

Year 3 Overview 2022-23

	Aut 1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2
Unit	Early Britons- <u>external visit</u> TBC	Animals including human/healthy eating	Forces and Magnets	Ancient Egyptians-Music and Dance workshop	Light	Plants
Literacy	<p>Talk for writing unit: <i>Adventure at Sandy Cove</i></p> <p><i>Instruction writing; How to make a bow and arrow</i></p> <p>Reading: <i>Stone Age Boy, Cave Baby, Lost and Found</i></p> <p>SPAG: Common exception words from Year 2</p> <p>Prefixes and suffixes Revise prefix</p>	<p>Talk for writing unit: <i>Suspense story; The Manor House</i></p> <p><i>Explanation texts</i></p> <p><i>Shape poetry and calligrams-Christmas</i></p> <p>Reading: <i>Iron Man</i></p> <p>SPAG: Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words.</p> <p>Strategies at the point of</p>	<p><i>Poems to Perform</i></p> <p><i>Drama for Writing- Pinocchio</i></p> <p><i>Non-chronological report on minibeasts</i></p> <p>SPAG: main/subordinate clauses, exclamation/question marks, inverted commas, prepositions, conjunctions</p> <p>Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant)</p>	<p>Talk for writing unit: <i>Tutankhamen Murder Mystery (report)</i></p> <p><i>Book Review</i></p> <p>Reading: <i>Howard Carter's discovery (newspaper)</i></p> <p>SPAG: main/subordinate/embedded clauses, possessive apostrophes with plurals, conjunctions</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. 	<p><i>Talk for Writing Unit-Portal story; Elf Road</i></p> <p><i>Poetry-The Sound Collector</i></p> <p>Reading: <i>The Lion, The Witch and The Wardrobe</i></p> <p>SPAG: time conjunctions, present/past tense, plural/singular possessive nouns,</p> <p>Revisit Strategies for spelling at the point of writing Vowel digraphs</p>	<p><i>Drama for Writing - Windows)</i></p> <p><i>Pompeii-volcano book</i></p> <p><i>Persuasive letter-link to climate change and Geography</i></p> <p>Reading: <i>Theseus and the Minotaur</i></p> <p>SPAG: prepositions, 'ing' verbs in present tense, dictionary work</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected

	<p>‘un’. New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’. Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’, ‘-ing’, ‘-er’</p> <p>Rare GPCs The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ The /ɪ/ sound spelt ‘y’</p>	<p>writing Reintroduce Have a go sheets and strategies from Year 2.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 	<p>before)</p> <p>Prefixes and suffixes Prefixes: ‘sub-’, ‘tele-’, ‘super-’, ‘auto-’ Suffixes ‘less’ and ‘ly’</p> <p>Rare GPCs The /j/ sound spelt ‘ch’ (mostly French in origin) The /k/ sound spelt ‘ch’ (Greek in origin)</p> <p>Homophones <i>here/hear, knot/not, meat/meet</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Revise proofreading routines</p>	<ul style="list-style-type: none"> Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p> <p>Class books: Secrets of a Sun King</p>	<p>from Years 1 and 2</p> <p>Prefixes and suffixes Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ Previously taught suffixes</p> <p>Rare GPCs The /ɪ/ sound spelt ‘y’ other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt ‘ou’ (<i>young, touch</i>)</p> <p>Homophones <i>heel/heal/he’ll, plain/plane, groan/grown, rain/rein/reign</i></p> <p>Apostrophe Revise</p>	<p>words taught in new knowledge this term.</p> <ul style="list-style-type: none"> Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and</p>
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	<p>Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p>Homophones <i>brake/break,</i> <i>grate/great,</i> <i>eight/ate,</i> <i>weight/wait,</i> <i>son/sun</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Class books: Stig of the Dump</p>	<p>words each term.)</p> <ul style="list-style-type: none"> Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p> <p>Class books: The Moonshine Dragon/Esio Trot</p>	<p>Class book: Pinocchio</p>		<p>contractions from Year 2</p> <p>Proofreading Proofread own writing for misspellings of personal spelling list words.</p> <p>Class books: The Lion, The Witch and The Wardrobe</p>	<p>cross-curricular words from the Years 3 and 4 word list</p> <p>Class books: The Sheep Pig</p>
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<p>Maths</p>	<p>Place value Addition and subtraction</p>	<p>Addition and subtraction Multiplication and division</p>	<p>Multiplication and division Money Statistics</p>	<p>Length and perimeter Fractions</p>	<p>Fractions Time</p>	<p>Properties of shape Mass and capacity</p>
<p>Science</p>	<p>Rocks Compare and group Fossils Soils <i>(Soil investigation , testing rocks)</i> To compare and group rocks. To recognise that soils are made from rocks and that fossils are formed when living things are trapped in rock.</p>	<p>Animals including Humans Nutrition Skeleton Muscles Identifying that humans and animals need the correct type of nutrition. Animals and humans have skeletons and muscles for support, protection and movement.</p>	<p>Forces & Magnets Attraction and Repulsion between magnets Magnetic poles Gravity Friction Pushes and pulls To compare how things move on different surfaces. How magnets attract and repel and group objects. Forces and Magnets – Vocabulary : Forces, push, pull, magnet, magnetic, attract, repel, magnetic field, direction, poles,</p>	<p>Moving heavy objects Investigations - Making clay bricks/Making Papyrus</p>	<p>Light Dark as absence of light Light is reflected from surfaces Danger of sunlight Shadows and how they change To recognise that light is needed to see things and that is it reflected on surfaces. Explore shadows and how the sun can be dangerous. 1. Sources of light 2. Reflective surfaces</p>	<p>Plants Different parts Requirements for growth Water transportation Life cycle of flowering plants Formation and dispersal of seeds Survival of plants in different habitats 1. Parts of the plant and functions 2. The 7 processes of life. <i>Investigate the conditions plants need to grow well</i></p>

