



Dovecote Primary and Nursery School – YEAR 3 - Long-Term Overview 2024/2025

Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|----------|--|--|----------|----------|--|
| <p>History</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p> <p><i>Cause and consequence, change and continuity, Similarity and difference, Historical significance, sources and evidence and Historical interpretation</i></p> | | <p>To know that Queen Victoria is an important figure in British History.</p> <p>To know that there were contrasting ways of life in Victorian society.</p> <p>To know that Lord Shaftesbury and Dr Barnardo improved the lives of working-class children.</p> <p>To know that Victorian schooling was very different from modern day schooling.</p> <p>To know that access to education was impacted by gender and class.</p> <p>To know that access to recreation and leisure was dependent upon your social status. To know that the Education Act of the Victorian era changed children's lives and the course of British History.</p> <p>I can say where a period of history fits on a timeline (Link to Vikings, Gunpowder plot, WW1, Romans, Victorians, Maya and Egyptians).</p> <p>I can place a specific event on a timeline by decade</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework</p> <p>I can summarise the main events from a specific period in history, explaining the order in which key events happened</p> <p>I can summarise how Britain has had a major influence on world history</p> <p>I can summarise what Britain may have learned from other countries and civilizations through time gone by and more recently</p> <p>I can describe features of historical events and people from past societies and periods they have studied</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources</p> | <p style="text-align: center;"><u>How did daily life change in Britain from the Stone age to Iron age?</u></p> <p>To know that the time period covered from the Stone age to the Iron age is categorised in: Palaeolithic, Mesolithic and Neolithic</p> <p>know what life was like in the Palaeolithic and Mesolithic eras</p> <p>To know what changed from the Palaeolithic and Mesolithic eras</p> <p>To know what iron age people ate and how the search for food changed</p> <p>To know what tools were used and how tools changed over time</p> <p>To know what life was like in the East Midlands during the Stone age (Grammars urus lesson)</p> <p>I can explain how long ago the Stone age time period was</p> <p>I can explain how the Stone age, Bronze age and Iron age all continued on from each other.</p> <p>I can explain how civilisation started during this time</p> <p>I can explain how agriculture became a huge driving force for things like stone circles to be built and how different metals such as bronze and iron changed the way we interacted with each other.</p> <p>Key vocab: agriculture, alloy, archaeologist, artefacts, beaker, burial, construct, continuity, ditch, domestication, excavation, granary, migrate, mine, ore, palisade, preserve, remains, settlement, significant.</p> | | | <p>To know who the Romans were and when they were around.</p> <p>To know the origins of Ancient Rome.</p> <p>To know some of the features of the Roman army,</p> <p>To know the impact the Romans had on the modern world, especially Britain.</p> <p>To know the role and history of Queen Boudicca.</p> <p>I can use dates and historical language in my work</p> <p>I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>I can use my mathematical skills to understand time scales and order events chronologically, using the correct terms.</p> <p>I can describe historical events from the different periods</p> <p>I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p> <p>I can appreciate that significant events in history have helped shape the country we have today</p> <p>I can have a good understanding as to how crime and punishment has changed over the years</p> <p>I can explain the role that Britain has had in spreading Christian values across the world (Roman history)</p> <p>I can use multiple sources of information to investigate and understand the past.</p> <p>I can appreciate how historical artefacts have helped us understand more about British lives in the present and past</p> <p>Key vocab: Roman Emperor,</p> |



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| | | <p>Key vocab: Victorians, Victorian Era, Barnardo, class, wealth, upper-class, lower-class, diets, revolution, industrial revolution, crime, punishment, law, punishment, schooling, chimney sweep, coal bearer, dunce hat</p> | | | | <p>Empire, conquer, invasion, Aqueduct, colosseum, Roman baths, invade, Iodinium, Romanisation, gladiator.</p> |
| <p>Science</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p> | <ul style="list-style-type: none"> Friction - how things move on different surfaces <p>To know how different things move and use this to group them</p> <p>To know the effects of friction on different surfaces.</p> <p>I can compare how things move on different surfaces.</p> <p>friction, resistance</p> | <ul style="list-style-type: none"> Light & dark inc. absence of light, shadows & reflected light <p>To know that darkness is the absence of light</p> <p>To know that smooth surfaces are more reflective</p> <p>To know that shadows are formed when light can't pass through an opaque object.</p> <p>To know that a shadow is larger when a light source is closer to an object.</p> <p>To know what opaque, translucent and transparent mean.</p> <p>I can recognise that we need light in order to see things and that dark is the absence of light</p> <p>I can notice that light is reflected from surfaces</p> <p>I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes</p> <p>I can recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>I can find patterns in the way that the size of shadows change</p> <p><u>Vocab</u> Reflection, shadows, light source, opaque, refraction periscope, nocturnal, orbits convex, concave</p> | <ul style="list-style-type: none"> Magnetism <p>To know that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary.