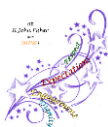


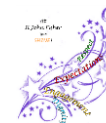
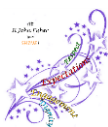
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<u>Year 3 Long Term Curriculum Overview</u>			
Subject	Autumn	Spring	Summer
Reading	<p>Orion and The Dark The Orchard Book of Greek Myths</p> <p>Speaking Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p> <p>Reading Identify the plot. Infer and explain how characters' actions and speech can tell the reader about their thoughts, feelings and motives. Know that different kinds of narratives are written with different language.</p>	<p>Stone Age Boy Alice in Wonderland</p> <p>Speaking Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p> <p>Reading Recognise words and language that show the setting of a book – historical, cultural or social. Give a personal response. Know that non-fiction books are structured in different ways. Know how to use a non-fiction book to find identified information.</p>	<p>The Flower The Firework Maker's Daughter</p> <p>Speaking Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p> <p>Reading Use the context of unfamiliar words to explain their meaning. Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. Recognise words and language that show the setting of a book – historical, cultural or social. Make connections between similar books. Discuss a range of narrative texts.</p>
Writing	<p>Writing Identify the key events for their narrative. Make careful choices about vocabulary to be used. Organise related material into sections. Self-assess the effectiveness of writing.</p>	<p>Writing Make careful choices about the vocabulary to be used. Develop ideas and vocabulary about characters: What they say, what they do</p>	<p>Writing Know that narratives are organised in sections. Group events into sections. Write final narrative with a clear structure, setting, characters and plot.</p>



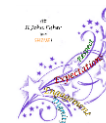
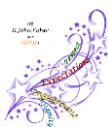
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	<p>Grammar Use time adverbs and conjunctions in writing. Use conjunctions to show reasons or causes in writing. Use sentences with more than one clause. Understand and use different forms of the past tense. Use inverted commas for direct speech.</p>	<p>Plan an opening and a closing appropriate to the text type.</p> <p>Grammar Use complex sentences appropriately in writing. Begin to make choices about when to move a subordinate clause to the beginning of a sentence. Use the past perfect tense when appropriate in writing.</p>	<p>Group events/information into sections. Decide how the effectiveness of writing could be improved.</p> <p>Grammar Make choices about the position of a prepositional phrase in a sentence. Select conjunctions, adverbs and prepositions to show time in writing Indicate sequences of events or the passing of time.</p>
Maths	<p>Unit 1 Place value within 1,000 Unit 2 Addition and subtraction Unit 3 Addition and subtraction Unit 4 Multiplication and division Unit 5 Multiplication and division</p>	<p>Unit 1 Multiplication and division Unit 2 Length and perimeter Unit 3 Fractions Unit 4 Mass Unit 5 Capacity</p>	<p>Unit 1 Fractions Unit 2 Money Unit 3 Time Unit 4 Angles and properties of shape Unit 5 Statistics</p>
RE	<i>Please see attached Come and See termly letters</i>		
PSHE	<p>Families and Friendship What makes a family; features of family life. Safe Relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour. Respecting Ourselves and Others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.</p>	<p>Belonging to a Community The value of rules and laws; rights, freedoms and responsibilities Media Literacy and Digital Resilience How the internet is used; assessing information online Money and Work Different jobs and skills; job stereotypes; setting personal goals</p>	<p>Physical Health and Mental Well Being Health choices and habits; what affects feelings; expressing feelings Growing and Changing Personal strengths and achievements; managing and reframing setbacks Keeping Safe Risks and hazards; safety in the local environment and unfamiliar places</p>



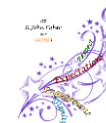
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<p>Science</p>	<p>Animals Including Humans Nutrition needed to live healthy lives. How the skeleton combines with muscles to enable us to move.</p> <p>Light How light travels and behaves How shadows are made How to protect our eyes from the sun</p>	<p>Magnets and Forces Exploring friction and magnets Magnet materials and how the poles of two magnets interact with each other.</p>	<p>Rocks Working scientifically Enquiry skills</p> <p>Plants The requirements of plants to enable life and growth. Life cycles of a flowering plant including pollination, seed formation and seed dispersal.</p>
<p>Computing</p>	<p>Online Detectives Use search tools to find and use an appropriate website. Search for and use information from a range of sources.</p> <p>Dancing Robots Create a simple flow diagram. Identify bugs in code and predict outcomes. Use sequence, selection, repetition and variables to improve my programs.</p>	<p>Editing and formatting Improve the quality and presentation of work using editing and formatting techniques. Explain what copyright is and why we have copyright. Create a screen cast combining a number of elements including video and sound.</p> <p>Be Digitally Awesome Create my own sorting diagram and complete a data handling activity with it using images and text. Begin to input simple data into a spreadsheet. Create a feelings chart exploring a story or character's feelings.</p>	<p>Programming with Robots Create a simple flow diagram. Use logical reasoning to predict and correct errors in algorithms and programs.</p> <p>Create a simple structure using a 3D app. Collaborate online to create digital content.</p>