	<p>Rocks and soils – Vocabulary : igneous, sedimentary, metamorphic, form, formation, volcano, sea, seabed, changes, compare, types, natural, human-made, strata, properties, permeable, impermeable, hard, soft, durable, buoyancy, fossil, fossilisation, animals, bones, chemical fossils, change, body fossils,</p>		<p>magnetic north, compass 1.To notice that some forces need contact between two objects by identifying the different types of forces acting on objects. Identify the forces acting on objects and say when there is a push or a pull acting on an object. 2.Compare how things move on different surfaces by investigating the speed of a toy car over different surfaces. (friction and fair testing) 3.To notice that magnetic forces can act at a distance and attract some materials and not</p>		<ol style="list-style-type: none"> 3. Sun safety 4. How are shadows made? 5. Investigating how to make shadows bigger. 	<ol style="list-style-type: none"> 3. Investigate the conditions stems need to absorb more water (transport) 4. Pollination and parts of the flower (life cycles) 5. Seed dispersal
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	<p>trace fossils, layers, pressure, coprolite, trackways, footprints, soil, formation, organic matter, top soil, sub soil, bedrock, 1.Compare different kinds of rocks based on their appearance and understanding the difference between natural and human-made rocks. Identify where you could find each type.</p>		<p>others. Sort magnetic and non-magnetic materials. Not all metals are magnetic. 4.Observe how magnets attract or repel each other and attract some materials and not others by investigating the strength of different magnets. 5.Describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing. 6.Observe how magnets attract or repel each other and attract some materials and not</p>			
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	<p>2.Group together different kinds of rocks on the basis of their simple physical properties in the context of natural rocks. Observe and learn the 3 types of rock.</p> <p>3.Identify the difference between bone and fossil. Describe in simple terms how fossils are formed when things that have lived are trapped</p>		<p>others by making, playing and evaluating a magnetic game.</p>			
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	<p>within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to.</p> <p>4.Explain Mary Anning's contribution to palaeontology.</p> <p>5.Recognise that soils are made from rocks and organic matter by explaining how soil is formed.</p> <p>Observe soil profiles and label.</p>					
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	6. Investigating the permeability of different soils. Observing and recording.					
ICT	<p>E safety Coding /Online Safety Lesson 1: to use a flow chart to create a computer program. Lesson 2: to use a command with a timer function Lesson 3: To understand how the turtle object moves.</p>	<p>E safety Purple Mash Online safety-creating our own class Blog <i>Spreadsheets</i></p> <p>Lesson 1: Promote e-safety Lesson 2: Fact or fiction? Lesson 3: Game ratings Lesson 4: Creating bar charts and pie graphs Lesson 5: Using more than spin tools Lesson 6:</p>	<p>E safety Touch typing</p> <p>Lesson 1: to introduce typing terminology Lesson 2: to practice and improve typing for home keys Lesson 3: to practice keys types with the left hand Lesson 4: to practice keys typed with the right hand</p>	<p>E safety Email</p> <p>Lesson 1: To think about the different methods of communication. Lesson 2: To open and respond to an email. To write an email to someone from an address book Lesson 3: To learn how to use email safely. Lesson 4: To add an attachment to an email Lesson 5: To explore a simulated email scenario</p>	<p>E safety <i>Branching databases</i></p> <p>Lesson 1: To sort objects using just YES/NO questions Lesson 2: To complete a branching database using 2Question Lesson 3: To create a branching database of the children’s choice</p>	<p>E safety Graphing Simulations</p> <p>Lesson 1: To enter data into a graph and answer questions. Lesson 2: To solve an investigation and present the results in graphic form. Lesson 3: To find out what a simulation is and understand the purpose of simulations. Lesson 4: To explore a simulation,</p>

