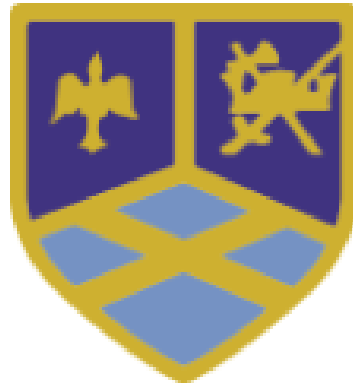


Welcome to St. Alban's



Transition Meeting

Year 3

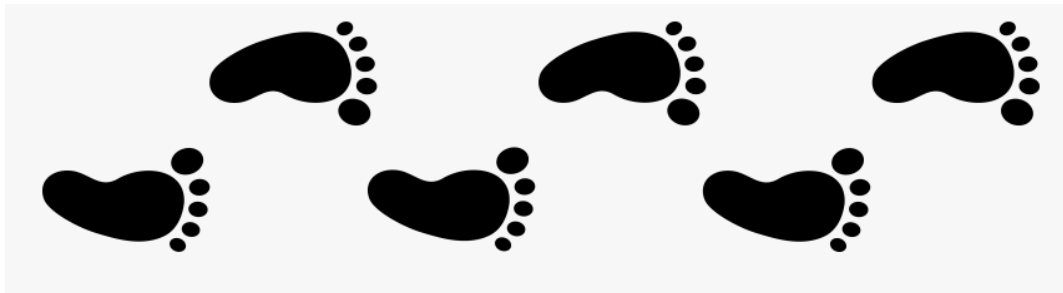
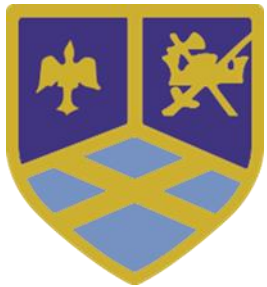
Prayer



Dear Lord,

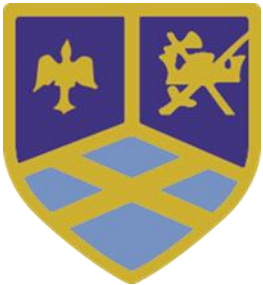
As your children begin their new chapter in Year 3, guide and protect them on their journey. Help them to look forward to all of the opportunities they have waiting for them. Help them to make the right choice and to be caring and kind like You. Amen

*Following the
footsteps of Jesus
we love, live and
learn together.*



Our School Rules

- *Be ready*
- *Be respectful*
- *Be Safe*



The Year 3 Team

Miss Ingram ~

Class Teacher/KS2 Phase Leader

year3@stalbanrc.bham.sch.uk

Mrs Heath ~ Year 3 and 4 Teaching Assistant



SEN & Inclusion

Mrs Jones – SENCO

Mrs Doherty – Pastoral Lead

senco@stalbanrc.bham.sch.uk



Attendance Matters

90% attendance is $\frac{1}{2}$ a day missed every week.

If we look closer.....1 school year at 90% attendance = 4 full weeks of lessons MISSED.

Attendance during one school year	Equivalent days lost in school year	Equivalent sessions lost	Equivalent weeks Missed	Equivalent lessons Missed
95%	9 Days	18 Sessions	2 weeks	50 lessons
90%	19 Days	38 Sessions	4 weeks	100 lessons
85%	29 Days	58 Sessions	6 weeks	150 lessons
80%	38 Days	72 Sessions	8 weeks	200 lessons
75%	48 Days	96 Sessions	10 weeks	250 lessons
70%	57 Days	114 Sessions	11.5 weeks	290 lessons
65%	67 Days	134 Sessions	13.5 weeks	340 Lessons

Religious Education:

The Six Branches of Discerning Disciples



Our Religious Education curriculum is structured around six branches which enable pupils to encounter, follow and respond to Jesus Christ.



Creation and Covenant

God creates out of love and makes a covenant with His people.

Key Question:
What is the purpose of life?



Prophecy and Promise

God speaks to His people through the prophets and makes a promise.

Key Question:
How can we prepare for Jesus?



Galilee to Jerusalem

The life, teaching, death and resurrection of Jesus.

Key Question:
Who is Jesus?



Desert to Garden

Following Jesus through Lent to the joy of the Resurrection.

