

### Year 3 Yearly Overview Plan 2021/22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Discovery Topic</b>	Tremors	Urban Pioneers	Gods and Mortals	Predator	Flow	Through The Ages
<b>Memorable Experience</b>	Geology Day with a visiting Geologist	Art Day	TBC	Display Day/ Animal visitor	Walk to the River Severn	TBC
<b>Class Texts</b>	Class read: The Firework Maker's Daughter by Phillip Pullman	The Minpins by Roald Dahl	Ancient Greek Myths and Legends	Class read: The Diary Of A Killer Cat by Anne Fine English Text: The Mousehole Cat	This Morning, I Met A Whale	Stone Age Boy
<b>End of Topic Showcase</b>	Volcano Model Making Day	Shadow Puppet Theatre	TBC	TBC	TBC	TBC
Maths						
<b>White Rose Maths Units</b>	Block 1 Place Value Block 2 Addition and Subtraction	Block 2 Addition and Subtraction Block 3 Multiplication and Division	Block 4 multiplication and Division Block 5 Money Block 6 Statistics	Block 7 Measurement: Length and Perimeter Block 8 Number: Fractions	Block 9 Fractions	Block 10 Measurement: Time Block 11 Geometry: Properties of Shape Block 12 Measurement: Mass and Capacity
<b>Maths Objectives</b>	<ul style="list-style-type: none"> <li>Count from 0 in multiples of 4,8,50 and 100; find 10 or 100 more or less than a given number.</li> <li>Recognise the place value of each digit in a 3 digit number (hundreds, tens, ones).</li> <li>Compare and order numbers up to 1000.</li> <li>Identify, represent and estimate numbers using different representations.</li> <li>Read and write numbers up to 1000 in numerals.</li> <li>Read and write numbers up to 1000 in words.</li> <li>Solve number problems and practical problems involving these ideas.</li> <li>Add and subtract numbers mentally, including a 3 digit number and ones.</li> <li>Add numbers with up to three digits using the formal method of columnar addition.</li> </ul>	<ul style="list-style-type: none"> <li>Estimate the answer to a calculation and use inverse operations to check answers.</li> <li>Solve problems, including missing number problems, using number facts and place value and more complex addition and subtraction.</li> <li>Recall and use multiplication and division facts for the 3,4 and 8 multiplication times tables.</li> <li>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to written methods.</li> <li>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</li> <li>Interpret and present data using bar charts, pictograms and tables.</li> <li>Solve one-step and two step questions e.g. 'How many more?' and 'how many fewer?' using information presented T scaled bar charts and pictograms and tables.</li> </ul>	<ul style="list-style-type: none"> <li>Measure the perimeter of a simple 2-d shapes.</li> <li>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10.</li> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> <li>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and show, using diagrams, equivalent fractions with small denominators.</li> <li>Solve fraction problems.</li> <li>Add fractions with the same denominator within one whole e.g. <math>5/7 + 1/7 = 6/7</math></li> <li>Subtract fractions with the same denominator within one whole e.g. <math>6/7 - 1/7 = 5/7</math></li> <li>Compare and order unit fractions, and fractions with the same denominators.</li> </ul>	<ul style="list-style-type: none"> <li>Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</li> <li>Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</li> <li>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight.</li> <li>Know the number of seconds in a minute and the number of days in each month, year and leap year.</li> <li>Compare durations of events e.g. To calculate the time taken by particular events or tasks.</li> <li>Measure, compare, add and subtract: lengths</li> </ul>