</p> <p>To know how to investigate the strength of magnets</p> <p>To know that magnets have two poles.</p> <p>To know that magnets attract some materials.</p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others.</p> <p>I can 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</p> <p>I can describe magnets as having two poles</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing</p> <p><u>Vocab</u> Magnetic pole, attract, repel repulsion</p> | <ul style="list-style-type: none"> Flowering Plants –transport of water, life cycle <p>To know the relationship between the structure and the function of different parts of a plant.</p> <p>To know the requirements of plants for life and growth.</p> <p>To know the different stages of the life cycle of a flowering plant.</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>I can compare the effect of different factors on plant growth and how it varies from plant to plant.</p> <p>I can investigate the way in which water is transported within plants.</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><u>Vocab</u> Roots, stem, nutrients pollination, seed dispersal fertiliser, seed formation stigma, anther, soil</p> | <ul style="list-style-type: none"> Classification of rocks, fossils & fossilisation What soils are made of <p>To know rocks, including those used in buildings and gravestones, might have changed over time.</p> <p>To know how to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them (and use microscopes or magnifying glasses to investigate).</p> <p>To know how fossils are formed.</p> <p>To know that soils are made from rocks and organic matter.</p> <p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties I can describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>I can recognise that soils are made from rocks and organic matter</p> <p><u>Vocab</u> Fossil, soil, crystals Sedimentary, metamorphic Igneous, organic matter</p> | <ul style="list-style-type: none"> Sun-safety Animal & human skeletons & muscles Animal & human nutrition & eating <p>To know the importance of nutrition</p> <p>To know that animals including humans, get nutrition from what they eat</p> <p>To know that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>I can identify that animals, including humans, need the right types and amount of nutrition</p> <p>I can compare and contrast the diets of different animals</p> <p>I can find out how different parts of the body have special functions.</p> <p><u>Vocab</u> Nutrition, nutrients, carbohydrates, proteins, fats (saturated/unsaturated), skeleton, muscles Diet, joint, pelvis, cartilage rib cage, tendon, spine</p> |



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| <p>Geography</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p> | <p>Sherwood forest trip? Focus on the forest floor/treetops- human and physical and fieldwork Biomes</p> <p>Substantive Knowledge: To know examples of biomes and know what their purpose is E.g rainforest, desert, tundra, grasslands</p> <p>To know the physical features a biome (rainforest) and draw comparisons with a range of others</p> <p>To know the 8 points on a compass. North east, North west, South east, South west, north, south, east, west</p> <p>To know how to use the 8 point compass to locate different areas of the UK</p> <p>Procedural knowledge: I can explain the temperature/climate difference when looking at the positioning in the world. Look at equators.</p> <p>I can discuss how a biome is relevant to our forest focus (Tin forest)</p> <p>I can use maps, globes, atlases to locate countries and describe features studied</p> <p>I can use digital and computer mapping to locate countries and describe features studied</p> <p>I can use the eight points of a compass to build my knowledge of the United Kingdom and the wider world</p> <p>Vocab: Biomes, forest Temperate, tundra grasslands</p> | | | | <p>Arctic and Antarctic Circle linked to topic book.</p> <p>Look at the location of Russia on a map/globe. - Look at their climate and compare to ours Compass work 8 points</p> <p>Substantive Knowledge: To know what 'climate zones' are Polar, temperate and tropical</p> <p>To know the type of climate we have in the UK and why.</p> <p>To know and explain the type of climate in the Arctic.</p> <p>To know the key human and physical features of the Arctic</p> <p>To know what the term 'pole' is when talking about the world and know that the Arctic is the north pole and Antarctic is the south pole.</p> <p>To know what an arctic circle is</p> <p>Procedural knowledge: I can explain the temperature/climate difference when looking at the positioning in the world. Look at equators.</p> <p>I can compare the climate of the Arctic to the UK</p> <p>I can compare it's human and physical features</p> <p>I can look at temperature patterns and identify trends</p> <p>I can discuss the difference in living conditions compared to the UK</p> <p>I can locate the Arctic and Antarctic circle? – linked to Pugs of the frozen north.</p> <p>Vocab: Climate, United Kingdom, hot, mild, cold, Arctic (range of features in the Arctic)</p> | |