Key Question:
What is the impact of Jesus' Death and Resurrection?



To the Ends of the Earth

The Holy Spirit empowers the Church to continue Jesus' mission.

Key Question:
How can the Holy Spirit help us?



Dialogue and Encounter

Meeting and learning from others in our journey of faith.

Key Question:
How do we treat others?



DISCERNING DISCIPLES

A religious education programme for Catholic primary schools in the Archdiocese of Birmingham

Together, these six branches help our pupils to grow as **Discerning Disciples**: encountering Jesus, growing in faith and living our mission.



DIOCESE OF BIRMINGHAM
Diocesan Education Service

Year XX



St Alban's Catholic Primary School

Following in the Footsteps of Jesus we love, live and learn together



Year Four Curriculum Autumn Term Overview

Building the Kingdom <i>Catholic Social Teaching</i>	Dignity of the Human Person " <i>Let us love one another because love comes from God.</i> " 1 John 4:7	
Big Question	What gifts do we all share that means that we can celebrate our differences and still be part of Universal Church, equal in God's eyes?	
Religious Education 	Our gospel virtues for this term are: Eloquent and truthful Learned and wise Prayers children will learn: Act of Sorrow The Confiteor	This term's topics in RE will be: Creation & the story of Abraham to Joseph Old Testament: Moses- King David Advent
Liturgical Dates 	8th September: Nativity of the Blessed Virgin Mary. 1st October: St Thérèse of Lisieux Feast Day 4th October: St Francis of Assisi Feast Day 1st November: All Saints. 2nd November: All Souls.	30th November: St Andrew Feast Day 30th November: First Sunday of Advent 8th December: Immaculate Conception of the Blessed Virgin Mary. 25th December: Christmas Day 26th December: St Stephen Feast Day
RSE - Life to the Full 	Module 3: Created to live in Community Religious understanding: A Community of Love, What is the Church? Living in the Wider World: We How do I Love Others? Working Together, Money Matters	
English 	Reading texts: <i>Undeclared</i> by Kwame Alexander <i>Zombierella</i> by Joseph Coelho	Writing texts: <i>Granny Came Here on the Empire Windrush</i> by Patrice Lawrence <i>Tar Beach</i> by Faith Ringgold <i>The Iron Man</i> by Ted Hughes Writing outcomes: Speech, non-chronological report, play script, mystery narrative
Maths 	Place Value Represent and partition numbers to 1000. Find 1, 10, 100, 1000 more or less. Compare and order numbers. Roman numerals Round to nearest 10 and 100, 1000. Addition and Subtraction Add and subtract 1s, 10s, 100s, 1000s. Add and subtract 3- and 4-digit numbers. Estimate and check answers.	Area What is area? Area using squares. Make shapes with set area. Compare area. Multiplication and division Multiply and divide by 3, 6, 9, 7, 11 and 12. Know multiplication and division facts up to 12x12. Multiply by 1 and 0. Divide by 1 and itself. Multiply 3 numbers.
Science 	The Human Body Building blocks of the Human Body. Our teeth and their functions. Digestive system. Vitamins and minerals.	Classification of Plants and Animals Purpose of classification. Fish and Amphibians. Birds, reptiles and mammals. Insects, Arachnids and Molluscs. Classifying plants.

PE 	Tag Rugby <i>In this unit, children will learn to:</i> Pass and catch a rugby ball with accuracy. Show understanding of attacking and defending skills. Demonstrate knowledge of the rules. Use space effectively in a game.	Dance <i>In this unit, children will learn to</i> Move in canon. Mimic movements from a stimulus. Imitate actions to music. Show awareness of control. Recognise the timings in a music piece. Work with a group to plan and perform a dance in time with the music.
Geography 	Mediterranean Europe Key places. Climate. Food and farming. Landscape. Settlements.	Eastern Europe Key places in Eastern Europe Climate of Eastern Europe Physical features of Eastern Europe Comparison of an Eastern European country with the UK Conflict in Eastern Europe
History 	Ancient Greece Ancient Greece: City States Athens and Democracy Sparta The Persian Wars Alexander the Great Greek Philosophy	Ancient Greece Gods Mythology Art and Architecture The Ancient Olympic Games The Legacy of Ancient Greece
Art 	Light Artists: Caravaggio, Vermeer, Goncharova, Begum Concepts: light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways. Skills: Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground, underpainting mixing tints and shades in acrylic.	Space Artists: Matisse, Millet, Bruegel, Turner Concepts: Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth. Skills: Using shade to create tone, using line to draw a landscape, creating a relief in cardboard.
Music 	This term, children will learn about: Pulse and metre <i>By the end of this unit, children will:</i> • Understand pulse and rhythm. • Explore a variety of beats in bars. • Recognise time signatures	Timbre <i>By the end of this unit, children will:</i> • Explore percussion. • Create body percussion, including beatboxing.
Spanish 	This term, children will learn: Numbers to 39. Singular wild animals. Plural Wild animals. Saying the months. Saying the days of the week. Saying the date.	
Key Dates 	October: Black History Month 29th September: Little Way Week 10th October: World Mental Health Day 10th November: Antbullying Week 11th November: Remembrance Day	