	<ul style="list-style-type: none"> <li>• Add and subtract numbers mentally, including a 3 digit number and tens.</li> <li>• Subtract numbers with up to three digits using the formal method of columnar subtraction.</li> <li>• Add and subtract numbers mentally, including a 3 digit number and hundreds.</li> </ul>	<p>which n objects and connected to m objects.</p>				<p>(m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <ul style="list-style-type: none"> <li>• Draw 2-d shapes and make 3-d shapes using modelling materials; recognise 3-d shapes in different orientations and describe them.</li> <li>• Recognise angles as a property of shape or a description of a turn.</li> <li>• Identify right angles and identify whether angles are greater than or less than a right angle.</li> <li>• Recognise that two angles make a half turn, three make three quarters of a turn and four a complete turn.</li> <li>• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul>
--	---	--	--	--	--	--

**Writing**

<b>Writing Objectives</b>	<ul style="list-style-type: none"> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Use the prefixes un-, dis-, mis-, re-, pre-</li> <li>• Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> <li>• Plan his/her writing by discussing writing similar to that which he/she is planning to write in order</li> </ul>	<ul style="list-style-type: none"> <li>• Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</li> <li>• Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble</li> <li>• Form nouns using a range of prefixes e.g. super-, anti-, auto-</li> <li>• Begin to use inverted commas to punctuate direct speech</li> <li>• Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and</li> </ul>	<ul style="list-style-type: none"> <li>• Plan his/her writing by discussing and recording ideas within a given structure</li> <li>• Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2)</li> <li>• Draft and write in narratives, creating settings, characters and plot</li> <li>• Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</li> <li>• Read his/her own writing aloud, to a group or the whole class, using appropriate intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Use headings and sub-headings to aid presentation</li> <li>• Use the prefixes un-, dis-, mis-, re-, pre-</li> <li>• Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2)</li> <li>• Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play</li> <li>• Begin to use paragraphs as a way to group related material</li> <li>• Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon,</li> </ul>	<ul style="list-style-type: none"> <li>• Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary</li> <li>• Plan his/her writing by discussing and recording ideas within a given structure</li> <li>• Draft and write in narratives, creating settings, characters and plot</li> <li>• Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions</li> <li>• Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, commas for lists and</li> </ul>	<ul style="list-style-type: none"> <li>• Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary</li> <li>• Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2)</li> <li>• Draft and write in narratives, creating settings, characters and plot</li> <li>• Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</li> </ul>
---------------------------	--	---	--	--	--	---

	<p>to understand and learn from its structure and vocabulary</p> <ul style="list-style-type: none"> <li>Plan his/her writing by discussing and recording ideas within a given structure</li> <li>Draft and write by organising writing into paragraphs as a way of grouping related material</li> <li>Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box</li> <li>Begin to use inverted commas to punctuate direct speech</li> </ul>	<p>apostrophes mostly correctly</p> <ul style="list-style-type: none"> <li>Plan his/her writing by discussing and recording ideas within a given structure</li> <li>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2)</li> <li>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary</li> </ul>	<p>and controlling the tone and volume so that the meaning is clear</p> <ul style="list-style-type: none"> <li>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</li> <li>Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play</li> </ul>	<p>therefore, or prepositions e.g. before, after, during, in, because of</p> <ul style="list-style-type: none"> <li>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions</li> <li>Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</li> </ul>	<p>apostrophes mostly correctly</p> <ul style="list-style-type: none"> <li>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</li> </ul>	<ul style="list-style-type: none"> <li>Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')</li> </ul>
--	--	--	--	--	---	---

**Science**

	<ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus).</li> <li>Set up simple practical enquiries, comparative and fair tests (Year 3 focus.)</li> <li>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 3 focus).</li> <li>Gather, record, classify and present data in a variety of ways to help with answering questions (Year 3 focus).</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus).</li> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 3 focus).</li> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 3 focus).</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus).</li> <li>Use straightforward scientific evidence to answer questions or to support his/her findings (Year 3 focus).</li> </ul>
--	--