	<p>Lesson 4: To create a program using prior knowledge</p> <p>Lesson 5: To make several different things happen in a program.</p>	<p>Advanced mode and cell addresses.</p>				<p>making choices and discussing their effects.</p> <p>Lesson 5: To work through and evaluate a more complex simulation</p>
History	<p>Early Britons Changes in Britain from Stone Age to Iron age <i>(Hunter gatherers and early farming)</i></p> <p>Lesson 1 Chronological order of the Stone Age. The 3 ages of the era.</p>	<p>Local history; landmarks of the town. The shoe industry and its social history. History – Local History. Northampton Shoe Industry Vocabulary : Northampton Town, Franklin Gardens, The express Lift tower, The Eleanor Cross, The Castle, Brixworth Country Park, Market</p>	<p>Life of Sir Isaac Newton (Forces)</p> <p>Important events Important achievements.</p>	<p>The Ancient Egyptians</p> <ol style="list-style-type: none"> Who were they and where did they come from? Use maps and atlases. Why did they settle here? Time line - What important events happened in AE? Everyday life. Look at pictures and identify everyday events including farming, 	<p>The life and work of Thomas Edison.</p> <p>Who was he and why was he important? What were his achievements and his legacy?</p>	

	<p>Significant events.</p> <p>Lesson 2 How did Stone Age people live? And evidence What people need to survive.</p> <p>Focus on shelter and the different homes across the 3 ages.</p> <p>Lesson 3 How did Stone age people find food to survive? Investigating gathering throughout the seasons and emphasis on hunting.</p>	<p>Square, The Guildhall, Boot and Shoe factories, Royal and Derngate Theatres, Archives eg census, business records, photographs, maps and plans, internet videos, books, museum, newspapers, tanneries, cottage industry, factory, leather, hide, tools, shoe last, clipper</p> <p>1.What do you know about Northampton? Identify Historical landmarks from Northampton and discuss the importance of each place. Discuss Chronology and their importance in shaping the town.</p> <p>2.Museum Visit. Find out about the</p>		<p>building, trade and craft.</p> <p>4. Features on a map Label the main features of AE on a map and identify physical features.</p> <p>5. The River Nile Research and identify why the Nile was important to AE. Include the annual flood and fertile soil.</p> <p>6. Hieroglyphics Create a cartouche and design a sarcophagus.</p> <p>7. How to make a mummy. Order instructions</p> <p>8. Gods and goddesses – Research and create fact files on the main ones</p>		
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	<p>Making bows and arrows. Lesson 4 Evidence of the Stone Age through art. Exploring cave painting and how they were created. (materials, resources) Recreate own.</p> <p>Lesson 5 Evidence of the Stone Age. Why do you think Stonehenge was built?</p> <p>Lesson 6 Recreating the Stone Age Using the forest school to make fire,</p>	<p>origins of Northampton and how it has developed to the current day. (Stone Age to modern Northampton). Focus : The boot and shoe industry. Modern Northampton in art, famous people, social history/modern Northampton. View the art galleries. 3.Reasons why the boot and shoe industry started in Northampton and links to ‘The Cobblers’. Using evidence, exploring the spoken social history of the industry through video and real people.</p>				
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	<p>use charcoal to paint and make pots to gather.</p>	<p>4.What evidence can we use to find out about the past? (Archives eg census, business records, photographs, maps and plans, internet videos, books, museum, newspapers etc) 5.Look at photographs chronologically. Discuss what can be seen, where it was taken? Evidence of tools, equipment, Working conditions (male, female rooms) 6.Using census returns to identify one family and their social history. 7.From a cottage industry to factory. Looking at the development of</p>				
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		<p>the industry and its recent decline. Finding out about tanneries and how factories and homes began to be built side by side (using plans and maps)</p>				
Geography	<p>Locating continents and countries of the world. Geography : Continents and Oceans – Vocabulary : North America, South America, Africa, Europe, Asia, Australasia, Antarctica, Atlantic Ocean, Indian</p>	<p>The UK – locating counties, major cities, rivers, hills, mountain ranges. Human and physical features.</p>		<p>Locating Egypt on world map. What is the climate like? How is the landscape different to UK? The River Nile – Why is it still important today? Why do tourists visit Egypt?</p> <p>Create a travel brochure to encourage tourists to visit Egypt.</p>	<p>The power of the Earth (Volcanoes, Earthquakes and Tsunamis)</p> <ol style="list-style-type: none"> 1. What is under your feet? Identify and label the layers of the earth. Imagine going into the centre of the earth. 2. Map of the globe. Identify and label the equator, poles , hemispheres and tropics 3. Tectonic plates. Identify and discuss how the plates have moved over time. 4. Volcanoes. Identify where the ring of fire is located and label parts of a volcano. 5. What are the pros and cons of living near volcanoes? 	