Building the Kingdom Autumn Term: Family and Community

- * At **St Alban's**, we belong to **one human family**.
- * Our *Building the Kingdom* theme—**The Call to Family and Community**—reminds us that we do not walk alone. We are called to look after our families, welcome the newcomer, and actively participate in our school and local communities to build a world where everyone thrives together.

Sacraments

**Wednesday 14th October 2026 3.00pm - Y3 and Y6
parents invited to a meeting with Father John at school**

**Commitment Mass – Saturday 17th October 2026 4.00pm
Followed by Rosary Procession**

Sacraments

Sacrament of Reconciliation- Week commencing
18th March 2027

First Holy Communion- **Saturday 19th June 2027**
(St. Dunstan's Church 12:30pm)

Sacramental Meetings and Masses at St. Dunstan's Church

- * Saturday 27th February 2027: 4pm Mass followed by Preparation Session.**
- * Saturday 13th March 2027: 4pm Mass followed by Preparation Session.**
- * Saturday 24th April 2027: 4pm Mass followed by Preparation Session.**
- * Saturday 15th May 2027: 4pm Mass followed by Preparation Session.**



Programme STRUCTURE

- EYFS
- Key Stage One
- Lower Key Stage Two
- Upper Key Stage Two

Module 1
Created and
Loved by God

Units:

- Religious Understanding
- Me, My Body, My Health
- Emotional Well-being
- Life cycles

Module 2
Created to
Love Others

Units:

- Religious Understanding
- Personal Relationships
- Keeping Safe

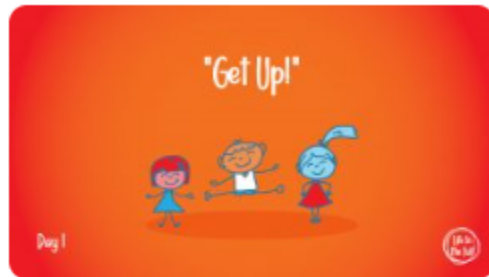
Module 3
Created to Live
in Community

Units:

- Religious Understanding
- Living in the Wider World

Various Sessions

Unit 1: Religious Understanding



Session 1: Get Up!

Over five days, children will hear and experience the Gospel story of Jesus healing Jairus' daughter. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love: they were designed for this purpose, which should inform how they live.

 **Go to Session**

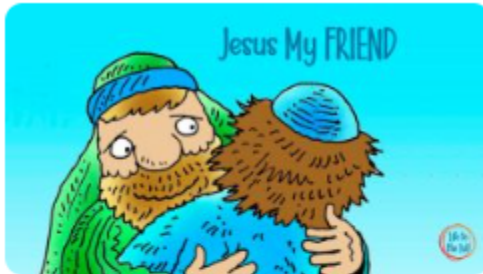


Session 2: The Sacraments

Building on the reflective sessions on the account of the raising of Jairus' daughter, this session unpacks the Sacraments of Baptism and Reconciliation. Children will understand that through prayer, the Sacraments and our friendships and relationships with others, we can have a foretaste of heaven.

 **Go to Session**

Module 2: Created to Love Others



Unit 1: Religious Understanding

Unit 1 – Religious Understanding tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us. Children will also learn about different types of sin, and the importance of forgiveness in relationships.

→ **Go to Unit**



Unit 2: Personal Relationships

The sessions in Unit 2 – Personal Relationships help children to develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.