<b>Science Objectives</b>	<ul style="list-style-type: none"> <li>Recognise that soils are made from rocks and organic matter.</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> </ul>	<ul style="list-style-type: none"> <li>Notice that light is reflected from surfaces.</li> <li>Recognise that he/she needs light in order to see things and that dark is the absence of light.</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect 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>	<ul style="list-style-type: none"> <li>Compare how things move on different surfaces.</li> <li>Notice that some forces need contact between two objects but magnetic forces can act at a distance.</li> <li>Compare and group together a variety of everyday materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials.</li> <li>Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>Describe magnets as having two poles.</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<ul style="list-style-type: none"> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <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> </ul>	<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>	
---------------------------	--	--	---	---	--	--

PE						
PE Unit	Tag Rugby	Gymnastics- Receiving body weight	Dodgeball	OAA	Athletics	Tennis
	Gymnastics- Linking movements together	Gymnastics-Linking movements together	Dance- Dance around the world	Swimming	Swimming	Cricket
Geography						
<b>Geography Objectives</b>	<ul style="list-style-type: none"> <li>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing ? What do you think about that? What do you think it might be like if...continues?. (Geographical skills and fieldwork)</li> <li>Communicate findings in ways appropriate to the task or for the audience. (Geographical skills and fieldwork)</li> <li>Develop an awareness of how places relate to each other. (Place knowledge)</li> <li></li> </ul>				<ul style="list-style-type: none"> <li>Explain about weather conditions / patterns around the UK and parts of Europe. (Human and physical geography)</li> <li>Make more detailed fieldwork sketches/diagrams. (Geographical skills and fieldwork)</li> <li>Make plans and maps using symbols and keys. (Geographical skills and fieldwork)</li> <li>Identify physical and human features of the locality. (Human and physical geography)</li> <li>Identify where counties are within the UK and the key topographical features. (Locational knowledge)</li> <li>Name and locate the cities of the UK. (Locational knowledge)</li> <li></li> </ul>	
History						
<b>History Objectives</b>	<ul style="list-style-type: none"> <li><b>Band 2</b></li> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</li> <li>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)</li> </ul>				<ul style="list-style-type: none"> <li>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</li> <li>Describe changes within living memory and aspects of change in national life. (Historical interpretations)</li> <li>Describe significant historical events, people and places in his/her own locality. (Historical interpretations)</li> </ul>	<ul style="list-style-type: none"> <li>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</li> <li>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</li> <li>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through</li> </ul>

						festivals or anniversaries. (Historical interpretations) <ul style="list-style-type: none"> <li>• <b>Band 3</b></li> <li>• Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</li> <li>• Describe memories of key events in his/her life using historical vocabulary. (Chronological understanding)</li> </ul>
<b>Design and Technology</b>						
<b>D&amp;T Objectives</b>	•	<ul style="list-style-type: none"> <li>• Use knowledge of existing products to design his/her own functional product. (Processes)</li> <li>• Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. (Processes)</li> <li>• Safely measure, mark out, cut, assemble and join with some accuracy. (Processes)</li> <li>• Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)</li> </ul>	•	<ul style="list-style-type: none"> <li>• Talk about the different food groups and name food from each group. (Cooking and Nutrition)</li> <li>• Understand that food has to be grown, farmed or caught in Europe and the wider world. (Cooking and Nutrition)</li> <li>• Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. (Cooking and Nutrition)</li> </ul>	•	<ul style="list-style-type: none"> <li>• Investigate and analyse existing products and those he/she has made, considering a wide range of factors. (Processes)</li> <li>• Strengthen frames using diagonal struts. (Processes)</li> <li>• Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. (Processes)</li> </ul>
<b>Art and Design</b>						
<b>Art and Design Objectives</b>		<ul style="list-style-type: none"> <li>• Know about some of the great artists, architects and designers in history and describe their work. (Learning)</li> <li>• Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)</li> <li>• Create printing blocks using relief or impressed techniques. (Techniques)</li> <li>• Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)</li> <li>• Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (Techniques)</li> </ul>		<ul style="list-style-type: none"> <li>• He/she is able to create a collage using overlapping and layering. (Techniques)</li> <li>• Add detail to work using different types of stitch, including cross-stitch. (Techniques)</li> </ul>		