	<p>Ocean, Pacific Ocean, Southern Ocean, Arctic Ocean 1. Use an outline of the world and recall the names and location of the Continents and Oceans. Learn the song and use an atlas to review and edit mistakes. Discuss ways of remembering the locations including discussing individual countries</p>				<ol style="list-style-type: none"> 6. Earthquakes – Explain how earthquakes happen and how safety drills are important. 7. Tsunamis – Find out what they are and how they can affect lives. Create a safety sign. 8. Identify the countries of Europe. 9. Find Italy, then the Bay of Naples. Look at relief maps and identify Vesuvius and contour lines to see height. Label maps. 10. How is the physical and human features of Naples similar and different to Northampton? 11. Use grid squares and keys to identify features of Naples. Also use direction to describe features on a map 12. Research Naples. Create a travel brochure on Naples with a focus on the most important features/places to visit.
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	and the landmarks or types of people who live there.					
Art	<p>Still- life drawing</p> <p>Lesson 1: observe and study the features of shells.</p> <p>Lesson 2: using sketching pencils sketch the shells with attention to detail.</p> <p>Lesson 3: design a stone age bowl.</p> <p>Lesson 4: using clay and tools,</p>	<p>Remembrance painting and silhouettes</p> <p>Lesson 1; paint a background using watercolours.</p> <p>Lesson 2: draw and cut a silhouette picture and place on top of painting.</p>	<p>Pastels and watercolours – Sunsets</p> <p>Lesson 1: investigate sunsets</p> <p>Lesson 2: paint a sunset</p>	<p>Paint/collage a pyramid landscape</p> <p>Camel paintings</p> <p>Scarab beetle</p> <p>Lesson 1: sketch a pyramid</p> <p>Lesson 2: paint the 1st layer</p> <p>Lesson 3: add collage pieces to create a 3D effect.</p>	<p>Candle paintings</p> <p>Shadow pictures using charcoal</p> <p>Painting in the style of Lowry</p> <p>Wax resist</p> <p>Volcano linked work.</p> <p>Lesson 1: sketch a volcano</p> <p>Lesson 2: use watercolours to paint a volcano</p> <p>Lesson 3: zentangles art work.</p> <p>Lesson 4 : Tsunamis – The great wave.</p> <p>Lesson 5 : Create a model of the</p>	<p>Sketching – in relation to Windows (Literacy)</p> <p>Sketching flowers and adding water colours, plants</p> <p>Lesson 1: create a tsunami using pastels/watercolour paint. The great wave as inspiration.</p> <p>Lesson 5 : Create a model of the bay of Naples and Vesuvius. – Use paper mache.</p>

	<p>create a bowl.</p> <p>Lesson 5: recreate a cave painting.</p>				<p>bay of Naples and Vesuvius.</p>	
DT	<p>Design and make Puppets-linked to RE.</p> <p>Lesson 1: Design a puppet.</p> <p>Lesson 2: Create a puppet using materials</p> <p>Lesson 3: Evaluate creation-did it meet your original plan</p>	<p>Creating a healthy and balanced meal – spreading and cutting.</p> <p>Lesson 1: Design a meal magnet</p> <p>Lesson 2: Create a meal using ingredients and equipment.</p> <p>Lesson 3: Evaluate creation-did it meet your original plan</p>	<p>Designing and making Fridge Magnets</p> <p>Lesson 1: investigate current magnets</p> <p>Lesson 2: design a magnet for a purpose</p> <p>Lesson 3: make the magnet</p> <p>Lesson 5: evaluate the magnet</p>	<p>Design and make an Egyptian headdress/jewellery</p> <p>Lesson 1: investigate current jewellery types</p> <p>Lesson 2: design a piece of jewellery or headress for a Queen</p> <p>Lesson 3 4: make it</p> <p>Lesson 5: evaluate it against the design</p>		
RE	<p>The Hindu community</p> <p>Lesson 1:</p>	<p>How is Christmas celebrated around the world?</p> <p>Lesson 1:</p>	<p>Family life and who are Jews?</p> <p>NOT focusing on Torah (just mention)</p>	<p>How do people pray?</p> <p>Look at Jews, Muslims, Christians and other such as Quakers to compare</p>	<p>How can we make a difference in our world today?</p>	<p>Sacred Writings</p> <p>Look at Torah and Bible</p>

