

Year 3 Overview

	Term 1				Term 2				Term 3			
Driver Project	 <p>Through the Ages - History British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle.</p>				 <p>Rocks, Relics and Rumbles - Geography Locational knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork.</p>				 <p>Emperors and Empires - History The Roman empire and its impact on Britain.</p>			
English - grammar taught throughout the writing units	<p>Book: The Heart and the Bottle Dialogue, postcard, character description, diary entry, poetry, letter of advice, own version dilemma narrative</p> 	<p>Book: The First Drawing Own historical narratives, character descriptions, diaries, recounts</p> 	<p>Book: The Tear Thief Newspaper article, shared poem, diary entry, persuasive poster, letter of explanation, discussion</p> 	<p>Book: The Barnabus Project Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue, brochure</p> 	<p>Book: The Pied Piper of Hamelin Writing in role, information reports, adverts, formal letters, own version myth/legend</p> 	<p>Book: The Tin Forest Persuasive information leaflets, Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions</p> 	<p>Book: Cloud Tea Monkeys Descriptive passage, writing in role, 'how to' guide (instructions), letter, discussion, non-chron report</p> 	<p>Book: Black Dog Own version 'suspense' narratives, Postcards, dialogue, retellings, descriptions</p> 	<p>Book: How to Live Forever Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning, prequel</p> 	<p>Book: The Mysteries of Harris Burdick Setting description, short first person narrative, dialogue, action scene, extended fantasy narrative</p> 	<p>Book: Our Tower Poems, setting descriptions, diary entries, dialogue, letters of thanks, extended fantasy narrative</p> 	<p>Book: Jim, A Cautionary Tale Warning poster, warning announcement, alternative ending, performance poetry, letter of apology, narrative poem</p> 
Spelling	Words with the long /eɪ/ sound spelt with ei, ey and ai, Words with /ə:/ sound spelt with ear, Homophones and near homophones		Creating adverbs using the suffix -ly, Statutory spellings challenge words		Words with short /i/ sound spelt with 'y', Adding suffixes beginning with a vowel (er/ed/en/ing), Using the prefix mis- and dis-, Words with a /k/ sound spelt with 'ch'		Homophones and near homophones, Adding the prefix bi- and re-, Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que', Words with a /sh/ sound spelt with 'ch', Statutory spellings challenge words		Words ending in -ary, Words with a short /u/ sound spelt with 'o' and 'ou', Word families based on common words		Words ending in the suffix -al, Words ending with an /zhuh/ sound spelt with 'sure', Words ending with a /chuh/ sound spelt with 'ture', Silent letters revision	
Maths	White Rose Maths Place Value; Addition and Subtraction; Multiplication and Division A				White Rose Maths Multiplication and division B; Length and Perimeter; Fractions A; Mass and Capacity				White Rose Maths Fractions B; Money; Time; Shape; Statistics			
Science	Animal Nutrition and the Skeletal System The importance of nutrition for humans and other animals. The role of a skeleton and muscles and identifying animals with different types of skeleton.				Forces and Magnets Contact and non-contact forces, including friction and magnetism. Rocks, Fossils and Soils (taught within the driver project) Compare and group together different kinds of rocks; describe in simple terms how fossils are formed; recognise that soils are made from rocks and organic matter.				Plant Nutrition and Reproduction Identifying and describing the functions of different parts of flowering plants; exploring the requirements of plants for life and growth; investigating water transportation; exploring the life cycle of flowering plants.		Light and Shadows Light; Light sources and reflectors; Reflective and non-reflective materials; Sun safety and protection; Shadows.	
RE	Understanding Christianity Gospel - What kind of world did Jesus want?		Understanding Christianity Incarnation - What is the Trinity?		Emmanuel Project - Hinduism How does the story of Rama and Sita inspire Hindus to follow their Dharma?		Understanding Christianity Salvation - Why do Christians call the day Jesus died 'Good Friday'?		Emanuel project - Hinduism Why does a Hindu want to collect good Karma?			
Geography/ History	One Planet, Our World - Geography Maps; Locating countries; Human and physical features; Four-figure grid references; Compass points; Latitude and longitude; European countries and cities; UK counties and cities; Carbon footprints; Weather and the local environment; Land use; Fieldwork.				History <i>Revising and applying previously taught skills within driver project</i>				Geography <i>Geography revision and retrieval practice</i>			

