



THE HOLY FAMILY SCHOOL YEARLY OVERVIEW

Year: 3 Teacher: DF

Term	Autumn		Spring		Summer	
<p><u>Catholic Social Teaching</u></p> <p><u>ROOTED IN LOVE</u></p>	<p>Care for Creation</p> <p>The world was made by God, so we take care of God's creation.</p>	<p>Preferential Option for the Poor</p> <p>The 'preferential option' means allowing someone to have the first choice.</p>	<p>Solidarity and Peace</p> <p>God calls us to be peacemakers in the world – to stand in solidarity with those in need.</p>	<p>Community and Participation</p> <p>As humans, we are made to live in community with one another.</p> <p>This means being active members of the world we live in.</p> <p>We are meant to look out for each other and build each other up.</p> <p>This is how God wants us to live.</p>	<p>Dignity of Workers</p> <p>Work is fundamental to the dignity of a person</p>	<p>Human Dignity</p> <p>Treating someone with dignity means treating them with love, kindness and respect. Everyone should be treated with dignity because we are made in the image and likeness of God.</p>
<p><u>RE COME AND SEE</u></p>	<p>Focus - DOMESTIC CHURCH -HOMES</p> <p>God's vision for every family.</p> <p>What makes a house a home?</p>	<p>Focus - PROMISES – BAPTISM.</p> <p>Promises made at Baptism.</p> <p>Why make promises?</p>	<p>Focus - LOCAL CHURCH = JOURNEYS –</p> <p>Christian family's journey with Christ.</p> <p>Is life a journey?</p>	<p>Focus - EUCHARIST - LISTENING & SHARING</p> <p>Jesus gives himself to us.</p> <p>What's so important about</p>	<p>Focus - PENTECOST - ENERGY</p> <p>Gifts of the Holy Spirit.</p> <p>What is the use of energy?</p>	<p>Focus - RECONCILIATION= CHOICES</p> <p>Importance of examination of conscience</p>