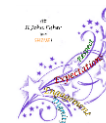
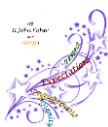
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<p>Geography</p>	<p>Brazil and Rio Locate South America on a world map and its countries. Identify a range of South America's physical and human features. Identify the position of lines of latitude and longitude and their significance. Identify the position and significance of the Equator and the Tropic of Capricorn. Use a map of time zones around the world to calculate the time of day in different places. Compare key facts about Brazil with our country. Compare the weather and climate of Rio to where I live. I can identify the pros and cons of hosting the Olympic Games.</p>	<p>North America Identify the position and significance of the Tropic of Cancer. To locate North America on a world map, some of its countries and identify a range of physical and human features. Identify the position of lines of latitude and longitude and describe their significance. Locate states within the USA. Describe the physical and human features of the Rockies. Describe the physical geography of Mount St Helens and the impact that it has had on the surrounding area. Compare New York State to the region where I live.</p>	<p>Climate Zones To identify different lines of latitude, including the Equator, on a map. (LK) Define the difference between weather and climate. Explain the significance of key lines of latitude including the equator. Explain the significance of the Northern and Southern Hemispheres. Describe the weather of a typical day in a place with a contrasting climate. Compare climate data for different locations. Identify the key characteristics of different climate zones around the world.</p>
<p>History</p>	<p>Stone Age How do we know about humans that lived before us? Explore the 3 periods of the Stone Age: Paleolithic, Mesolithic and Neolithic Understand how people survived during the Stone Age Research Stone Age sites in the U.K. Stonehenge and Skara Brae</p>	<p>Bronze Age to Iron Age How did humans change from a nomadic to a more civilized way of life? Research how life changed for people during the Bronze Age. Explore the impact of the Beaker People Learn all about the Bronze Age to Iron Age movement Understand why hillforts were built</p>	<p>Ancient Egypt Why was Ancient Egypt such a successful civilisation? Identify key events within the ancient Egyptian era. Understand what a pharaoh is and their role during the ancient Egyptian era. Understand the meaning of ancient civilisation and the hierarchy of Egyptian social structure.</p>



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Art	<p>Gestural Drawing with Charcoal Using the style of artists, Laura McKendry and Edgar Degas to produce a variety of sketches using charcoal.</p>	<p>Working with shape and colour Understand that collage is a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.</p>	<p>Telling stories Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</p>
DT	<p>Mechanisms – Levers and Pulleys Design and create a Christmas card using levers and pulleys.</p>	<p>Structures Name different types of structures e.g. natural & frame and understand the purpose of a shell structure. Research designers/architects who have designed buildings using a shell structure e.g. The Gherkin by Norman Foster or Sydney Opera House by Jorn Utzon. Create a shell structure using diagonal struts to strengthen.</p>	<p>Food Design and create a food product using the correct ingredients and describe how they were combined. Use equipment safely and appropriately and work in a safe and hygienic way.</p>
Music	<p>Notation skills Explore how music can bring us together Improvising What can music teach us about the past?</p>	<p>Composing using your imagination! Singing, composing and performing imaginative songs. Musical Experiences Singing songs that help us to understand our community.</p>	<p>Music styles Explore and consider how music shapes our life Recognising Different Sounds How does music connect us to the environment?</p>
MFL	<p>A new start To know how to ask somebody their name and respond to this question in French. To know how to ask people how they are feeling and respond to this in French. To know how to count from 0-11 in French.</p>	<p>Animals I like & don't like To know the names of domestic animals in French. To know how to ask and answer, in French, questions about animals they like and dislike.</p>	<p>Breakfast, fruit nouns & a hungry giant To know the names of fruit and vegetables in French. To know the names of breakfast food in French. To know how to ask for food politely.</p>



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	<p>To name 6 colours including the prime numbers in French.</p> <p>Calendar & Celebrations To know how to say the days of the week in French. To know how to say the months of the year in French. To know how to ask when somebody's birthday is and to respond to this in French.</p>	<p>Carnival Colours & Playground Games To name colours in French. To know how to ask what colour something is in French. To know how to say they like or dislike colours in French.</p>	<p>Going on a picnic To know the names of picnic food in French. To know how to ask for food politely. To know how to count from 0-15 in French. To know how to ask people how they are feeling and respond to this in French.</p>
PE	<p>OAA – Outdoor and Adventurous Activity Develop problem solving skills through a range of challenges. Work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Learn what makes a good team and explore key skills such as inclusion and trust. Learn to orientate a map, identify key symbols and draw and follow routes.</p> <p>Gymnastics Develop balancing, rolling and jumping. Develop sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Develop confidence to perform, considering the quality and control of their actions.</p>	<p>Dance Create dances in relation to an idea. Work individually, with a partner and in small groups, sharing their ideas. Develop the use of counting and rhythm. Learn to use canon, unison, formation and levels in their dances. Perform to others and provide feedback using key terminology.</p> <p>Tag Rugby Develop an understanding of the attacking and defending principles of invasion games. Think about how they use skills, strategies and tactics to outwit the opposition. Develop an understanding of the importance of fair play and honesty while</p>	<p>Dance Create dances in relation to an idea. Work individually, with a partner and in small groups, sharing their ideas. Develop the use of counting and rhythm. Learn to use canon, unison, formation and levels in their dances. Perform to others and provide feedback using key terminology.</p> <p>Athletics Develop basic running, jumping and throwing techniques. Think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Measure, time and record scores.</p>



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	<p>Netball Develop an understanding of the attacking and defending principles of invasion games. Think about how they use skills, strategies and tactics to outwit the opposition. Develop an understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>	<p>self-managing games and learning and abiding by key rules</p> <p>Tennis Develop their understanding of the principles of net and wall games Think about how they use skills, strategies and tactics to outwit the opposition. Learn key skills such as racket control, hitting a ball and how to score points.</p>	<p>Cricket Explore an understanding of the principles of striking and fielding. Expand knowledge of the different roles of bowler, wicket keeper, fielder and batter. Think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.</p> <p>Fitness Take part in a range of activities that explore and develop different areas of their health and fitness. Learn how to maximum and improve fitness levels, recognising how the activities make them feel.</p>
Reading Spine	Cat Tales, The Iron Man, The Sheep Pig, The Abominables, Bubble and Squeak, The Minpins, The Unusual Day, Hansel and Gretel, The Killer Cat, The Lion the Witch and the Wardrobe		