Computing	<p>Connecting Computers</p> <ul style="list-style-type: none"> - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Stop Frame Animation</p> <ul style="list-style-type: none"> - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Sequencing Sounds</p> <ul style="list-style-type: none"> - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Branching Databases</p> <ul style="list-style-type: none"> - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Desktop Publishing</p> <ul style="list-style-type: none"> - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<p>Events and Actions in Programs</p> <ul style="list-style-type: none"> - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
French	<p>Getting to Know You</p> <ul style="list-style-type: none"> - engage in conversations, ask and answer questions. - listen attentively to spoken language and show understanding by joining in and responding. - develop accurate pronunciation and intonation. - appreciate stories, songs, poems and rhymes in the language. 		<p>All About Me</p> <ul style="list-style-type: none"> - listen attentively to spoken language and show understanding by joining in and responding. - read carefully and show understanding. - appreciate stories, songs, poems and rhymes in the language. - develop accurate pronunciation and intonation. - broaden their vocabulary. - understand basic grammar of feminine and masculine nouns 		<p>Food Glorious Food</p> <ul style="list-style-type: none"> - appreciate stories, songs, poems and rhymes in the language. - understand key features and patterns of basic grammar. - describe people, places, things and actions orally and in writing. - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 	
Art/ D&T	<p>Art: Colour Theory</p> <ul style="list-style-type: none"> - To improve their mastery of art and design techniques through the medium of watercolour paint. - To learn about great artists, architects and designers in history. 	<p>Art: Prehistoric Pots</p> <ul style="list-style-type: none"> - To improve their mastery of art and design techniques, including sketching with pencil and sculpture with clay. - To create sketch books to record their observations and use them to review and revisit ideas. <p>D&T: Cook Well, Eat Well</p> <p>Cooking and nutrition.</p>	<p>Art: Ammonite</p> <ul style="list-style-type: none"> - To improve their mastery of art and design techniques through the medium of pen, ink and pencils, and printing techniques. <p>Art: People and Places</p> <ul style="list-style-type: none"> - To improve their mastery of art and design techniques through the medium of oil pastels, paint and charcoal. - Significant designer - L.S. Lowry. 	<p>D&T: Making it Move</p> <ul style="list-style-type: none"> - Understand and use mechanical systems in their products (cams, levers and linkages). - Select from and use a wider range of materials and components, including construction materials according to their functional properties. - Investigate and analyse a range of existing products. - Evaluate their ideas and products. 	<p>D&T: Greenhouse</p> <ul style="list-style-type: none"> - Select from and use a wider range of materials and components, including construction materials according to their functional properties. - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. - Investigate and analyse a range of existing products. - Evaluate their ideas and products. 	<p>Art: Mosaic Masters</p> <ul style="list-style-type: none"> - To improve their mastery of art and design techniques, including sketching with pencil and sculpture with tesserae (small tiles). - To create sketch books to record their observations and use them to review and revisit ideas. - To learn about great artists, architects and designers in history.
Music	<p>Musicianship, pulse, beat and rhythm</p> <ul style="list-style-type: none"> - listen with attention to detail and recall sounds with increasing aural memory. - improvise and compose music for a range of purposes using the inter-related dimensions of music. 		<p>Recorders</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - use and understand staff and other musical notations. 		<p>Music from China</p> <ul style="list-style-type: none"> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians. - Develop an understanding of the history of music. - Use and understand staff and other musical notations. - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<p>Rock and Roll</p> <ul style="list-style-type: none"> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians. - Develop an understanding of the history of music. - Use and understand staff and other musical notations. - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

PSHE	SCARF Me and my relationships	SCARF Valuing difference	SCARF Keeping safe	SCARF Rights and respect	SCARF Being my best	SCARF Growing and changing
PE	<p>- Tag rugby - Netball</p> <p>- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>- Football - Health and wellbeing</p> <p>- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>- develop flexibility, strength, technique, control and balance.</p>	<p>- Gymnastics - Dance</p> <p>- develop flexibility, strength, technique, control and balance.</p> <p>- perform dances using a range of movement patterns.</p>	<p>- Orienteering - Dodgeball</p> <p>- take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>- Hockey - Cricket</p> <p>- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>- Athletics - Problem Solving</p> <p>- use running, jumping, throwing and catching in isolation and in combination.</p> <p>- compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>- take part in outdoor and adventurous activity challenges both individually and within a team.</p>