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| <p>Art & Design</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">Photography</p> <p><u>Materials:</u> Polaroid cameras <u>Project:</u> Our Local Area</p> </div> <p>To know what a polaroid camera is. To know what ‘analogue photographic processes’ means. To know how a polaroid camera works. To know how angles and perspectives can change how an image looks.</p> <p>I can experiment with different angles and perspectives in my own photographs. I can use a polaroid camera to take a photo. I can plan to take a photo and explain my reasoning.</p> <p style="text-align: center; color: red;">Image, perspective, angle, view,</p> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">Sculpture</p> <p><u>Materials:</u> clay, wire and tin foil. <u>Project:</u> Tin Forest</p> </div> <p>To know that wire and tin foil can be manipulated and shaped to create a likeness. To know that clay can be used as a base for a sculpture.</p> <p>I can bend and shape wire and tin foil to create a sculpture. I can join adequately, developing my independence. I can construct a simple clay base for extending and modelling other shapes. I can add materials to my sculpture to create detail. I can plan a design for my model and justify my choices.</p> <p style="text-align: center; color: red;">Overlapping, layering, transparent, papier mache.</p> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">Drawing</p> <p><u>Materials:</u> silver pencils, chalk <u>Project:</u> Robots/Iron Man</p> </div> <p>To know who Paul Cezanne is and what he is famous for. To know what still life drawings and paintings are. To know different grades and types of pencils be used to create different effects. To know how to alter drawings. To know what shading is.</p> <p>I can talk about the life and work of Paul Cezanne. I can shade to show light and shadow effects. I can experiment with different grades and types of pencil. I can create an observational drawing. I can plan and alter my drawings. I can use different media to vary line, texture, tone, colour, shape and pattern.</p> <p style="text-align: center; color: red;">Grades of pencil, scale, tone, texture, shading, alter, texture, shape, outline, light, dark</p> | | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">Printmaking</p> <p><u>Materials:</u> <u>Project:</u> Lubaina Himid</p> </div> <p>Skills: create a print using pressing, rolling, rubbing and stamping, create a repeating pattern, talk about the processes used to produce a simple print.</p> <p>To know who Lubaina Himid is and the style of her work. To know how to print using different techniques including pressing rolling, rubbing and stamping</p> <p>I can talk about Lubaina Himid and the style of her work I can print using a variety of materials, objects and techniques. I can design patterns of increasing complexity and repetition. I can explore pattern and shape, creating designs for printing.</p> <p style="text-align: center; color: red;">Repetition, objects, rubbing, rolling, pressing, stamping,</p> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">Painting</p> <p><u>Materials:</u> acrylic paints <u>Project:</u> Self Portraits</p> </div> <p>To know which primary colours can be mixed to make secondary colours. To know how a paintbrush can be held to create different effects.</p> <p>I can mix colours adequately for a particular purpose. I can use varied brush techniques to create different patterns, shapes and textures. I can use a developed colour vocabulary when talking about my own work. I can work confidently on a range of scales. I can experiment with different effect, textures and scales (e.g. washes, blocking in colour, thin brush on small picture).</p> <p style="text-align: center; color: red;">Colour-scheme, colour spectrum, tertiary colours, blocking colour, colour washing, thickened paint, properties, application, opacity, water resistant, shape, pattern</p> |



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| <p>Computing Knowsley City Learning Centre Computing Scheme of Work</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p> | <p>To know the difference between an input and output device</p> <p>To know how digital devices have changed the way that we work</p> <p>To know that information is shared through a network</p> <p>To know how digital devices connect to each other</p> <p>To know the physical components of a network</p> <p>I can explain that digital devices accept inputs I can explain that digital devices produce outputs I can classify input and output devices</p> <p>I can explain how I use digital devices for different activities I can compare digital devices and non-digital tools</p> <p>I can explain why we need a network switch I can explain how messages are passed through multiple connections</p> <p>I can recognise that a computer network is made up of a number of devices I can demonstrate how information can be passed between devices I can explain the role a switch, server, and wireless access point in a network</p> <p>I can identify how devices in a network are connected together I can identify networked devices around me</p> <p>I can identify the benefits of computer networks</p> | <p>To know and identify objects in Scratch</p> <p>To know that commands have an outcome</p> <p>To know that a sequence of commands can have an order</p> <p>To know that an algorithm is implemented as code</p> <p>I can explain that objects in Scratch have attributes I can recognise that commands in Scratch are represented as blocks</p> <p>I can create a program following a design I can identify that each sprite is controlled by the commands I choose</p> <p>I can create a sequence of connected sound commands I can make design choices for my artwork</p> <p>I can identify and name the objects I will need for a project</p> <p>Programming environment, project, sprite, backdrop, attribute, command, code, outcome, block, sequence</p> | <p>To know the commands used for moving a sprite within a project</p> <p>To know that code can be duplicated and modified</p> <p>To know that programs can be adapted and extended</p> <p>To know that programs can be adapted and extended</p> <p>To know that a program is developed through adding features</p> <p>To know that debugging is the process of finding and fixing errors</p> <p>I can explain the relationship between an event and an action I can program movement</p> <p>I can choose a suitable size for a character in a maze I can program movement</p> <p>I can use a programming extension I can choose