



St. Ambrose Barlow

Catholic Primary School

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Dear Parents

For further information follow this link:

<https://www.gov.uk/government/collections/national-curriculum>

We are a Rights Respecting School. Whenever and wherever possible, cross-curricular links will be made to the Global Goals and the UNICEF convention in teaching and learning.

Year 3 Curriculum Overview

RE

Children will follow the Archdiocese of Birmingham Curriculum Strategy for R.E.
Units will include:

Belonging

This unit involves the children exploring the different groups to which they belong. Through the theme of belonging they will study the Sacrament of Baptism as a Sacrament of Belonging to the Church. They will also learn how Catholics celebrate their belonging to the Family of God through the Celebration of Mass.

Reconciliation

This unit involves the children exploring human choices, the consequences of sin, Christ's teaching on forgiveness and the Sacrament of Reconciliation.

Advent

This unit involves children looking at Bible stories of the Annunciation and Visitation. They will explain how Mary and Elizabeth prepared to welcome and recognise Jesus Christ. They will develop their understanding of Advent as a time to prepare for Christmas and reflection on Christ being in the world.

Christmas

In this unit the story of the shepherds provides a focus for children to reflect on the birth of Jesus Christ and who he is.

We listen to God's word at mass

This unit involves the children in thinking about listening and finding out about the Liturgy of the Word at Mass. Through this topic they will explore the value and the importance of listening to the Word of God in the Scriptures.

Lent

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The unit is designed to help the children appreciate that during Lent Christians resolve to change and try to become more like Christ. The children will be introduced to new Gospel stories about Jesus bringing change into the lives of people he encountered.

Prayer

This unit involves the children learning something about the prayer life of Jesus. They will examine and reflect on some of the ways in which Catholics pray and the signs and symbols associated with prayer.

Holy Week

The unit is designed to help deepen the children's knowledge of some of the events of Holy Week and to deepen their understanding of the foundation of the Church's celebration of the Mass.

Easter

This unit explores the Story of Easter through the Story of Emmaus and the Story of Breakfast at the Shore. It is designed to help the children realise how the Apostles became aware of the presence of the Risen Christ in these events.

The Eucharist is a Thanksgiving to God

In this topic the children are provided with opportunities to deepen their knowledge and understanding of the Liturgy of the Eucharist. They will think about why this is such an important celebration in the life and worship of Catholic Christians.

Pentecost

In this unit children learn about the gift of the Holy Spirit and the change it brought to the lives of the Apostles. They will think about the presence of the Holy Spirit in the Sacraments the Church celebrates.

Literacy

Folk Tales

Pupils will sequence and discuss the main events in stories, identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. They will identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times. Texts include The Three Wishes and The Tin Forest by Helen Ward.

Biographies

Pupils will listen to, read and discuss a range of biographies. They will discuss the purpose of paragraphs and identify key ideas within the paragraph. Pupils will produce their own biographies, using headings and sub-headings.

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Fables

Pupils will discuss their understanding of the text., making predictions based on details. They will draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text. They will create and write their own parable.

Persuasive letters

Pupils will analyse and evaluate letters by looking at language, structure and presentation. They will identify and discuss the purpose, audience, language and structures of persuasive letters. Pupils will produce their own persuasive letters, grouping related material into paragraphs.

Novel as a theme

We will be reading *The Iron Man* by Ted Hughes, exploring the text including characters' thoughts, feelings and actions. This will help us to create our own settings, characters and plots.

Diaries

Pupils will read and analyse diaries in order to plan and write own versions. They will draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text, identifying and discussing the language and structures of diaries for writing.

Stories as a theme

We will be reading *Stig of the Dump* by Clive King and *Stone Age Boy* by Satoshi Kitamura. We will use inverted commas to punctuate direct speech (speech marks). Pupils will create and develop plots based on a model. Pupils will be proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.

Play scripts

Pupils will prepare play scripts to read aloud, showing understanding through intonation, tone, volume and action.

Non-chronological reports

Pupils will evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*. They will identify and discuss the purpose, audience, language and structures of non-fiction for writing.