		<ul style="list-style-type: none"> <li>Explore shading, using different media. (Techniques)</li> <li>Compare and recreate form of natural and manmade objects. (Techniques)</li> <li>Explain what he/she likes or dislikes about their work. (Learning)</li> </ul>				
<b>PE</b>						
<b>PE Unit</b>	Tag rugby	Gymnastics	Dodgeball	OAA	Athletics	Cricket
	Gymnastics	Gymnastics	Dance	Swimming		
<b>PSHE</b>						
<b>PSHE Units (Jigsaw)</b>	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Created and loved by God (Ten Ten)
<b>French</b>						
<b>French Units (Language Angels)</b>	I'm Learning French	Animals	Musical Instruments	Little Red Riding Hood	I can...	Ancient Britain
<b>Computing</b>						
<b>Computing Units</b>	Coding Online Safety	Spreadsheets Touch Typing	Emails	Branching Databases	Simulations	Graphing Consolidation
<b>RE</b>						
<b>RE Units</b>	Belonging We Listen To God's Word At Mass	Multi-cultural Week Remembrance Week We Listen To God's Word At Mass Advent	Christmas Reconciliation	Lent Holy Week	Easter Reconciliation (revision) The Eucharist is a Thanksgiving to God	Pentecost The Eucharist is a Thanksgiving to God. Prayer
<b>RSE</b>						
<b>RSE Units Ten Ten</b>						

## Catholic Social Teaching

Please cross reference where you will cover Catholic Social Teaching in your weekly lesson grids using the codes below. Each principle must be linked to at least one lesson over the course of the year.

<b>CST 1</b>	Dignity of the Human Person	Each person is made 'in the image and likeness of God.' Thus it follows that 'every person's life and dignity must be respected and supported from conception until the end of their natural life on earth.'
<b>CST 2</b>	Family and Community	'The family, in which the various generations come together and help one another grow wiser and harmonise personal rights with the other requirements of social life, is the foundation of society.'
<b>CST 3</b>	Solidarity and the Common Good	Promoting the common good cannot be pursued by treating each individual separately and looking for the highest 'total benefit', in some kind of utilitarian addition. Because we are interdependent, the common good is more like a multiplication sum, where if any one number is zero then the total is always zero. If anyone is left out and deprived of what is essential, then the common good has been betrayed.
<b>CST 4</b>	Dignity of Work and the Rights of Workers	For the Church, work is seen as a continuance of the gift of Creation whereby we are 'co-creators of Gods world and work is part of our contribution.' Work is also seen as something which brings dignity to the human person as it is the means 'of providing for his life and that of his family, and of serving the human community.'
<b>CST 5</b>	Rights and Responsibilities	Man has the right to live. He has the right to bodily integrity and to the means necessary for the proper development of life, particularly food, clothing, shelter, medical care, rest and finally the necessary social services. In consequence, he has the right to be looked after in the event of ill health; disability stemming from his work; widowhood; old age; enforced unemployment; or whenever through no fault of his own he is deprived of the means of livelihood.'
<b>CST 6</b>	Option for the Poor and Vulnerable	'The Church's love for the poor . . . is a part of her constant tradition.' This love is inspired by the Gospel of the Beatitudes, of the poverty of Jesus, and of his concern for the poor. Love for the poor is even one of the motives for the duty of working so as to 'be able to give to those in need.' It extends not only to material poverty but also to the many forms of cultural and religious poverty.
<b>CST 7</b>	Stewardship of God's Creation	We are agreed today that the earth is essentially a shared inheritance, whose fruits are meant to benefit everyone. For believers, this becomes a question of fidelity to the Creator, since God created the world for everyone. Hence every ecological approach needs to incorporate a social perspective which takes into account the fundamental rights of the poor and the underprivileged.