	<p>What is Hinduism and where did it originate.</p> <p>Lesson 2: Main beliefs of Hinduism</p> <p>Lesson 3: Special places such as a Mandir</p> <p>Lesson 4: special festivals such as Diwali, Holi and Navratri</p> <p>Lesson 5: Special books</p> <p>Lesson 6: signs and symbols</p>	<p>Who are Jehovah’s Witnesses and what are their beliefs about Christmas?</p> <p>Lesson 2: What is Advent and why is it important?</p> <p>Lesson 3: Christmas in Spain; traditions and customs</p> <p>Lesson 4: Christmas in the Philippines; traditions and customs</p> <p>Lesson 5: Traditions in the UK</p> <p>Lesson 6: What Christmas tradition do you have as a family?</p>	<p>Shabbat and kosher foods.</p> <p>Planning a party using kosher foods.</p> <p>Lesson 1: what does family mean?</p> <p>Draw your family.</p> <p>Lesson 2: Explore Judaism and its basic beliefs.</p> <p>Lesson 3: what is shabbat?</p> <p>Lesson 4: what is kosher food?</p> <p>Lesson 5: taste kosher food</p> <p>Lesson 6: create a kosher meal</p>	<p>Lesson 1: what is prayer</p> <p>Lesson 2: what Christian prayer?</p> <p>Lesson 3: what is Muslim prayer?</p> <p>Lesson 4: Quaker visit</p> <p>Lesson: compare different prayer types.</p>	<p>Don’t have to be religious to make a difference e.g. children in need.</p> <p>Red crescent (Islam), Red Cross, Christian Aid, 5 pillars</p> <p>Some religions say they have to give money away</p> <p>Lesson 1: What is Ramadan-link to 5 pillars.</p> <p>Lesson 2: discuss the Red Cross and how it links to Christianity</p> <p>Lesson 3: discuss Christian Aid and how they help those in need</p> <p>Lesson 4: how can we help those in need?</p> <p>Create a poster</p>	<p>What are the similarities between them?</p> <p>Lesson 1: The Bible, New Testament and Old Testament</p> <p>Lesson 2: The Torah</p> <p>Lesson 3: compare similarities and differences</p> <p>Lesson 4: look at other holy books for different religions</p>
Music	R n B and other styles	Exploring and developing playing skills	Reggae and animals	Music from around the world, celebrating differences.	Disco, friendship, hope and unity.	The history of music.

	<p>Listen and appraise 'Let your spirit fly'.</p> <p>Musical activities; learn to sing the song, improvise.</p> <p>Perform the song.</p>	<p>Listen and appraise 'Distant dreamer'.</p> <p>Musical activities; practice playing different notes on the glockenspiel.</p> <p>Perform the song.</p>	<p>Listen and appraise 'Three Little Birds'.</p> <p>Musical activities; practice playing different notes on the glockenspiel.</p> <p>Perform the song.</p>	<p>Listen and appraise 'Your a shining star'.</p> <p>Musical activities; practice playing different notes on the glockenspiel.</p> <p>Perform the song.</p>	<p>Listen and appraise 'He's got the whole world in his hands'.</p> <p>Musical activities; practice playing different notes on the glockenspiel.</p> <p>Perform the song.</p>	<p>Listen and appraise 'He's got the whole world in his hands'.</p> <p>Musical activities; practice playing different notes on the glockenspiel.</p> <p>Perform the song.</p>
<p>PSHE- JIGSAW</p>	<p>Being me in my world</p> <p>Lesson 1: To recognise positive things about myself and my achievements.</p> <p>Lesson 2: To face new challenges positively.</p>	<p>Celebrating differences</p> <p>Lesson 1: Difference families</p> <p>Lesson 2: Conflicts may happen in families</p> <p>Lesson 3: Bullying and being a witness.</p> <p>Lesson 4: Knowing that witnesses can make a situation</p>	<p>Dreams and goals</p> <p>Lesson 1: overcoming difficulty and finding success</p> <p>Lesson 2: identifying dreams</p> <p>Lesson 3: facing new learning challenges</p> <p>Lesson 4: to recognise obstacles</p>	<p>Healthy me</p> <p>Lesson 1: how exercise affects my body</p> <p>Lesson 2: how calories affect my health</p> <p>Lesson 3: knowledge about drugs</p> <p>Lesson 3: how to keep safe</p> <p>Lesson 4: what to do when I feel unsafe</p> <p>Lesson 5: how to take care of my body</p>	<p>Relationships</p> <p>Lesson 1: roles and responsibilities of my family</p> <p>Lesson 2: how to be a good friend</p> <p>Lesson 3: how to keep safe online</p> <p>Lesson 4: similarities and differences between children</p>	<p>Changing me</p> <p>Lesson 1: growing up from a baby</p> <p>Lesson 2: animal life cycle</p> <p>Lessons 3-5: transition work</p>