Adventure Stories

As a class we will read *The Enchanted Wood* by Enid Blyton. They will raise questions during the reading process to deepen understanding e.g. *I wonder why the character...* They will create and develop settings for narratives.

Explanations

Pupils will read and analyse non-fiction in order to plan and write their own versions. They will identify and discuss the purpose, audience, language and structures of non-fiction for writing. Pupils will discuss and record ideas for planning and then generate and select from

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vocabulary banks e.g. technical language appropriate to text type. Related material will be grouped into paragraphs.

Poetry

In year 3, we will study classic poetry, poems with a structure and poems on a theme. Pupils will prepare poems to read aloud, showing understanding through intonation, tone, volume and action. They will read and analyse poetry in order to plan and write their own versions.

Mathematics

Numbers to 1000

This covers numbers up to 1000 and focuses on the value of each digit: place value. Pupils will learn how to compose and decompose numbers, compare, order and look for patterns.

Addition and Subtraction

This covers addition and subtraction. We start off with simple addition before moving on to addition where renaming is required. Subtraction is also covered in a similar way where simple subtraction is mastered before moving to subtraction where renaming is required. Once pupils master addition and subtraction, they start to look at problem-solving questions and practice using bar models.

We will use three different ways to show addition and subtraction visually. This will help pupils develop flexibility, however, some pupils may need additional support and time in order to be able to use all of the methods fluently.

Multiplication and Division

Pupils will cover the multiplication and division of 3, 4 and 8. They will then get to use their experience of multiplication and division to solve word problems. We will then cover multiplying by a 2-digit number. We look at decomposing a number into tens and ones so that the multiplication is easily managed and pupils can see the concept using Base 10 blocks. Then we will move onto multiplying where regrouping is necessary before pupils start to look at division. Decomposing numbers is critical in making both multiplication and division manageable for pupils. Once pupils master multiplication and division, they focus on solving problems using the multiplication and division methods dealt with in previous lessons.

Length

We look at length in metres and centimetres before moving on to kilometres. Pupils will learn to measure different items using centimetres, metres and kilometres. They will also be able to convert different units of measurement as well as compare different lengths.

Mass

Pupils begin with measuring mass using scales. Pupils look at different units to measure mass, specifically grams and kilograms. They will become well-versed in reading weighing scales that have different values for each marking. Once raw skills are achieved, pupils will attempt basic word problems which will extend to more challenging word problems.

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will also be more exposure to bar modelling, which will be the key strategy used to solve the word problems.

Volume

Pupils will learn to measure volume using millilitres and litres. They will also come across various problem-solving questions on volume and capacity.

Money

Pupils will consolidate previous learning on recognising different denominations (both notes and coins) and the simple addition and subtraction of money. It further develops the concepts related to addition and subtraction of money using number bonds as a key method. Pupils are then expected to apply their new knowledge to solve word problems using bar modelling as a key strategy.

Time

We begin by telling the time using 'a.m.' and 'p.m.', telling time to the minute, using analogue and digital time and telling time by using both the minute and hour hands. Pupils then learn to use the 24-hour clock and clocks using roman numerals. After this, pupils are measuring and comparing time in seconds, hours and minutes. Pupils will then complete the chapter by converting units of time and then finding a number of days in lengths of time.

Picture Graphs and Bar graphs

Pupils will be learning about how to create and interpret picture graphs and bar graphs. The chapter begins with pupils creating a number of different picture graphs where the pictures can represent more than one item. Then, pupils begin to create bar graphs, using their knowledge of picture graphs to help them. Pupils are then asked to read and interpret the information from the bar graphs.

Fractions

Pupils will spend an extended period exploring and working with fractions. They will begin by counting in tenths and then making number pairs (the fraction equivalent to number bonds) before moving on to adding and subtracting fractions. Pupils will explore equivalent fractions and look at simplifying fractions before comparing fractions with different denominators. Pupils will be finding fractions of whole numbers as part of a set and looking at sharing 1 and more than 1.