→ **Go to Unit**

Module 3: Created to Live in Community



Unit 1: Religious Understanding

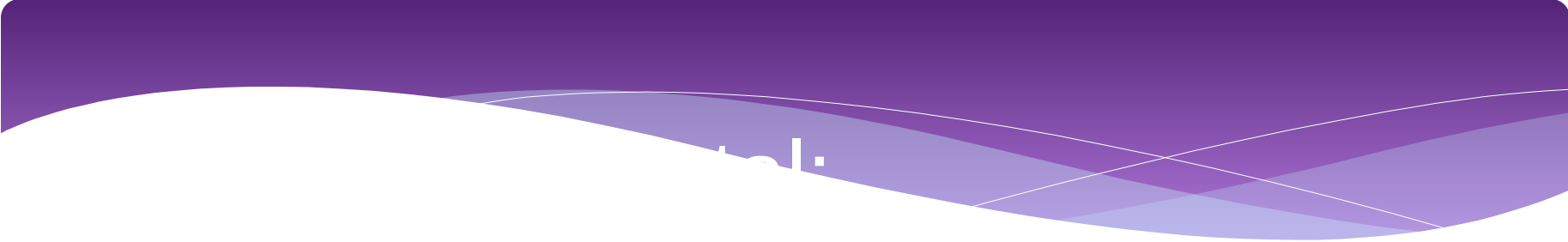
Unit 1 – Religious Understanding explores in greater detail the community aspect of the Trinity and encourages children to think about what the Trinity means to them and how as they were made in God's image, they too are created to live in community.



Unit 2: Living in the Wider World

In Unit 2 – Living in the Wider World, children will learn some of the principles of Catholic Social Teaching from Together For The Common Good, which will help them to live in communities in the way God intends. Teaching includes the common good, the human person, social relationships and stewardship.





<https://www.tentenresources.co.uk/parent-portal/>

To access the Parent Portal please follow the link above, you will need the following login credentials for our school:

School Username: st-alban-b14

My Happy Mind:

My Happy Mind is an NHS-backed, science-based mental health and wellbeing program used in schools and homes to help children build resilience, confidence, and self-esteem.

Lessons will take place weekly in school and information will be sent out to parents about how you can access the portal at home.





4S'S OF ATTACHMENT

Imagine that these 4 little love tanks are in every child's heart. Each tank represents one of the 4S's. If there is a deficit in any of those tanks, then children will go in search of anything that could fill up those tanks.

Safe, seen, soothed & secure
(Siegel & Bryson)

WEAVING
& INFUSING

TRAUMA-INFUSED & TRAUMA-RESPONSIVE

THROUGHOUT THE WHOLE SYSTEM: A CULTURAL & PARADIGM TRANSFORMATION

VALUES &
PRINCIPLES

DR. KAREN
TREISMAN


CLINICAL
PSYCHOLOGIST


TRAINER


AUTHOR

 SafeHands
ThinkingMinds.co.uk

Sketch
by
@wterral

THE PHYSICAL ENVIRONMENT

Design,
Building,
Space



SUPERVISION

Performance
Reviews &
Appraisals



TEAM Meetings,
Working Group, Feedback,
& Communication Forums



Meaningful **CONSULTATION**
& Decision-Making in ALL Aspects
*by those with lived experience
& multiple different voices*