blocks to set up my program</p> <p>I can identify additional features (from a given set of blocks) I can choose suitable keys to turn on additional features</p> <p>I can test a program against a given design I can match a piece of code to an outcome I can implement my design</p> <p>Event, action, direction, sequencing, movement, extension, blocks, debugging</p> | <p>To know that animation is a sequence of drawings or photographs</p> <p>To know that an animation plan requires settings, characters and events</p> <p>To know that onion skinning allows small changes between frames</p> <p>To know how adding additional media impacts an animation</p> <p>I can create an effective flip-book style animation I can create an effective stop-frame animation</p> <p>I can predict what an animation will look like I can create a storyboard I can describe an animation that is achievable on screen</p> <p>I can review a sequence of frames I can use onion skinning</p> <p>I can explain ways to improve my animation I can add other media to my animation</p> <p>Animation, sequence, stop-frame, effective, storyboard, characters, settings, events, consistent, onion skinning, media, evaluate</p> | <p>To know that objects can be separated by attribute</p> <p>To know that data about an object is collected by identifying attributes</p> <p>To know why databases need to be well structured</p> <p>To know real-world uses of branching databases</p> <p>I can create two groups of objects separated by one attribute I can make up a yes/no question about a collection of objects</p> <p>I can arrange objects into a tree structure I can select an attribute to separate objects into groups</p> <p>I can compare two branching database structures I can create questions that will allow objects to be uniquely identified I can explain that questions need to be ordered carefully</p> <p>I can create an identification tool</p> <p>Branching database, attribute, object, yes/no question, database, testing, efficiency, review.</p> | <p>To know that information can be conveyed through text and image</p> <p>To know that text and images can be edited</p> <p>To know that page settings can be changed</p> <p>To know that different layouts can be used for different purposes</p> <p>I can explain the difference between text and image I can identify the advantages and disadvantages of using text and images</p> <p>I can change font style, size and colours for a given purpose. I can edit text</p> <p>I can create a template I can choose the best locations for my content I can use paste to create a magazine cover</p> <p>I can choose a suitable layout for a given purpose I can identify the uses of desktop publishing in the real world</p> <p>Desktop publishing, text, image, font, template, orientation, placeholder, layout, content, purpose</p> |



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| <p>Design & Technology</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p> | <p>To know how to prove that a design is fit for purpose and meets the user’s needs in line with the design criteria.</p> <p>To know how to select the most appropriate tools for a given task</p> <p>To know how to choose the right equipment and materials (including textiles, construction materials and/or ingredients).</p> <p>To know how to select the most appropriate technique for shaping and joining.</p> <p>To know why existing products have or have not been successful to inform their own designs</p> <p>To know why a product has or has not been successful. To know how to strengthen a product by stiffening a given part or reinforce a part of the structure.</p> <p>I can create a product with a simple mechanism (e.g. gears, pulleys, cams, levers and linkages).</p> <p>I know how to design a product and make sure that it looks appealing.</p> <p>I can draw annotated designs with labels that detail their material choices and suitability of the given materials</p> <p>I can work accurately to measure, make cuts and make holes.</p> <p>I can choose finishing techniques to improve the appearance of their products using a range of equipment including ICT.</p> <p>I can improve finished product in relation to the design criteria.</p> | | <p>To know how to prove that a design is fit for purpose and meets the user’s needs in line with the design criteria.</p> <p>To know how to strengthen a product by stiffening a given part or reinforce a part of the structure.</p> <p>To know why existing products have or have not been successful to inform their own designs</p> <p>To know why a product has or has not been successful.</p> <p>To know how to select the most appropriate tools for a given task</p> <p>To know how to choose the right equipment and materials (including textiles, construction materials and/or ingredients).</p> <p>To know how to select the most appropriate technique for shaping and joining.</p> <p>I can work accurately to measure, make cuts and make holes.</p> <p>I can choose finishing techniques to improve the appearance of their products using a range of equipment including ICT.</p> <p>I can improve finished product in relation to the design criteria.</p> <p>I can create a product with a simple mechanism (e.g. gears, pulleys, cams, levers and linkages).</p> <p>I know how to design a product and make sure that it looks appealing.</p> <p>I can draw annotated designs with labels that detail their material choices and suitability of the given materials</p> <p>User, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function,</p> | | | <p>To know when food is available for harvesting and understand seasonality.</p> <p>I know what a balanced diet looks like.</p> <p>I can demonstrate hygienic food preparation.</p> <p>I can weigh out ingredients and follow a given healthy recipe to create a dish.</p> <p>name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p> |