Angles

Pupils will be exploring angles using mathematical vocabulary and investigation. They begin by making and finding angles in shapes, then learn how to name certain angles, specifically right angles, acute angles and obtuse angles. They compare angles to one another and then describe turns using both angles and fraction

Lines and Shapes

Pupils will explore the different types of lines in addition to properties of shapes, both 2- and 3-D. To begin the unit, pupils will be identifying perpendicular and parallel lines,

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followed by horizontal and vertical lines. Pupils move on to describing 2-dimensional shapes and drawing them before making 3-dimensional shapes using nets and clay.

Perimeters of figures

While perimeter itself is simply combining the lengths of sides, it is important that it is taught before pupils are introduced to 'area' and not dealt with at the same time. Pupils will begin the unit by measuring the total length around a shape before moving onto grid paper to measure the combined lengths of each side. Pupils will be calculating perimeter by adding all of the lengths together and ending the unit by calculating the perimeter of a rectangle with unknown sides that need to be determined.

Science

Throughout the year, we will be learning all about the following topics:

Forces & Magnets

Pupils will compare how things move on different surfaces. We notice that some forces need contact between two objects, but magnetic forces can act at a distance. We observe how magnets attract or repel each other and attract some materials and not others. Pupils will compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. They will describe magnets as having two poles. Pupils will predict whether two magnets will attract or repel each other, depending on which poles are facing.

Rocks

Pupils compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. They will describe in simple terms how fossils are formed when things that have lived are trapped within rock. Pupils will recognise that soils are made from rocks and organic matter.

Light

Pupils will recognise that they need light in order to see things and that dark is the absence of light. They will notice that light is reflected from surfaces. Pupils recognise that light from the sun can be dangerous and that there are ways to protect their eyes and recognise that shadows are formed when the light from a light source is blocked by a solid object. Pupils find patterns in the way that the size of shadows change.

Animals (included humans)

Pupils will 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. They will identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Plants

Pupils will identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. They will explore the requirements of plants for life and

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growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Pupils will investigate the way in which water is transported within plants and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Geography

Locational, Europe and World Knowledge

UK knowledge

- Particular geographical areas within England are often referred to as the nine regions. Pupils will know the names of these English regions (Greater London, South East, East Anglia, South West, West Midlands, East Midlands, North West, North East, Yorkshire and The Humber) and be able to identify/name these on a map of England/GB/UK.
- Use eight-point compass directions (e.g. North, North East)
- Birmingham is located in the West Midlands region.
- The River Cole flows through Hall Green.
- Name at least three districts which are located in the city of Birmingham e.g. *Moseley, Kings Heath, Sparkhill and Small Heath*.
- Use basic geographical vocabulary to refer to:
key physical features – beach, cliff, forest, mountain, hill, ocean and weather
key human features – city, factory, farm, house and shop.

World Knowledge

- The Equator is an imaginary line around the middle of the Earth. It is halfway between the North and South Poles, and divides the Earth into the Northern and Southern Hemispheres
- Highest mountain in the world is believed to be Mt Everest

Europe Knowledge

- The location of at least three European countries and be able to identify them on a map of Europe.
- The names of a least three European capital cities and their corresponding country.

North and South America knowledge

- The name of a country in North America and South America

How Humans Impact On Our World

Humans action impact on other species.

In Year 3, pupils consider how humans' actions impact of other species – both plants and animals. They learn that humans have great power which can cause great harm but can also much good. Pupils apply their knowledge to the context of an event, illegal poaching. They consider why this happens, what can be done to prevent this and the impact it has. Pupils are developing a greater understanding of how humans' actions in one locality can have a significant impact on localities often far away.