THE RECRUITMENT PROCESS

Job Description
Communication
Interview
Feedback
Induction



LEADERSHIP & MANAGEMENT


✓ EMPATHETIC
✓ COMPASSIONATE
✓ SUPPORTIVE
✓ CURIOUS
✓ COMMITTED
✓ COLLABORATIVE

POSITIVE
ROLE MODEL

EVERY INTERACTION is IMPORTANT

is

TYPE & CHOICE OF LANGUAGE



The Organisation's
VISION,
MISSION,
VALUES



POLICIES

&
PROCEDURES
LEGISLATION

EVALUATION & MONITORING



STAFF WELLNESS, WELL-BEING & SELF-CARE



TRAINING & CONTINUING WORKFORCE DEVELOPMENT



MATERIALS
  

ASSESSMENT
SCREENING & **Tools**

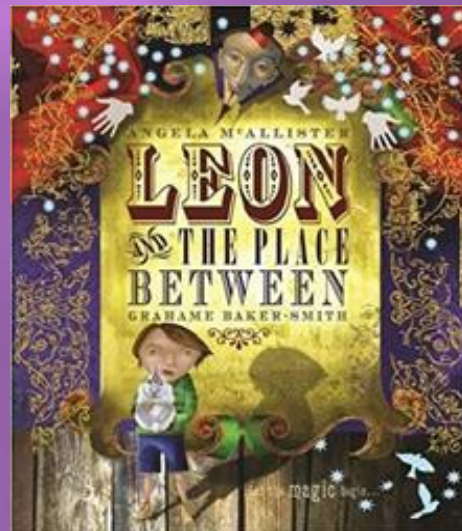
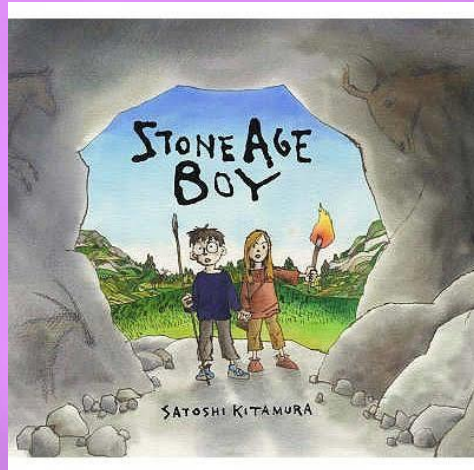


TYPES OF SERVICES AND APPROACHES

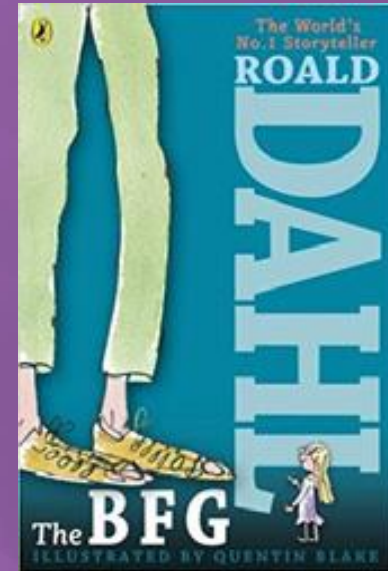
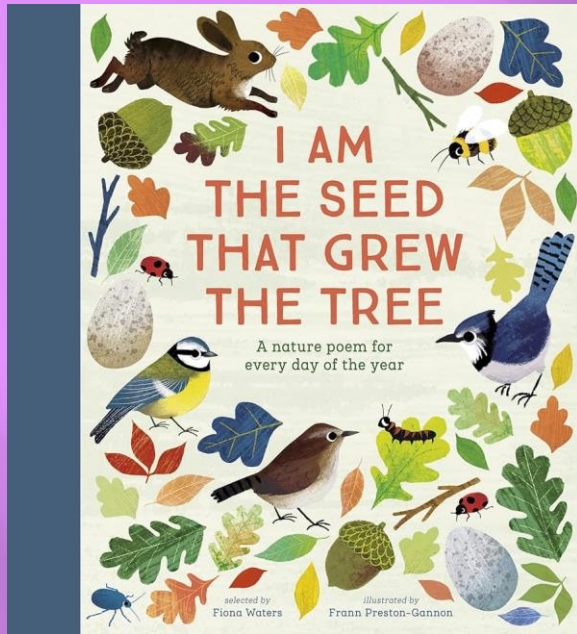
OFFERED
&
AVAILABLE



Writing in the Autumn Term



Reading in the Autumn Term



Writing Expectations

Year 3 Writing Checklist

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:		
To orally rehearse their ideas for writing and record their ideas using a modelled planning format.		
To demonstrate some understanding of purpose and audience (although this may not be sustained).		
To use the simple structure of a wider range of text types.		
To proof-read their work to check for errors and make simple improvements with guidance.		
To make more ambitious word choices (often reflecting those modelled by a teacher).		
To usually maintain the correct tense (including the progressive form).		
Uses the full range of punctuation from previous year groups including:	full stops, capital letters, question marks and exclamation marks.	
	commas within lists.	
	apostrophes to show possession and to form contractions.	
To begin to add inverted commas to mark direct speech (may not be consistent).		
To use a range of simple conjunctions (including some subordination).		
To spell some words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.		
To spell some words with suffixes correctly, e.g. usually, poisonous, adoration, etc.		
To apply all spelling rules from the KS1 guidance within the English Appendix 1.		
To begin to use neat, joined handwriting.		