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	<p><i>Know and understand:</i></p> <ul style="list-style-type: none"> • The joys and sorrows of being a family at home – Explore • God’s vision for every family – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>-----</p> <p>Focus – PROMISES – BAPTISM.</p> <p>Promises made at Baptism.</p> <p>Why make promises?</p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> • Belonging to a group involves promises and rules – Explore • The meaning of the promises made at Baptism – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p><i>Know and understand:</i></p> <ul style="list-style-type: none"> • Belonging to a group involves promises and rules – Explore • The meaning of the promises made at Baptism – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>-----</p> <p>Focus - Judaism – Synagogue</p> <p>What is our special place? The Jewish Synagogue.</p> <p>Inside the synagogue, The synagogue is a community centre. VISITORS - waiting for the coming of Jesus</p> <p>Are Visitors always welcome?</p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> • The demands and joys of visitors – Explore • Advent: waiting for 	<p><i>Know and understand:</i></p> <ul style="list-style-type: none"> • a journey through a year – Explore • the Christian family’s journey with Jesus through the Church’s year – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>-----</p> <p>Focus - EUCHARIST - LISTENING & SHARING</p> <p>Jesus gives himself to us.</p> <p>What’s so important about listening and sharing?</p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> • a journey through a year – Explore • the Christian family’s journey with Jesus through the Church’s year – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>listening and sharing?</p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> • a journey through a year – Explore • the Christian family’s journey with Jesus through the Church’s year – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>-----</p> <p>Focus - WORLD VIEW – HINDUISM – THE MANDIR</p> <p>Friday is a day of special prayer. Call to prayer</p> <p>Focus - GIVING ALL - Lent: remembering Jesus’ total giving.</p>	<p><i>Know and understand:</i></p> <ul style="list-style-type: none"> • The energy of fire and wind – Explore • The wonder and power of the Holy Spirit – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>-----</p> <p>Islam- Places for worship</p> <p>The Mandir</p> <p>Focus - RECONCILIATION - CHOICES</p> <p>Importance of examination of conscience.</p> <p>What helps me to choose well?</p> <p><i>Know and understand:</i></p>	<p>What helps me to choose well?</p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> • Choices have consequences – Explore • The importance of conscience in making choices – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>-----</p> <p>Focus - UNIVERSAL CHURCH - SPECIAL PLACES</p> <p>Holy places for Jesus and the Christian community.</p>
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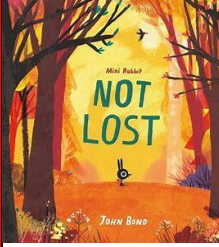
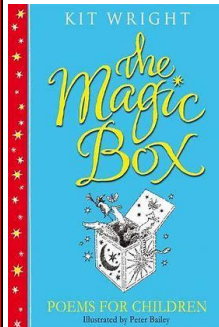
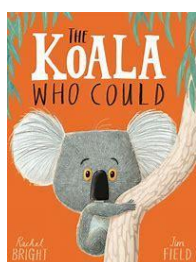
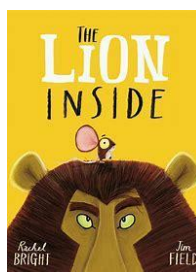
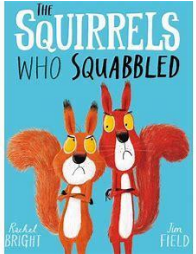
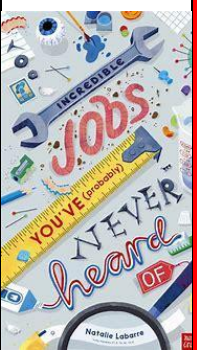
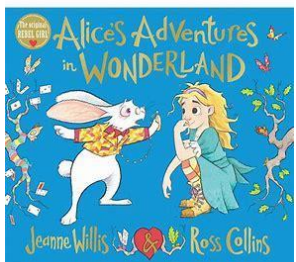
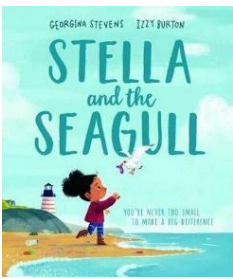
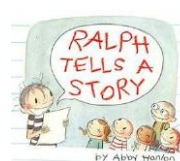
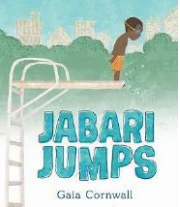
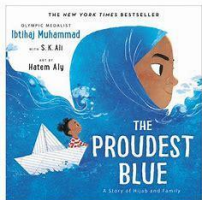
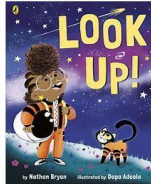

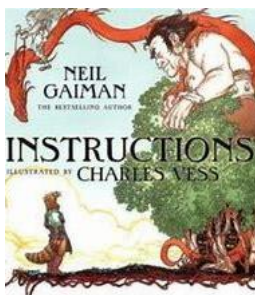
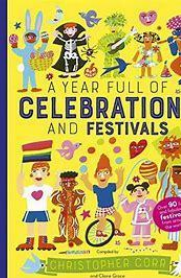