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- Pupils will know the term organism and that all living things have certain characteristics that are essential for keeping them alive.
- Pupils will understand the term classification and classifying.
- Pupils will know that classification is very important because it helps scientists identify and group different organisms.
- Pupils will know that a scientist called Carolus Linnaeus (18th Century) developed a system for classifying animals and plants which has 7 levels and the first (top) level is called kingdom.
- Pupils will know that there are 6 different kingdoms in the natural world and one of them is the Kingdom Animalia (Animal Kingdom) which is composed of animals
- Pupils will know that the Animal Kingdom can be divided into two groups – invertebrates and vertebrates. Pupils will know that vertebrates can be further divided into smaller groups: Amphibians, Reptiles, Birds, Fish, Mammals
- Pupils will know their main characteristics
- Pupils will know that all living organisms need other organisms to survive.
- Pupils will learn about food chains and how changes in one part of the food chain can affect other parts.
- Pupils will know the terms herbivore, carnivore and omnivore and will relate it to food chains.
- Pupils will know what the terms threatened, endangered and extinct means in relation to animal and plant conservation.
- Pupils will know that animals and plants can become endangered because of many different reasons and that through the food chain link if one animal, or plant, becomes extinct it can affect others.
- Pupils will know that human actions are a major cause of animals and plants becoming endangered, including:
 - Loss of habitat due to expanding urban growth (towns and cities)
 - Farming (use of pesticides)
 - Legal hunting and illegal hunting (poaching) of animals.

Fieldwork and observational skills:

Pupils will learn how humans' actions have made animals extinct in the past are endangering animals today. The story of the Dodo, on the island of Mauritius, and how it became extinct.

Pupils will consider the role zoos can play in animal conservation.

How Our World Impacts On Humans

Knowledge about Volcanoes

- Pupils will know that volcanoes are big holes that let out hot gasses, ash and magma from deep inside the Earth.

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- Pupils will learn that the word 'volcano' comes from 'Vulcan', the Roman god of fire.
- Pupils will know that the Earth has three layers – the crust at the very top, then the mantle, then the core at the very middle of the planet.
- Pupils will know that a volcano is a very deep hole in the Earth's crust that can let out hot gasses, ash and lava.
- Pupils will know that volcanoes have long shafts (vent) that go all the way down through the Earth's crust, to magma - magma is found between the crust and the mantle. It's so hot there that rocks melt into liquid!
- Pupils will know when a volcano erupts, magma comes up and out through the vents.
- Pupils will know magma is called lava when it's outside the volcano.
- Pupils will learn that many volcanoes are mountains, made up of layers of lava and ash.
- Pupils will know that some volcanoes are underwater.
- Pupils will know there are three ways to describe a volcano and explain what it's doing – active, erupting, and dormant.
- Pupils will learn that an extinct volcano is one that hasn't erupted in at least 10,000 years, and that scientists don't think will erupt again for a very long time.
- Pupils will learn that volcanoes can destroy communities, injure people and lead to deaths. They will learn that most of the gas that comes out of volcanoes is poisonous.
- Pupils will learn that ash from volcanoes is very good for growing things for it adds nutrients to the soil.
- Pupils will learn that most volcanoes can be found in countries that have coastlines on the Pacific Ocean – this is called the Ring of Fire. (link to Year 3 Earthquake learning)
- Pupils will learn that there are 1,500 active volcanoes in the world and about 50 volcanoes erupt every year.
- Pupils will know there aren't any volcanoes in the UK.
- Pupils will know the largest volcano in Europe is Mount Etna in Sicily (Italy).
- Pupils will learn that the largest active volcano in the world is Mauna Loa, on the Hawaiian islands.

Pupils will learn how volcanoes can cause people harm

Pupils will learn how volcanoes can cause people harm through two case studies:

1 – Mount Vesuvius

2 - Eyjafjallajökull volcano

History

The Stone Age

Pupils will study the enquiry question 'Were Stone Age people technological geniuses?' They will establish when the Stone Age was, building chronological understanding of where the Stone Age is placed in a historical timeline, understanding how long the Stone Age lasted for. Pupils will identify how they used tools and study the beginnings of farming and agriculture. We will study what Stone Age people ate and if their food is similar to ours. We will look at the influences on modern life and the main differences between life today and

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life in the Stone Age. We will identify how we know so much about the Stone Age, looking at archaeological evidence.

The Ancient Egyptians

Pupils will understand that we learn about the past from artefacts from historical time periods. They will draw comparisons between Ancient Egypt and events across the ancient world of the time period. Pupils will demonstrate an understanding of Ancient Egyptian life – farmers, slaves and compare to the lives of people in Egypt today. They will understand the importance of The River Nile to daily life, trade (Geographical links) and compare to modern day use of the Nile. Pupils will discover facts about the pyramids.