Writing Expectations

Year 3 Writing Checklist

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
To begin to use ideas from own reading and modelled examples to plan their writing.	
To demonstrate an increasing understanding of purpose and audience.	
To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).	
To proof-read theirs and others' work to check for errors with increasing accuracy, and make improvements.	
To make deliberate ambitious word choices to add detail.	
To begin to create settings, characters and plot in narratives.	
To start to organise their writing into paragraphs around a theme.	
To maintain the correct tense (including present perfect tense) throughout a piece of writing.	
To use the full range of punctuation from previous year groups.	
To use inverted commas in direct speech.	
To use subordinate clauses.	
To begin to use conjunctions, adverbs and prepositions to show time, place and cause.	
To use 'a' or 'an' correctly most of the time.	
To spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.	
To spell many words with suffixes correctly, e.g. usually, poisonous, adoration, etc.	
To begin to spell homophones correctly, e.g. which and witch.	
To spell some of the Year 3 and 4 statutory spelling words correctly.	
To use a neat, joined handwriting style with increasing accuracy.	

Writing Expectations

Year 3 Writing Checklist

Working at Greater Depth within the Expected standard:

Pupil(s) are confidently and independently able to apply their knowledge:	
To plan and write with an understanding of purpose and audience.	
To use the structure of several text types (including the use of simple layout devices in non-fiction).	
To proof-read theirs and others' work to check for errors, suggesting and making improvements.	
To make deliberate ambitious word choices to add detail, effect and to engage the reader.	
To create settings, characters and plot in narratives.	
To organise their writing into paragraphs around a theme.	
To maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement.	
To use the full range of punctuation from previous year groups.	
To use punctuate direct speech accurately, including the use of inverted commas.	
To use subordinate clauses (sometimes in varied positions).	
To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	
To use 'a' or 'an' correctly throughout a piece of writing.	
To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.	
To spell most words with suffixes correctly, e.g. usually, poisonous, adoration, etc.	
To spell homophones correctly, e.g. which and witch.	
To spell many of the Year 3 and 4 statutory spelling words correctly.	
To use a neat, joined handwriting style with increasing accuracy and speed.	

Reading Expectations

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:	
to use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	
to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to begin to read aloud.	
to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to begin to read aloud.	
to begin to read further Y3/Y4 exception words (as listed in Appendix 1*).	
to develop a positive attitude to reading and understanding of what they read by: - beginning to use appropriate intonation and volume when reading aloud; - recognising and discussing the different features of a variety of texts; - discussing authors' choice of words and phrases for effect.	
to understand what they read, in books they can read independently, by: - asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives; - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	
to retrieve and record information from non-fiction.	

Reading Expectations

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:

to usually read fluently, decoding longer words with support, testing out different pronunciations.

to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.

to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.

to read most Y3/Y4 exception words (as listed in Appendix 1*), noting the unusual correspondences between spelling and sound, and where these occur in the word.

to develop a positive attitude to reading and understanding of what they read by:

- reading with an awareness of audience, (e.g. changes in intonation and pace);
- reading books that are structured in different ways for a range of purposes and participating in discussions about them;
- using appropriate terminology when discussing texts (plot, character, setting).

to understand what they read, in books they can read independently, by:

- predicting what might happen from details stated and implied.
- drawing simple inferences with evidence such as inferring characters' feelings.

to retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries.

Reading Expectations

Working at Greater Depth within the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge:

to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.

to apply their knowledge of root words, prefixes and suffixes/word endings (including all listed in English Appendix 1*) to read aloud fluently.

to understand the meaning of new words through contextual cues.

to read all Y3/Y4 exception words (as listed in Appendix 1*), discussing the unusual correspondences between spelling and sound, and where these occur in the word.

to develop a positive attitude to reading and understanding of what they read by:

- when reading out loud, selects a range of appropriate techniques (intonation, tone, volume, action) to show awareness of the audience;
- discusses and compares texts from a wider variety of genres and writers referring to authorial style, themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings);
- recognises and discusses some different forms of poetry (e.g. free verse, narrative poetry).

to understand what they read, in books they can read independently, by:

- discusses vocabulary used by the author to create effect;
- identifies main ideas drawn from more than one paragraph and summarises these;
- draws inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text;
- justifies predictions with evidence from the text.

to use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.

to use dictionaries to check the meaning of words that they have read.