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| | <p>User, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing</p> <p>shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, User, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing</p> <p>shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision,</p> | | <p>planning, design criteria, annotated sketch, appealing</p> <p>shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, User, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing</p> <p>shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision,</p> | | | |



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| <p>Languages</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p> | <p>Spanish phonetics/Grammar 1 C & I'm Learning Spanish (E) (Emerging Unit) Phonetics – A (UN), An (UNA) Aim of Unit: In this unit the children will learn how to:</p> <ul style="list-style-type: none"> Pinpoint Spain and other Spanish speaking countries on a map of the world Ask and answer the question 'How are you?' in Spanish Say 'Hello' and 'Goodbye' in Spanish Ask and answer the question 'What is your name?' in Spanish Count to ten in Spanish Say ten colours in Spanish <p>To know that Spain is a Country in Europe. To know where Spain is in relation to the UK. To know how to say hello and goodbye. To know how to answer and ask someone what their name is in Spanish. To know the numbers 1 - 10 in Spanish. To know some colours in Spanish.</p> <p>I can pinpoint Spain and other Spanish speaking countries on a map of the world I can ask and answer the question 'How are you?' in Spanish I can say 'Hello' and 'Goodbye' in Spanish I can ask and answer the question 'What is your name?' in Spanish I can count to ten in Spanish I can say ten colours in Spanish</p> <p>See full vocabulary list for this unit on Language Angels ¡Buenos días!, ¡Hola!, Adiós! ¡Hasta luego!, estoy bien, estoy mal más o menos, Me llamo, Aprendo español uno dos tres cuatro cinco seis siete ocho nueve diez marron, blanco verde, gris azul, negro, verde, rojo, amarillo, morado</p> | <p>Musical Instruments – (E – Emerging Unit) Re-cap on Spanish Phonetics/Grammar 1C and some nouns</p> <p>Aim of Unit: In this unit, the children will learn how to:</p> <ul style="list-style-type: none"> Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner. Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish. Learn to say and write 'I play an instrument' in Spanish using the high-frequency 1st person regular verb 'toco' (I play) with up to ten different instruments. <p>To know the names of a variety of instruments. To know how to use 'the' in a sentence. To know how to say a sentence about an instrument in the first person.</p> <p>I can recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner. I can choose the appropriate articles/determiners in my sentence and use 'the' in the plural form in Spanish. I can say and write 'I play an instrument' in Spanish using the high-frequency 1st person regular verb 'toco' (I play) with up to ten different instruments.</p> <p>See full vocabulary list for this unit on Language Angels Los instrumentos , el the (masculine singular) el clarinete la the (feminine singular) el arpa los the (masculine plural) el piano las the (feminine plural) el triángulo , la trompeta, el violín la batería, los címbalos la guitarra, Toco, la flauta</p> | | | <p>Fruits OR Vegetables - (E – Emerging Unit) Re-cap on Spanish Phonetics/Grammar 1C (A (UN), An (UNA) and some nouns Aim of Unit: In this unit the children will learn how to:</p> <ul style="list-style-type: none"> Name and recognise up to 10 fruits in Spanish. Attempt to spell some of these nouns. Ask somebody in Spanish if they like a particular fruit. Say what fruits they like and dislike. <p>OR Vegetables - (E – Emerging Unit) Re-cap on Spanish Phonetics 1C Aim of Unit: In this unit the children will learn how to:</p> <ul style="list-style-type: none"> Name and recognise up to 10 vegetables in Spanish. Attempt to spell some of these nouns (including the correct article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. <p>To know the names of some fruits. To know the spelling of some fruits. To know how to ask and answer questions about people's preferences of fruits. I can name and recognise up to 10 fruits in Spanish. I can help to spell some of these nouns. I can ask somebody in Spanish if they like a particular fruit. I can say what fruit I/someone like and dislike.</p> <p>See full vocabulary list for this unit on Language Angels Una manzana, Las manzanas Una fresa, Las fresas Un melocotón, Los melocotones Un plátano, Los plátanos Una cereza, Las cerezas Una naranja, Las naranjas Una ciruela, Las ciruelas Una pera, Las peras Un kiwi, Los kiwis Un albaricoque, Los albaricoques Me gustan... I like... No me gustan...</p> <p>OR</p> <p>Vegetables - (E – Emerging Unit) Re-cap on Spanish Phonetics 1C I know the names of some vegetables. I know the spelling of some vegetables. I know how to ask and answer questions about people's preferences of fruits and vegetables. I know how to buy vegetables according by weight i.e. kilo, half a kilo.</p> <p>I can name and recognise up to 10 vegetables in Spanish. I can help to spell some of these nouns (including the correct article) I can use simple vocabulary in a role play about buying vegetables from a market stall.</p> | |



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|---------|----------|----------|----------|----------|--|----------|
| | | | | | <p>I can say if I would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</p> <p>See full vocabulary list for this unit on Language Angels</p> <p>Las berenjenas, Un kilo de... Las espinacas, Medio kilo de... Las cebollas The onions Quisiera... I would like... Los calabacines The courgettes Por favor Please Los tomates The tomatoes Y And Las judías verdes The green beans, Hola Hello Los guisantes The peas ¿Puedo ayudarte? Can I help you? Los champiñones The mushrooms ¿Algo más? Is that all/anything else? Las zanahorias The carrots ¿Cuánto cuesta? How much is that? Las patatas The potatoes Gracias Thank you Hasta luego Goodbye En mi cesta tengo... In my basket I have...</p> | |