	<p>1 – Life and dignity of the human person. 3- Family, community and participation.</p>	<p>the coming of Jesus – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>1 – Life and dignity of the human person. 3- Family, community and participation. 5- Option for poor and vulnerable.</p>	<p>1 – Life and dignity of the 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>What makes some people give everything to other people?</p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> • How people give themselves – Explore • Lent, a time to remember Jesus’ total giving – Reveal <p>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. 7-Solidarity.</p>	<ul style="list-style-type: none"> • Choices have consequences – Explore • The importance of conscience in making choices – Reveal <p>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>What makes a place special?</p> <p><i>Know and understand:</i></p> <ul style="list-style-type: none"> • Everyone has a special place – Explore • Special places for Jesus and the Christian community – Reveal <p>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</p>
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							rights of the workers. 7-Solidarity.
English	 <p>Narrative Author : John Bond</p>  <p>Poetry – Free verse Author: Kit Wright</p>	   <p>Fables Author: Rachel Bright and Jim Field</p>	 <p>Non-Chronologica I report Author: Natalie Labarre</p>	 <p>Narrative (Setting and dialogue) Author: Lewis Carroll (version by Jeanne Willis and Ross Collins)</p>  <p>Persuasive speech Author : Georgina Stevens and Izzy Burton</p>	   <p>Personal Narrative (memoir) Authors: Jabari Jumps – Gaia Cornwall, Ralph tells a story – Abbey Hanlon, Proudest Blue -</p>	  <p>Persuasive letters Author: Nathan Byron</p>  <p>Instructions Author : Neil Gaiman</p>	 <p>Non-Chronological Report Author : Claire Grace and Christopher Corr</p>  <p>Narrative Author : Ted Hughes</p>

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					 <p>Poetry: Calligrams Author – Sharon Creech</p>	 <p>Author : Matthew Cordell</p>	 <p>Poetry: Take One Poet Author: Joseph Coelho</p>
<u>Guided Reading</u>	MR PENGUIN AND THE LOST TREASURE	INTO THE VOLCANO	THE STOLEN SPEAR	ICEBERG ERNEST SHACKLETON (Non-fiction)	THE BOY WHO GREW DRAGONS	Saving Sorya: Chang & the Sun Bear.	
<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 plurals ending vowel suffixes es, changing y to an l and adding es and words ending in ey.</p> <p>Review adding vowel suffixes ed, ing, when keeping ending or, changing y to an l 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>Review apostrophe for possession,</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 /i/ 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>	

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	<p>Review common exceptions words from KS1.</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> <ul style="list-style-type: none"> Review –el or il at the end of words. 	<p>Review suffix –ly(with a consonant before it)</p>	<p>Explore the sion suffix,</p> <p>Explore prefixes un , dis, mis, in.</p>	<p>Explore words with the long vowel sound/el/ spelt ei, eigh , or ey.</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>
Phonics	N/A	N/A	N/A	N/A	N/A	N/A
Maths	<p>HfL – 3LS1 – Place Value and regrouping</p> <p>HfL – 3LS2 – Counting on and back in ones, tens and hundreds</p> <p>HfL – 3LS3 – Estimation, Magnitude and Rounding</p> <p>HfL – 3LS4 – Measures – Comparisons, estimations and magnitude</p> <p>HfL – 3LS5 – Mental Fluency – Addition</p> <p>HfL – 3LS6 – Mental Fluency – Subtraction</p>	<p>HfL – 3LS8 – Written Addition</p> <p>HfL – 3LS9 – Written subtraction</p> <p>HfL – 3LS10 – Problem solving – Worded Problems</p> <p>HfL – 3LS11 – Statistics – Interpreting Bar charts and Tables</p> <p>HfL – 3LS12 – Angles, Right Angles and Estimation</p> <p>HfL – 3LS13 – Perpendicular and</p>	<p>HfL – 3LS16 – Multiplication – 3-, 4- and 8-Times Tables including counting.</p> <p>HfL – 3LS17 – Division – 1, 2, 3-, 5-, 4- and 8-times tables</p> <p>HfL – 3LS18 – Multiplication – Strategy, Associative and Distributive Laws</p> <p>HfL – 3LS19 – Statistics – Pictograms and scaled bar charts</p>	<p>HfL – 3LS22 – Ordering and comparing fractions.</p> <p>HfL – 3LS23 – Adding and subtracting fractions with the same denominators</p> <p>HfL – 3LS24 – Fractions – problem solving with unit and non-unit fractions.</p> <p>HfL – 3LS25 – Multiplication –</p>	<p>HfL – 3LS27 – Division Problem Solving – Sharing and Grouping</p> <p>HfL – 3LS28 - Division – Two and Three-Digit numbers by one-digit numbers including halving.</p> <p>HfL – 3LS29 – Multiplication, Division and Fractions – Scaling and</p>	<p>HfL – 3LS34 – Securing the Four operations with whole number including problem solving</p> <p>HfL – 3LS35 - Place value and decimals – ten times greater and ten times smaller</p> <p>HfL – 3LS36 - Place value and</p>