Year 2 Common Exception Words

after
again
any
bath
beautiful
because
behind
both
break
busy
child
children
Christmas

class
climb
clothes
could
cold
door
even
every
everybody
eye
fast
father
find

floor
gold
grass
great
half
hold
hour
improve
kind
last
many
mind
money

most
move
Mr
Mrs
old
only
parents
pass
past
path
people
plant
poor

pretty
prove
should
steak
sugar
sure
told
water
whole
who
wild
would

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

Maths Curriculum

Autumn term	Number Place value FREE TRIAL VIEW	Number Addition and subtraction VIEW	Number Multiplication and division A VIEW		
	Number Multiplication and division B VIEW	Measurement Length and perimeter VIEW	Number Fractions A VIEW	Measurement Mass and capacity VIEW	
	Number Fractions B VIEW	Measurement Money VIEW	Measurement Time VIEW	Geometry Shape VIEW	Statistics VIEW

Maths Curriculum

Small steps

Step 1

Represent numbers to 100

Step 2

Partition numbers to 100

Step 3

Number line to 100

Step 4

Hundreds

Step 5

Represent numbers to 1,000

Step 6

Partition numbers to 1,000

Step 7

Flexible partitioning of numbers to 1,000

Step 8

Hundreds, tens and ones

Foundation Subjects

History

Geography

Art

Spanish

Computing

RSE (Ten Ten)

PE

Music

**Knowing more and
remembering more**

Science

Year 3	The Human Body The digestive system, teeth and senses, a healthy diet, nutrition, vitamins and minerals, skeletons and muscles for support, protection and movement.	Cycles in Nature Seasonal cycles and plants, animal migration. Life cycles of a plant and a frog.	Light How light travels, shadows, transparent and opaque objects, reflection, mirrors: plane, concave, convex, how shadows change throughout the day.	Plants Functions of plants: roots, stem/trunk, leaves and flowers, Life and growth, variety of plants, water transportation, seed formation and dispersal.	Rocks Sorting rocks, how rocks are formed, hardness and permeability, fossils, soil.	Forces and Magnets Forces, friction, magnets, magnetic poles, magnetic fields, law of magnetic attraction, compasses.
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The Human Body
Cycles in Nature
Light
Plants
Rocks
Forces and Magnets

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	Spatial Sense	Discovering History	The UK	Kings and Queens	The Seven Continents	Parliament and Prime Ministers
Year 2	Spatial Sense	The Romans	The British Isles	The Tudors	Northern Europe	Powerful Voices
Year 3	Spatial Sense	The Stone Age to the Iron Age	Settlements	Ancient Egypt	Rivers	Ancient Greece
Year 4	Spatial Sense	Ancient Rome	Regions of the UK	Europe	Anglo Saxons, the Scots and the Vikings	
Year 5	Spatial Sense	Baghdad 900CE	Mountains, Volcanoes and Earthquakes	The Industrial Revolution	Local Study	The Victorians
Year 6	Spatial Sense	World War I	British Geographical Issues	The Suffragettes	South America	World War II

