Year 3 Yearly Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RED - 2025	Creation and Covenant In this half term the focus is on creation, beginnings, origins and promises and rules.	Prophecy and promise In this half term, the focus is on the future, and on Advent and Christmas. There is also the link to light.	Galilee to Jerusalem In this half term, there is a clear link to journeys and water.	Desert to Garden In this half term these is a clear link to habitats and gardens. We also focus on Lent.	To the ends of the Earth In this half term we look at going beyond our locality and Easter.	Dialogue and encounter In this half term we look at different cultures, similarities and differences and think about transitions.
Parts of the Liturgical year	St. Maru /Birth of Blessed Mary St. Jude's Start of Year Mass (Y5) St. Francis Rosary month KS2 masses	Advent / Christmas All Saints Christingle Carols KS2 masses Advent Mass (Y4) Nativity FS KS1 All Saints Day/ Week Christ the King	Feast of Holy Family (Staff) Epiphany Ash Wednesday Stations of the Cross KS2 masses	Lent Y3/4/5 St. Patrick's St. Joseph's KS2 masses Lent Mass (Y3)	Easter/ Pentecost Ascension KS2 masses	St. Helen's Leavers' Mass (Y6/Y5) KS2 masses St. Peter and St. Paul In the holidays, the Assumption of Mary
Other calendar events	Parents' Evening Return to learning Reception Baseline SEND Assessment	Curriculum Assessment	SEND Assessment	Parents' Evening Curriculum Assessment	Report writing Sports Day Key Stage 1 SATs Key Stage 2 SATs SEND Assessment	Report Writing Phonics check Multiplication Check Writing moderation Early Learning Goals Showcase Curriculum Assessment Leavers' Events
Reading See Reading Overview	♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ♣ develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ using dictionaries to check the meaning of words that they have read ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ♣ identifying themes and conventions in a wide range of books ♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative poetry] ♣ understand what they read, in books they can read independently checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ♣ asking questions to improve their understanding of a text					

	♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning ♣ retrieve and record information from non-fiction ♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	
Writing See Writing Overview	♣ use further prefixes and suffixes and understand how to add them ♣ spell further homophones ♣ spell words that are often misspelt (English Appendix 1) ♣ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ♣ use the first two or three letters of a word to check its spelling in a dictionary ♣ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ♣ plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas ♣ draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ♣ evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	
Grammar See Writing overview	♣ develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ indicate grammatical and other features by using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. ♣ Formation of nouns using a range of prefixes [for example super-, anti-, auto-] ♣ Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] ♣ Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Preposition Conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')

	♣ expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] ♣ introduction to paragraphs as a way to group related material ♣ Headings and sub-headings to aid presentation ♣ Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] ♣ introduction to inverted commas to punctuate direct speech								
Handwriting See Writing overview	♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring 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].								
Spelling	Suffixes with vowels Accident Actual Address Answer Appear Arrive Breath build	Y for I, ou, un Busy Calendar Centre Circle Complete Decide Describe difficult	Prefix dis, mis, in Disappear Early Earth Eight Enough Exercise Famous forward	Prefix re, super Suffix ly Fruit Grammar Group History Heard Heart Important island	Ly Learn Material Mention Minute Naughty Often Perhaps popular	Ze sound Ture, er Possible Potatoes Promise Remember Quarter Question Sentence special	Sion, ous Strange Surprise Woman Women January February March April	Ion, ch May June July August September October November December	Sc, ey, eigh For, four, fore Hear, here To, two, too, Meat, meet Heel, heal, he'll Peace, piece Rain, reign, rein Your, you're
Maths	Number sense and exploring calculation strategies (3 weeks) Place value (2 weeks) Graphs (1 week)	Addition and subtraction (3 weeks) Length and perimeter (2 weeks)	Multiplication and division (2 weeks) Deriving multiplication and division facts (3 weeks)	Time (2 weeks) Fractions (3 weeks)	Angles and shape (3 weeks) Measures (3 weeks)	Securing multiplication & division 1 week Exploring calculation strategies and place value (2 weeks)			
Understanding the World / Science	Rocks	Light	Animals including humans	Plants	Forces and Magnets	Electricity Scientists			
Understanding the World / History **Local** **National** **International**	Local history Chesterfield canal Railway station	Changes in Britain from the Stone Age to the Iron Age.	Britain's settlement by Anglo-Saxons and Scots			Ancient Greece – a study of Greek life and achievements and their achievements and their influence on the western world.			
Understanding the World / Geography	Where was I born?			Water Water Cycle Case Study – Amazon rainforest – South America	Saving the planet – What is climate change and how can I make a difference?				

Understanding the World / Computing	Connecting computers - including online safety	Stop Frame animation - could link to the English unit	Sequencing sounds	Branching databases - this could link to classification	Desktop publishing	Events and actions in programs
expressive art and design / Art	City Scape Artist - Megan Coyle Media - Collage			The Great Wave Artist - Katsushika Media - Painting		Greek pots Sculpture Artists - Claris Cliff Media - Clay
expressive art and design / DT		Programming and Electrical Light up signs.	Mechanical Systems Storybook		Stable Structures British Inventors (History link)	
expressive art and design / music	♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (Singing Assembly, Carol Service and Passion play. Weekly recorders lessons) ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music (Cross curricular including RE and Computing) ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations (Weekly recorders lessons and weekly music vocabulary memory meeting) ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Composers of the month, music assembly) ♣ develop an understanding of the history of music. (Composers of the month, music assembly)					
PSED / PSHE RSHE	Return to Learning PSED Money Matters	Get up! The sacraments We don't have to be the same Respecting our bodies	What am I feeling? What am I looking at? I am thankful	Jesus, my firend Friends, family and others... When things feel bad	Sharing online Chatting online Drugs, alcohol and tobacco First Aid Heroes	A community of love What is the Church? How do I love others?
PD / PE	Gymnastics Stretching and curling Symmetry and asymmetry Pathways Travelling with a change of direction	Gymnastics continued. Dance	Net/Wall - Games Unit 3: Net / Court and wall games Games for throwing and striking a ball: Volleyball Court games: Basketball / Netball and/or Tennis	Invasion games Unit 1: Ball skills Unit 2: Games making Handball Dodgeball	Invasion games - Striking and fielding: Unit 4: Striking and fielding Rounders Kwik Cricket	Sports day / Athletics: Relay Running Obstacle Skipping Sack Egg and spoon Bean bag shuttle Javelin Optional: Speed bounce
CLL / French	I'm Learning French	I am able... I know how to...	Animals	Seasons	Fruits	My Family
Catholic Social Teaching	Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace	Human Dignity The Common Good Participation Subsidiarity Stewardship Solidarity Preferential option for the poor Distributive Justice Promoting Peace