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| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|--|---|---|
| Music Substantive knowledge Procedural Knowledge Vocabulary | <p>In-Harmony sing and perform in solo and ensemble contexts, using their voices</p> <p>listen with attention to detail appreciate and understand a wide range of high-quality live and recorded music</p> <p>begin to develop an understanding of the history of music.</p> <p>To know why posture, breathing and diction are important.</p> <p>I can sing songs from different times and place with confidence, with several from memory</p> <p>I can control pitch and tuning accurately within an octave.</p> <p>I can sing with awareness of: the shape of a melody, phrases in a song, the character and style of the song .</p> <p>I can copy back phrases of a song with accuracy of rhythm and pitch (across the range of an octave) .</p> <p>• Sing a round in two part <i>Octave, melody, pitch.</i></p> | <p>In-Harmony sing and perform in solo and ensemble contexts, using their voices</p> <p>listen with attention to detail appreciate and understand a wide range of high-quality live and recorded music</p> <p>begin to develop an understanding of the history of music.</p> <p>To know the names of the different beats and how long each one lasts for.</p> <p>To know how to identify a rest in a simple piece of music.</p> <p>I can play an instrument in a class group</p> <p>I can play running, walk, stride and sleep rhythms against a steady beat at different tempo.</p> <p>I can play melodies and/or rhythm patterns in time with a beat.</p> <p>I can count bars' rests to know when to come in.</p> <p>I can demonstrate control of simple instrumental technique e.g., breathing, tonguing, hand positions on recorder; different hand strokes on drums.</p> <p>I can control playing at different dynamic levels (e.g. loud, soft)</p> <p>I can listen carefully and copy back rhythms and melodies. Copy back rhythms accurately. Copy back melodies, which use two different pitches</p> <p>(Instruments (e.g. djembes, recorders, glockenspiels, untuned percussion) Pitch, Duration, Rests, Beats, Bar, Dynamics</p> | <p>In-Harmony sing and perform in solo and ensemble contexts, using their voices</p> <p>listen with attention to detail appreciate and understand a wide range of high-quality live and recorded music</p> <p>begin to develop an understanding of the history of music.</p> <p>To know how to make sounds of a different pitch on a tuned instrument or ICT music-based programme,</p> <p>I can make musical choices for a purpose</p> <p>I can use tuned and untuned instruments or music ICT, create musical ideas to accompany a story that has been chosen to:</p> <p>a) suggest a musical structure</p> <p>b) involve manipulating pitch, duration, dynamics or different timbres (or another of the inter-related dimensions of music)</p> <p>I can create my own picture score to represent and later recreate a composition.</p> <p>I can make a song or chant over a repeated rhythm pattern (ostinato) on instruments or body percussion.</p> <p>I can use percussion instruments, drums or clapping, to improvise a 4-8 beat solo (e.g. drum circle or against a backing track).</p> <p>Pitch, Duration, Rests, Beats, Bar, Dynamics, Improvisation, Body Percussion, Composition</p> | <p>In-Harmony sing and perform in solo and ensemble contexts, using their voices</p> <p>listen with attention to detail appreciate and understand a wide range of high-quality live and recorded music</p> <p>begin to develop an understanding of the history of music.</p> <p>To know why posture, breathing and diction are important.</p> <p>I can sing songs from different times and place with confidence, with several from memory</p> <p>I can control pitch and tuning accurately within an octave.</p> <p>I can sing with awareness of: the shape of a melody, phrases in a song, the character and style of the song .</p> <p>I can copy back phrases of a song with accuracy of rhythm and pitch (across the range of an octave) .</p> <p>• Sing a round in two part <i>Octave, melody, pitch.</i></p> | <p>In-Harmony sing and perform in solo and ensemble contexts, using their voices</p> <p>listen with attention to detail appreciate and understand a wide range of high-quality live and recorded music</p> <p>begin to develop an understanding of the history of music.</p> <p>To know the names of the different beats and how long each one lasts for.</p> <p>To know how to identify a rest in a simple piece of music.</p> <p>I can play an instrument in a class group</p> <p>I can play running, walk, stride and sleep rhythms against a steady beat at different tempo.</p> <p>I can play melodies and/or rhythm patterns in time with a beat.</p> <p>I can count bars' rests to know when to come in.</p> <p>I can demonstrate control of simple instrumental technique e.g., breathing, tonguing, hand positions on recorder; different hand strokes on drums.</p> <p>I can control playing at different dynamic levels (e.g. loud, soft)</p> <p>I can listen carefully and copy back rhythms and melodies. Copy back rhythms accurately. Copy back melodies, which use two different pitches</p> <p>(Instruments (e.g. djembes, recorders, glockenspiels, untuned percussion) Pitch, Duration, Rests, Beats, Bar, Dynamics</p> | <p>In-Harmony sing and perform in solo and ensemble contexts, using their voices</p> <p>listen with attention to detail appreciate and understand a wide range of high-quality live and recorded music</p> <p>begin to develop an understanding of the history of music.</p> <p>To know how to make sounds of a different pitch on a tuned instrument or ICT music-based programme,</p> <p>I can make musical choices for a purpose</p> <p>I can use tuned and untuned instruments or music ICT, create musical ideas to accompany a story that has been chosen to:</p> <p>a) suggest a musical structure</p> <p>b) involve manipulating pitch, duration, dynamics or different timbres (or another of the inter-related dimensions of music)</p> <p>I can create my own picture score to represent and later recreate a composition.</p> <p>I can make a song or chant over a repeated rhythm pattern (ostinato) on instruments or body percussion.</p> <p>I can use percussion instruments, drums or clapping, to improvise a 4-8 beat solo (e.g. drum circle or against a backing track).</p> <p>Pitch, Duration, Rests, Beats, Bar, Dynamics, Improvisation, Body Percussion, Composition</p> |