Art

Year 3 Summary Concepts in Art: Line, Form, Pattern, Symmetry Types of Art: Still life, History painting, Ancient Egypt, Architecture Skills: Painting, Drawing, 3D form, Collage, Printing, Mixed media Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, working with others to create an artwork	Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour Drawing Using lines, observation, detail, using a ruler, line weight, sketching, pencil techniques to show tone, chalk and charcoal to show tone, oil pastels – working dark to light 3d form Modelling with clay – sticking and carving, clay relief, model making with mixed media Collage Collage with paper and tissue paper Printing Mono-printing with polystyrene	Line Artists: Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai Concepts: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines Skills: continuous line drawing, line weight, drawing contour lines, mono-printing DRAWING PRINTING	Still Life and Form Artists: Warhol, Morandi, Stubbs, Cezanne, Moser Concepts: What is a still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form Skills: Pencil techniques to show form and tone, cross-hatching, drawing still life – what you see, layering oil pastels DRAWING	Art of Ancient Egypt Art: The Great Sphinx, Bust of Nefertiti, Tutankhamun's death mask, Book of the Dead Concepts: Power of the Pharaohs represented in art, what is a bust, first use of paper, AE gods Skills: sketching, modelling in clay, creating patterns, making paper, drawing in profile 3D FORM DRAWING	Anglo Saxon Art Art: Sutton Hoo treasures, Lindisfarne Gospels, Bayeux Tapestry Concepts: Anglo-Saxon designs, interlocking and interlaced patterns, symmetry, illumination, embroidery Skills: Drawing fine detail, creating patterns, using different grade brushes, painting with watercolours, collage DRAWING PAINTING COLLAGE	Architecture Architecture/Architects: Parthenon, Callicrates), St Paul's Cathedral (Wren), Sagrada Familia (Gaudi), Grand Stupa Concepts: What is architecture/an architect, sculptures in relief - frieze (Parthenon marbles history), line and symmetry in architecture, features of architecture (towers/domes) Gaudi's use of curved lines, nature, mosaics and stained glass Skills: Using lines to create a design, working with clay to create a relief, building up and carving away, collage DRAWING SCULPTURE COLLAGE	Modern Architecture Architecture/Architects: Guggenheim Museum (Gehry), Scottish Parliament building (Miralles), Millau Viaduct (Foster), Serpentine Pavilion (Kere), London Aquatics Centre (Hadid) Concepts: modern vs traditional, function, inspiration, process: models and drawing, construction: engineers Skills: Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving, working as a team DRAWING 3D FORM
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Line
Still Life and Form
Art of Ancient Egypt
Anglo Saxon Art
Architecture
Modern Architecture

Class Artist – Autumn Term

Paul Klee



P.E. and Health

- * **Tuesday afternoons**
- * **Thursday lunchtime**
- * **Thursday~ yoga**
- * **Swimming ~Autumn One**

Planners:

- * Children should record the name of their book and the page numbers they have read each night, along with any unfamiliar/challenging words
- * Parents, please check and sign planners
- * Planners will be checked/signed weekly in school (each Friday)
- * Please write in celebrations and good news

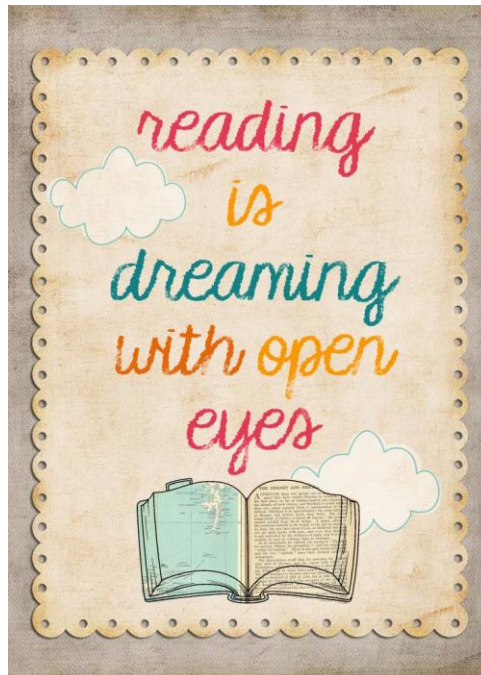


Homework:

- * Daily reading – 10 minutes a day (Signed by parents)
- * TTRockStars: Children should be practising their times tables several times per week. Rapid recall of multiplication and division facts will contribute to their confidence and success in maths.
- * Spelling: Children will stick or write their new spellings into their spelling books each Friday. They will be tested on their spellings the following Friday.
- * CGP Maths book weekly – to be marked in class on a Friday

Reading

- * Reading every evening, please record reading pages and challenging words.



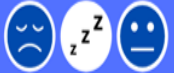
CPG Maths 10-minute workout books

* Handed out on a Friday to be returned the following Friday.

- Homework needs to be overseen and supported by parents but not completed by.
 - Homework should not be marked by parents.
 - If children needed support to complete a question then parents could indicate this next to the question - (S)
- Parents to sign.

Rewards and Regulation:

- * Shining Star Certificate for academic achievements
- * Champions of Christ certificate for demonstrating the principles of Catholic Social teaching
- * Gospel Virtues
- * House Points
- * Whole class reward
- * My Happy Mind
- * Zones of Regulation

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Any questions?

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