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	<p>HfL – 3LS7 – Fact Families and applying the inverse</p>	<p>Parallel Lines, Vertical and Horizontal Lines HfL – 3LS14 – 2-D Shape – Properties and Drawing HfL – 3LS15 – Perimeter including Problem solving using written and mental methods</p>	<p>HfL – 3LS20 – Multiplication and division worded problems HfL – 3LS21 – Fractions – finding fractions of discrete and continuous quantities.</p>	<p>multiplying multiples of 10 HfL – 3LS26 – Multiplication – Formal written multiplication</p>	<p>Correspondence Problems HfL – 3LS30 – Division – Long Division HfL – 3LS31 – Time – Hours, Minutes, seconds, days, weeks, months, years HfL – 3LS32 – Time – telling the time (Analogue and digital) and Estimation) HfL – 3LS33 – Time - duration</p>	<p>decimals – Regrouping HfL – 3LS37 - Place value and decimals – Estimation, comparing and rounding. HfL – 3LS38 – Measures – Measuring and problem solving. HfL – 3LS39 – 3-D shape – Building and identifying properties.</p>
<p><u>Maths fluency</u></p>	<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>

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<p><u>Science</u></p>	<p><u>Animals including humans</u></p> <p><u>Movement and nutrition</u></p> <p>Studying the human skeleton, children will identify key bones and compare them to other animals explaining the role within the body.</p> <p>Pupils will explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs.</p> <p>They study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.</p>	<p><u>Forces, Earth and Space</u></p> <p><u>Forces and magnets</u></p> <p>Investigating the movement of vehicles on different surfaces, children learn about the impact of friction and compare uses and drawbacks.</p> <p>They broaden their experience in writing scientific methods and recording data as they investigate contact and non-contact forces.</p> <p>Pupils explore the properties of different magnets and use this to understand their uses</p>	<p><u>Materials</u></p> <p><u>Rocks and soils</u></p> <p>Studying rocks and their properties, children learn how to classify rocks and identify how they were formed.</p> <p>They look at the work of palaeontologists to learn about fossil formation and use models to explore how fossils tell us about the past.</p> <p>Pupils investigate the physical properties of rocks and link these to their particular uses.</p> <p>Pupils also explore soil formation, separate soil using a sedimentation jar and test soil drainage.</p>	<p><u>Energy</u></p> <p><u>Light and shadows</u></p> <p>Identifying examples of light sources, children learn that light is needed to see and how its absence causes darkness.</p> <p>Children investigate reflection and shadow formation, including how different factors affect shadows.</p> <ul style="list-style-type: none"> - They explore how shadows can be used to entertain in the arts and create shadow puppets to recount how different people work or experiment with light 	<p><u>Plants</u></p> <p><u>Plant reproduction</u></p> <p>How does your garden grow?</p> <p>Building on their prior knowledge of plant structures, children describe the functions of named parts and use evidence to explain their significance in plant development.</p> <p>Pupils investigate factors that may affect plant growth and how water is transported.</p> <p>They explore how seeds vary and create models to show seed dispersal methods.</p>	<p><u>Making connections</u></p> <p><u>Does hand span affect grip strength?</u></p> <p>Experimenting, analysing data and drawing conclusions allows children to explore the relationship between hand span and grip strength.</p> <p>They test different gloves to improve grip strength and applying their newfound knowledge to design friction gloves, fostering scientific inquiry and problem-solving skills.</p>
<p><u>Geography</u></p>		<p><u>Why do people live near volcanoes?</u></p>		<p><u>Who lives in Antarctica?</u></p>		<p><u>Why are rainforests</u></p>