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|--|---|---|--|---|--|--|
| <p>P.E</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p> | <p>Swimming PPA</p> <p>To know how to swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) To know how to perform safe self-rescue in different water-based situations</p> <p>I can swim 5 metres using a recognised stroke.</p> <p>I can swim 10 metres using a recognised stroke.</p> <p>I can swim 25 metres using a variety of strokes.</p> <p>I can talk about and demonstrate how to perform safe self-rescue in different water-based situations.</p> <p>Swim, swimming, float, front crawl, back stroke, breaststroke, breathing, blow, tread water, relax, efficiency of stroke, life-saving, safe, self-rescue</p> <p>Team ball games- JW</p> <ul style="list-style-type: none"> • To know running, jumping, throwing and catching in isolation and in combination • To know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • To know how to compare their performance with previous ones and | <p>Swimming PPA</p> <p>See swimming objectives (Autumn 1)</p> <p>Gymnastics PPA</p> <p>To know the benefits of developing flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] To know how to compare my performance with previous ones and demonstrate improvement to achieve my personal best</p> <p>When sequencing:</p> <ul style="list-style-type: none"> • I can perform gymnastic sequence with a balance, • I can use a travelling action, a jump and a roll • I can teach a sequence to a partner and perform together <p>When balancing:</p> <ul style="list-style-type: none"> • I can explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) <p>NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <ul style="list-style-type: none"> • I can balance on floor and apparatus exploring which body parts are the safest to use • I can explore balancing with a partner: facing, besides, behind and on different levels • I can move in and out of balance fluently <p>When traveling:</p> <ul style="list-style-type: none"> • I can use a variety of rolling actions to travel on the floor and along apparatus • I can travel with a partner; move away from and together on the floor and on apparatus • I can travel at different speeds e.g. move slowly into | <p>Swimming JW</p> <p>See swimming objectives (Autumn 1)</p> <p>Dance JW</p> <p>To know how to perform dances using a range of movement patterns To know how to compare my performance with previous ones and demonstrate improvement to achieve their personal best</p> <p>When composing:</p> <ul style="list-style-type: none"> • I can copy a dance phrase/dance to communicate an idea <p>Develop movement using;</p> <ul style="list-style-type: none"> • Actions (WHAT); I can travel, turn, gesture, jump, stillness • Space (WHERE); I can use formation, direction and levels • Relationships (WHO); whole group/duo/solo, • Choreographic I can use devices; motif development and repetition • I can structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end • I can link phrases to music <p>When performing:</p> <ul style="list-style-type: none"> • I can perform dance to an audience showing confidence • I can show co-ordination, control and strength (Technical) <p>Skills</p> <ul style="list-style-type: none"> • I can demonstrate different dance actions – travel, turn, gesture, jump and stillness • I can demonstrate dynamic qualities – speed, energy and continuity • I can demonstrate use of space – levels, directions, pathways and body shape • I can demonstrate different relationships – mirroring, unison, canon, | <p>Swimming JW</p> <p>See swimming objectives (Autumn 1)</p> <p>Multi-skills linked to team games- PPA - Football</p> <p>To know running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> • To know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • To know how to compare their performance with previous ones and demonstrate improvement to achieve their personal best <p>I can catch with control to keep possession and score goals.</p> <p>I can pass and dribble with control without opponent.</p> <p>I can bounce a ball in the direction of a target.</p> <p>I can and use rules fairly to keep games going.</p> <p>I can say when a player has moved to help others.</p> <p>I can apply this knowledge in my own play.</p> <p>I can suggest warm-up</p> <p>Roll, throw, catch, retrieve, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space, attack and defend, skills, tactics and strategies, observe and improve.