Music

Our Music lessons will be taught by a specialist Music teacher this year.

Computing

E-Safety

In this unit, children are introduced to email and other forms of online communication. They will look at how to write and send emails, as well as how to decide if an email is safe to open. They will build on their existing knowledge of cyberbullying and how to deal with unkind behaviour online. The use and importance of privacy settings is introduced and children will discuss the types of information we should not share online. They will build on the idea of a digital footprint by thinking about how the adverts they see online are targeted at them. Children will finish the unit by using the knowledge they have gained to plan a party using online communication methods.

Connecting computers – Children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.

Stop frame animation - will use a range of techniques to create a stop-frame animation. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.

Sequencing sounds - This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.

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Branching databases - Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.

Desktop publishing - Learners will become familiar with the terms 'text' and 'images' and emojis and understand that they can be used to communicate messages offline and online. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.

Events and actions - This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of **Pen** blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program

P.E.

Fundamentals

Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate.

Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.

Fitness

Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked

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to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.

Dance

Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.

Tag Rugby

In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.

Gymnastics

In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.

Cricket

Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

OAA

Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.

Athletics

In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve

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their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.

In addition to these units, pupils will also be taught by coaches from Aston Villa Football Club and Hall Green Tennis Club.

Art

Fruit and Vegetables

Pupils will learn how to use pencil, colour, paint, clay peppers and textiles to create quality art work that shows progression in their skills. The children will also have the opportunity to explore the work of the designer, Carl Warner, textile artist, Michael Brennand-Wood and Italian painter, Caravaggio.

Ancient Egypt

Pupils will learn how to use a pencil, pen and charcoal, how to make clay faces and model in paper and papier mache to create quality art work that shows progression in their skills. The children will also have the opportunity to explore the work of Leger, Hockney and a photograph taken by Man Ray

British Art

Pupils will learn how to use a range of media for making portraits: how to make 'sensory' boxes, create abstract 'cut ups', tell stories in pictures and write memory postcards to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of British artists Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce.

Design and Technology

Let's Go Fly a Kite

Opportunities will be given to develop their understanding of frame structures and how they can be strengthened and stiffened. Pupils will discover information about a key event involving a kite that helped shape the world. They will gain knowledge and understanding about the parts and shapes of kites. This will help them when designing and making their own kites. Finally, children will test and evaluate their kites against design criteria they have created.

Edible Garden

Pupils will learn where and how a variety of ingredients are grown. Firstly, they will learn how to plant seeds and care for their plants so they yield produce that can be used in their cooking. They will learn how to cook with the ingredients they are growing; following recipes and using different kitchen equipment. The lessons take into account the appropriate safety and hygiene rules.

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Juggling Balls

Pupils will start by exploring and evaluating different juggling balls. Children are then given a design brief, asking them to design and make a circus themed juggling ball. A hemming and overcast stitch will be introduced during this unit. Children will learn about decoration techniques; getting the chance to use tie-dye and fabric paints. Finally, when they have completed the making of their juggling ball, children will evaluate their product against design criteria.

French

As the children begin to learn a new language, we will start with how to introduce ourselves, say how we are and greet others. We will also be learning the numbers 1- 20, learning French songs and playing French games. Later in the year we will learn the months of the year so that children can say when their birthday is, about parts of the body and describing colours. Finally, we will be learning the names of animals so that we can describe their colour, the names of some vegetables and to say which we like and don't like.

Our French lessons will be taught by a specialist French teacher this year.

RSE

We will follow the Ten: Ten RSE scheme of work.

Story Sessions: Get Up!

The Sacraments

Story Sessions: Jesus, My Friend

Friends, Family and Others

When Things Feel Bad

Sharing Online

Chatting Online

Safe in My Body

Drugs, Alcohol and Tobacco

First Aid Heroes

A Community of Love

What is the Church?

How Do I Love Others?

We will also follow the KiVa antibullying scheme of work.

I hope this information might be useful in supporting your child's learning.

Yours sincerely,
Miss Ball

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