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	<p>Lesson 3; To understand why rules are needed. Lesson 4: To understand how your actions affect others. Lesson 5: To make responsible choices. Lesson 6: how actions affect others</p>	<p>better or worse by what they do. Lesson 5: Some words that are used can be hurtful Lesson 6: how my words can affect feelings</p>	<p>Lesson 5: motivation to achieve goals.</p>		<p>Lesson 5:how to express my appreciation to my family ONLINE SAFETY LESSON</p>	
MFL	<p>Lessons 1-5. Colours, letters. Lesson 1: Greeting and classroom phrases Lesson 2:</p>	<p>Lessons 6-10. Names, numbers. Lesson 1: Recap learning Lesson 2: Animals Lesson 3:</p>	<p>Lessons 11-15. New Year traditions, songs. Lesson 1: retrieval activities Lesson 2: learn new year song</p>	<p>Lessons 16-20. Phrases. Lesson 1: retrieval activities Lesson 2: learn a set of simple phrases Lesson 3: practise phrases</p>	<p>Lessons 21-25. Names of clothes, counting. Lesson 1: counting to 30 Lesson 2: colours and clothes Lesson 3: animals and colour</p>	<p>Lessons 26-30. Revision (address gaps in learning)</p>

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	<p>More classroom phrases</p> <p>Lesson 3: Consolidate learning</p> <p>Lesson 4: Colours</p> <p>Lesson 5: Numbers 1-10</p> <p>Lesson 6: Recap learning</p>	<p>Christmas greetings</p> <p>Lesson 4: Father Christmas and Rudolph</p> <p>Lesson 5: Alphabet</p> <p>Lesson 6: Recap learning.</p>	<p>Lesson 3: perform with actions</p> <p>Lesson 4: learn a different song</p> <p>Lesson 5: practice with actions</p>	<p>Lesson 4: recap numbers and colours</p> <p>Lesson 5: sing a song from previous unit</p>	<p>Lesson 4: counting to 30</p> <p>Lesson 5: recap learning</p>	
<p>PE</p> <p>Outdoor</p>	<p>Personal</p> <p>FUNS: 10 Coordination -Footwork</p> <p>FUNS: 1 Static Balance- One Leg</p>	<p>Social</p> <p>FUNS: 6 Dynamic Balance to Agility- Jumping and Landing</p> <p>FUNS: 2 Static Balance- Seated</p>	<p>Cognitive</p> <p>FUNS: 5 Dynamic Balance - On a line</p> <p>FUNS: 4 Static Balance- Stance</p>	<p>Creative</p> <p>FUNS: 9 Coordination- Ball Skills</p> <p>FUNS: 7 Counter Balance- with a partner</p>	<p>Physical</p> <p>FUNS: 8 Coordination- Sending and Receiving</p> <p>FUNS: 12 Agility- Reaction/ Response</p>	<p>Athletics</p> <p><u>Athletics</u></p> <p>Run in different directions and at different speeds, using a good technique.</p> <p>Improve throwing technique.</p> <p>Reinforce jumping techniques.</p> <p>Understand the relay and passing the baton.</p>

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						Choose and understand appropriate running techniques. Compete in a mini competition, recording scores.
PE Indoor	Gym- Block 1 Mapping Pathways Skill Focus: Travel and Balance	Gym- Block 2 Rotation Sequences Skill Focus: Rotation and Shape	Gym- Block 3 Flight Sequences Skill Focus: Flight	Dance- Walk Like an Egyptian	Gym- Block 4 Climbing Sequences Skill Focus: Shape and Balance	Health and Fitness FUNS: 11 Agility- Ball Chasing FUNS: 3 Static Balance- Floor Work

Key: diversity and equality ambition continuity and change