</p> | <p>Athletics</p> <p>See swimming objectives (Autumn 1)</p> <p>To know running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> • To know developing flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • To know how to compare my performance with previous ones and demonstrate improvement to achieve my personal best <p>When running:</p> <ul style="list-style-type: none"> • I can run at different speeds • I can pace and sustain my effort over longer distances • I can carry out stretching and warm-up safely • I can set realistic targets of times to achieve over a short and longer distance (with guidance) <p>When jumping:</p> <ul style="list-style-type: none"> • I can begin to perform combinations of jumps e.g. hop, step, jump showing some control and consistency • I can watch and describe certain aspects of jumping e.g. what arms and legs are doing <p>When throwing:</p> <ul style="list-style-type: none"> • I can explore different styles of throwing, e.g. pushing and slinging (to prepare for javelin, shot and discus) • I can throw with some control • I can watch and describe specific aspects of throwing (e.g. what arms and legs are doing) <p>Warm-up, stretch, walk, jog, run, sprint, speed, challenge, slow, quick, fast, hop, step, jump, one/two explosive energy, feet together, control, improve,</p> | <p>Striking and fielding</p> <p>To know running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> • To know developing flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • To know how to compare my performance with previous ones and demonstrate improvement to achieve my personal best <p>When running:</p> <ul style="list-style-type: none"> • I can run at different speeds • I can pace and sustain my effort over longer distances • I can carry out stretching and warm-up safely • I can set realistic targets of times to achieve over a short and longer distance (with guidance) <p>When jumping:</p> <ul style="list-style-type: none"> • I can begin to perform combinations of jumps e.g. hop, step, jump showing some control and consistency • I can watch and describe certain aspects of jumping e.g. what arms and legs are doing <p>When throwing:</p> <ul style="list-style-type: none"> • I can explore different styles of throwing, e.g. pushing and slinging (to prepare for javelin, shot and discus) • I can throw with some control • I can watch and describe specific aspects of throwing (e.g. what arms and legs are doing) <p>Warm-up, stretch, walk, jog, run, sprint, speed, challenge, slow, quick, fast, hop, step, jump, one/two explosive energy, feet together, control, improve, under/over arm, accuracy, observe, improve.</p> |



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| | <p>demonstrate improvement to achieve their personal best</p> <p>I can catch with control to keep possession and score goals. I can pass and dribble with control without opponent. I can bounce a ball in the direction of a target. I can and use rules fairly to keep games going. I can say when a player has moved to help others. I can apply this knowledge in my own play. I can suggest warm-up</p> <p>Roll, throw, catch, retrieve, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space, attack and defend, skills, tactics and strategies, observe and improve.</p> | <p>a balance, travel quickly before jumping</p> <p>When jumping:</p> <ul style="list-style-type: none"> I can explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and <p>I can travel along a bench controlling take-off and landing)</p> <ul style="list-style-type: none"> I can add a quarter or half turn into a jump before landing <p>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</p> <p>When rolling:</p> <ul style="list-style-type: none"> I can develop control in rolling actions on the floor, off and along apparatus or in time with a partner. I can combine the phases of earlier rolling actions to perform the full forward roll I can begin to show control when rocking backwards and forwards. <p>Jump, roll, slide, still, fast, slow, control, tuck, pike, star, straddle, dish, arch, tight, balance, toes pointed, legs, arms straight, twist, turn, long, squat, v-sit, fast, slow, together, feet together, feet apart, high, tall, low, warm up, stretch, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Observe, feedback, improve.</p> | <p>complementary & contrasting</p> <p>When appreciating:</p> <ul style="list-style-type: none"> I can show an awareness of different dance styles and traditions I can understand and use simple dance vocabulary I can understand why safety is important in the studio <p>Compare and comment on their own and other’s work -strengths and areas for improvement</p> <p>Beat, rhythm, motif, dance, pose, music, evaluate, improve, perform, space, warm up, slow, fast, spin, low, high, wide, twist, turn, tall, wide, body parts, move, recap, stop, freeze, statue, express, follow, copy, repeat, formation, group, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Emotions and feelings, observe, feedback, improve.</p> <p>Multi-skills linked to team games- PPA</p> <p>To know running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> To know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending To know how to compare their performance with previous ones and demonstrate improvement to achieve their personal best <p>I can catch with control to keep possession and score goals. I can pass and dribble with control without opponent. I can bounce a ball in the direction of a target. I can and use rules fairly to keep games going. I can say when a player has moved to help others.</p> | | <p>under/over arm, accuracy, observe, improve. Techniques, efficiency</p> | |



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|---|---|---|---|--|---|---|
| | | | I can apply this knowledge in my own play. I can suggest warm-up Roll, throw, catch, retrieve, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space, attack and defend, skills, tactics and strategies, observe and improve. | | | |
| RE Substantive knowledge Procedural Knowledge Vocabulary | Jigsaw RE: 5-7 E1: Who is God to Muslims? Islam | Jigsaw RE: 7-8 A2: Has Christmas lost its meaning? Christianity | Jigsaw RE: 7-8 Sp1: Could Jesus heal people? Miracles. Christianity | Jigsaw RE: 7-8 Sp2: What is 'good' about 'Good Friday'? Christianity | Jigsaw RE: 5-7 E2: How important is the Prophet Muhamad to Muslims? Islam | Jigsaw RE: 7-9 E1: Does praying at regular intervals help a Muslim in their everyday lives? Islam |
| PSHE Jigsaw | Being me in my world. | Celebrating differences | Dreams and goals | Healthy me | Relationships | Changing me |