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	<ul style="list-style-type: none">• Name all four layers of the Earth in the correct order, stating one fact about each layer.• Explain one or more ways a mountain can be formed.• Give a correct example of a mountain range and its continent.• Describe a tectonic plate and know that mountains occur along plate boundaries.• Correctly label the features of shield and composite volcanoes and explain how they form.• Name three ways in which		<ul style="list-style-type: none">• Describe what lines of latitude and longitude are, giving an example.• Understand that the Northern and Southern Hemispheres experience seasons at different times.• Define what climate zones are.• Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.• Describe Antarctica's location in the far south of the globe.• State that tourism and		<p><u>important to us?</u></p> <ul style="list-style-type: none">• Describe a biome and give an example.• State the location and some key features of the Amazon rainforest.• Name and describe the four layers of tropical rainforests.• Understand that trees and plants adapt to living in the rainforest and give an example.• Define the word indigenous and give an example of
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		<p>volcanoes can be classified.</p> <ul style="list-style-type: none">• Describe how volcanoes form at tectonic plate boundaries.• Explain a mix of negative and positive consequences of living near a volcano.• State whether they would or would not want to live near a volcano.• State that an earthquake is caused when two plate boundaries move and shake the ground.• Explain that earthquakes happen along plate boundaries.• List some negative effects that an earthquake can		<p>research are the two main reasons people visit Antarctica.</p> <ul style="list-style-type: none">• Describe equipment researchers might use and clothes they wear.• List some of the research carried out in Antarctica.• State the outcome of Shackleton's expedition.• Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.• Describe a similarity and difference between life in the UK and life in Antarctica.		<p>how indigenous peoples use the Amazon's resources.</p> <ul style="list-style-type: none">• Name one way in which the Amazon is changing.• Articulate why the Amazon rainforest is important.• Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.• Use a variety of data collection
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		<p>have on a community.</p> <ul style="list-style-type: none">• Observe, digitally record and map different rocks using symbol on a map.• Identify rock types and their origins based on collected data.		<ul style="list-style-type: none">• Confidently use the zoom function on a digital map.• Begin to recall the eight points of a compass, following at least four of them.• Recognise and describe features on their school grounds from an aerial map.• Draw a map of the route they take on an expedition.• State one thing that went well on the expedition and one aspect that did not go as hoped.		<p>methods with support.</p> <ul style="list-style-type: none">• Summarise how the local woodland is used and suggest changes to improve the area
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<u>History</u>	<p><u>What did the ancient Egyptians believe?</u></p> <ul style="list-style-type: none">• Identify the ancient civilisations and key periods in ancient Egypt.• Describe the physical features of Egypt.• Explain the Egyptian creation story.• Identify the characteristics of important gods or goddesses.• Explain why the pyramids were built.• Identify the stages and challenges of building a pyramid.• Explain the links between ancient Egyptian beliefs and mummification.• Name sources that can be used to find out about ancient Egyptian beliefs.		<p><u>British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u></p> <ul style="list-style-type: none">• Understand that prehistory was a long time ago.• Accurately place AD and BC on a timeline.• Identify conclusions that are certainties and possibilities based on archaeological evidence.• Explain the limitations of archaeological evidence.• Use artefacts to make deductions about the Amesbury Archer's life.• Identify gaps in their knowledge of the Bronze Age.• Explain how bronze was better than stone and how it		<p><u>How have children's lives changed?</u></p> <ul style="list-style-type: none">• Make observations and deductions from sources.• Suggest how children's lives have changed.• Explain why children needed to work.• Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.• Identify how Lord
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	<ul style="list-style-type: none"> Explain some Egyptian beliefs about the afterlife 		<p>transformed farming.</p> <ul style="list-style-type: none"> Explain how trade increased during the Iron Age and why coins were needed. Identify changes and continuities between the Neolithic and Iron Age periods. Explain which period they would prefer to have lived in, providing evidence for their choice. 		<p>Shaftesbury changed the lives of children and evaluate the impact of his work.</p> <ul style="list-style-type: none"> Use sources to identify leisure activities and compare them over time. Identify diseases from the past and discuss how effective the treatments were. 	
Computing	<p>Online Safety</p> <ul style="list-style-type: none"> Children demonstrate the importance of having a secure password and not sharing this 	<p>Coding</p> <ul style="list-style-type: none"> Children's designs for their programs show that they are thinking of the 	<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 	<p>Branching Databases</p> <ul style="list-style-type: none"> Children can collect analyse, evaluate 	<p>Graphing</p> <p>Children can collect analyse, evaluate and present data and</p>

