectives</p> 	<p>Short story: The Iron man Poem: Joseph Coelho Poems Aloud/Smile Out Loud</p>  <p>Writing to entertain Poetry</p> <p><u>Poetry</u> Kennings</p> <p><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</p> <p>Subordinating conjunctions Prepositions Extend sentences with more than one clause Inverted commas for speech</p> <p>Reciprocal Reading: Emil and the Detectives</p> 
Phonics/ Spelling ESSENTIALS	Review vowel digraphs and KS1 CEW	Review suffixes and rules to add them (s, es, ed, ing, er, est)	Review word endings (el, le, il, al) Homophones and near homophones Apostrophes for contraction and possession	Suffixes and rules to add them (ly, ally, ment, ness, ful, less, tion, ation, sion)	Prefixes (un, mis, in, re, super) Short vowel spelt ou Suffix - ous	CEW Long igh sound Short i as y and s as sc Silent letters
Maths WHITEROSE	Number –place value Number – addition and subtraction	Number – addition and subtraction Number – multiplication and division	Number – addition and subtraction (continued from Autumn 1) Number – multiplication and division Measurement – money Statistics	Measurement – length and perimeter Number – fractions	Number – fractions Measurement – Time	Geometry – properties of shape Measurement – Mass and Capacity
Science	<p>ROCKS</p> <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. To recognise that soils are made from rock and organic matter. 	<p>LIGHT</p> <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. Recognise that shadows are formed when light from a light source is blocked by an opaque object. Find patterns in the way that the shadows change. 	<p>PLANTS</p> <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 pollination, seed formation and seed dispersal. 	<p>SCIENCE WEEK TBC</p>	<p>ANIMALS INCLUDING HUMANS</p> <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 own food; they get nutrition from what they eat. 	<p>FORCES AND MAGNETS</p> <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. 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.

Geography		Where does our food come from?		Would you like to live near a volcano?		What makes Catalonia a unique place to live, and how does its geography influence the way people live and work?
History	How did Britain change during Prehistory?		Which of the Roman achievements had the most significant impact on Britain?		Local History	
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	WE ARE OPINION POLLSTERS Collecting and analysing data
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 – Curious CAVE PAINTINGS Final piece: mixed media composition. Link to: Jackson Pollock, Picasso, Judith AnnBraun. Skills development: drawing skills, pastel, chalk, charcoal. Key Artist/s: cave paintings	DT - FOOD: Healthy and varied diet. Product: Sandwich for lunch	Art - Creating collage Experiment with a range of materials to create a still life collage Key Artist – Cezanne	DT - Mechanisms - pneumatics. Product: Designing, making and evaluating a moving 'creature in a box' toy for small children	Art - Fossils in focus Drawing & sculpting fossils Key Artists: <u>Robert Hooke & Richard Waller</u>	DT - Electrical systems- simple circuits and switches. Product: Designing, making and evaluating a night light for a brother, sister or friend
PE PE HUB	GAMES To apply the principles of attack vs defence, with a particular focus on passing, moving and shooting. Pupils will learn how to keep possession and eventually score in order to win a modified game Dance To respond to different stimuli being able to sustain characters to add drama and emotion to the dance. Pupils will bring together the choreography to create a final performance in groups.	Gymnastics The focus of the learning is to apply 'excellent gymnastics' when exploring movements and balances in unison. Pupils will explore creating sequences on the floor using a range of movements and balances that flow. NETBALL Perform basic netball skills use space efficiently to build attacking play The basic rules of netball	OAA The focus of the learning is to look at what makes an effective team with the focus on collaboration. Pupils will learn why they need to work as a team to beat an opponent using effective collaboration skills Gymnastics The class will focus on exploring movements and balances in a symmetrical way.	Hockey Concentrate on attackers when they are dribbling focus on keeping control of the ball and changing direction when dribbling. Dodgeball Develop an understanding of when, where and why we need to dodge, throw, catch and change direction during a game.	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	TENNIS Identify and describe some rules of tennis. Serve to begin a game Explore forehand hitting Rounders Use some of the basic rules of Rounders Develop a range of skills Use basic skills with more consistency including striking a bowled ball
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	CHANGING ME How babies grow Babies Body changes (inside and outside) Family stereotypes Looking ahead
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?	Session 1: How Do I Love Others?
Spanish www.rach elhawkes.c om	<u>Describing me and others</u> • in class • in Peru and in Spain Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z] Vocabulary: Simple greetings Verb estar Range of adjectives Days of the week Grammar: Talking about being Essential verb: to be, being – ESTAR I am – estoy you are – estás he is – está 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	<u>Saying what I and others have</u> •at home •with friends Phonics: the SSC (sound-symbol correspondences) taught this term are: [ce] [ci] [z] Vocabulary: Verb tener Range of singular masculine and feminine nouns 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 Yes/no questions with raised intonation	<u>Saying what I and others do</u> •activities in class •in the week •outside •in the morning Phonics: the SSC (sound-symbol correspondences) taught this term are: [l] [ll] [ga] [go] [gu] Vocabulary: Range of regular –AR verbs Family members Range of nouns, adjectives and adverbs Grammar: Talking about doing Infinitive – regular AR verbs (singular) Definite articles – el, la <u>Saying what I and others do</u> •activities in and out of class Phonics: the SSC (sound-symbol correspondences) taught this term are: [ga] [go] [gu] [ca] [co] [cu] [que] 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'	<u>Saying how many, describing things</u> • Carnival • a story Phonics: the SSC (sound-symbol correspondences) taught this term are: [qui] [que] [qui] [ce] [ci] Vocabulary: Numbers 1-12 Grammar: Talking about more than one Essential verb: there is/are – hay Plural indefinite articles – unos, unas Regular plural marking on nouns [-s]	<u>Describing things and people</u> • Describing pictures • at the zoo • favourites • ages, states 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] Vocabulary: Range of nouns Range of adjectives Numbers 1-12 (revisit) hunger, thirst, right 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	<u>Expressing likes and saying what I and others do</u> • opinions • end of term show • my dad's work Phonics: the SSC (sound-symbol correspondences) taught this term are: [r] [rr] [v] [b] [h] Vocabulary: Range of –AR and –ER verbs Range of plural nouns Grammar: Talking about likes & dislikes Plural definite article los, las Use of definite article after verbs of opinion Revisit –AR and –ER verbs

	Yes/no questions with raised intonation				Use of de for possession Noun + favorito/a, preferido/a Tener meaning 'be' for age and state	
--	---	--	--	--	--	--



British Values



SMSC



Rights and responsibilities