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	<p>with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure.</p> <ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> • Children demonstrate the ability to design 	<p>structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables.</p> <ul style="list-style-type: none"> • 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>can be used to provide different methods of communication.</p> <ul style="list-style-type: none"> • 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 	<p>and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph.</p> <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 	<p>information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph.</p>
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	<p>and code a program that follows a simple sequence.</p> <ul style="list-style-type: none">• 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.	<p>Spreadsheets</p> <p>Children can collect analyse, evaluate and present data and information using a selection of software,</p>		<ul style="list-style-type: none">• They understand the importance of staying safe and the importance of their conduct when using familiar communication tools.	<p>design shows that they are thinking of the desired task and how this translates into code.</p> <p>Children can identify an error within their program that prevents it following the desired algorithm and then fix it</p>	
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<p><u>Music</u></p>	<p><u>Ballads</u></p> <p>Learning what ballads are, how to identify their features and how to convey different emotions when performing... Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.</p>	<p><u>Creating compositions in response to an animation (Theme: Mountains)</u></p> <p>Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.</p>	<p><u>Developing singing technique (Theme: Vikings)</u></p> <p>Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.</p>	<p><u>Pentatonic melodies and composition (Theme: Chinese New Year)</u></p> <p>Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.</p>	<p><u>Jazz</u></p> <p>Learning about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.</p>	<p><u>Traditional instruments and improvisation (Theme: India)</u></p> <p>Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.</p>
<p><u>Art/DT</u></p>	<p><u>Art – Craft and Design: Ancient Egyptian scrolls</u></p> <p>Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to</p>	<p><u>DT – Structures: Constructing a castle</u></p> <p>Learning about the features of a castle, children design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and</p>	<p><u>DT – Digital world: Wearable technology</u></p> <p>Design, code and promote a piece of wearable technology to use in low light conditions, developing their understanding of programming to monitor</p>	<p><u>Art – Prehistoric Painting</u></p> <p>Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p>	<p><u>Art – Drawing: Growing Artists</u></p> <p>Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as</p>	<p><u>DT – cooking and nutrition: Eating seasonally.</u></p> <p>Pupils discover when and where fruits and vegetables are grown and learn about</p>

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	create a modern response by designing a 'zine'.	turrets and constructing a base to secure them.	and control products to solve a design scenario.		Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.	seasonality in the UK. They respond to a design brief to design a seasonal food tart using ingredients harvested in the UK in May and June.
<u>PE</u>	<p>Ball Skills</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 show a variety of throwing techniques.</p> <p>I can throw with accuracy and increasing consistency to a target.</p>	<p>Gymnastics</p> <p>I can adapt sequences to suit different types of apparatus.</p> <p>I can choose actions that flow well into one another.</p> <p>I can complete actions with increasing balance and control.</p> <p>I can provide feedback using keywords.</p> <p>I can use matching and contrasting actions in a partner sequence.</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>I can create short dance phrases that communicate the idea.</p>	<p>Tennis</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 keywords.</p> <p>I can return a ball to a partner.</p> <p>I can use basic racket skills.</p> <p>I can understand the aim of the game.</p>	<p>Golf</p> <p>I can hold all equipment correctly.</p> <p>I can provide feedback using keywords.</p> <p>I can strike the ball with some accuracy.</p> <p>I can work on my own, with a partner and as a team.</p> <p>I mostly have the correct stance for putting.</p>	<p>Rounders</p> <p>I can play different roles in a game and begin to think tactically about each role.</p> <p>I can develop the bowling action and learn the rules of bowling.</p> <p>I can begin to run around the outside of the bases and make decisions about when to stop</p>

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	<p>I can track the path of a ball that is not sent directly to me.</p>	<p>I use a greater number of my own ideas for movements in response to a task.</p> <p>With help, I can help recognise how performances could be improved.</p>		<p>I can understand the benefits of exercise.</p> <p>I work cooperatively with my group to self-manage games.</p>	<p>I show balance when striking the ball.</p> <p>I understand the aim of the game.</p>	<p>and when to run.</p> <p>I can learn to field a ball using a two handed pick up and a short barrier.</p> <p>I can develop a batting technique and an understanding of where to hit the ball.</p> <p>I can apply skills and rules learnt to play rounders.</p>
RSHE	1- 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 1: A community of Love.</p> <p>Session 2: What is the church?</p> <p>Session 1: How do I love others?</p>

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					Session 5: First Aid Heroes.	
<p>French TBC</p>	<p>Ancient Britain In this unit the children will learn how to: · Learn and use the French for “I am” (Je suis), “I have” (J’ai) and “I live” (J’habite). · Name in French, the six key periods of ancient Britain, introduced in chronological order. · Be able to say in French three of the types of people who lived in ancient Britain. · Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. · Name the three types of dwellings people lived in during the stone age, bronze age and iron age.</p>	<p>Seasons (E) In this unit the children will learn how to: •Recognise, recall and remember the four seasons in French. •Recognise, recall and remember a short phrase for each season in French. • Say which their favourite season in French is.</p>	<p>Phonetics lesson 1 (C) & I'm Learning Fr/Sp/It (E) and Fruits Introduce the first set of phonic sounds/phonemes in French, ch , ou , on , oi. In this unit the children will learn how to: · Name and recognise up to 10 fruits in French. · Attempt to spell some of these nouns · Ask somebody in French if they like a particular fruit · Say what fruits they like and dislike.</p>	<p>MUSICAL INSTRUMENTS In this unit, the children will learn how to: ·Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. ·Understand articles/determiners better and that the definite article/determiner ‘the’ has a plural form in French. · Learn to say and write ‘I play an instrument’ in French using the high frequency 1st person regular verb ‘je joue’ (I play) with up to ten different instruments.</p>	<p>FRUITS OR VEGETABLES In this unit the children will learn how to: · Name and recognise up to 10 vegetables in French. · Attempt to spell some of these nouns (including the correct article) · Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. · Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</p>	<p>PETIT CHAPERON ROUGE In this unit the children will learn how to: · Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French. · Use picture and word cards to recognise and retain key vocabulary from the story. · Name and spell at least three parts of the body in French as seen in the story.</p>

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<p><u>LOTC/Trip</u> ps</p>	<p>Outdoor wellbeing scavenger hunt</p> <p>Create a message using Hieroglyphics.</p> <p>Create Egyptian Jewellery using natural materials.</p> <p>Egyptian workshop</p>	<p>Nature portraits</p> <p>Collaging</p> <p>Wreath making using natural materials.</p>	<p>Fossil hunters</p> <p>Stone Age Houses</p> <p>Cave paintings</p> <p>Rock hunting</p> <p>Celtic Harmony day visit</p>	<p>Making an Easter Scene</p> <p>Shape hunt</p>	<p>Fractions – creating models using materials found outside.</p> <p>Gardening – grown your own plants.</p> <p>Visit to the local church</p>	<p>MEASURING</p> <p>Den building linked to Pentecost</p> <p>3D SHAPES.</p> <p>Fire safety – toasting s'mores</p>
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