


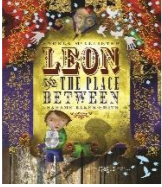

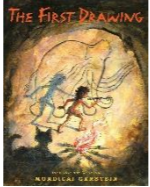
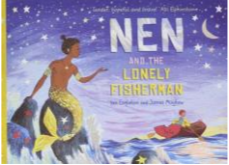
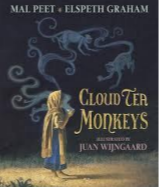
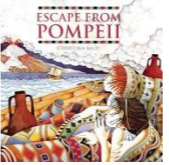
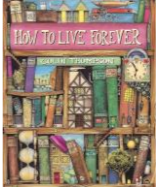

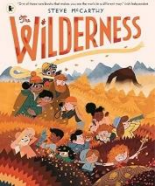


# Year 3 Overview

	Term 1			Term 2			Term 3			
<b>Driver Project</b>	 <p style="text-align: center;"><b>Through the Ages - History</b> British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle.</p>			 <p style="text-align: center;"><b>Rocks, Relics and Rumbles - Geography</b> Locational knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork.</p>			 <p style="text-align: center;"><b>Emperors and Empires - History</b> The Roman empire and its impact on Britain.</p>			
<b>English - grammar taught throughout the writing units</b>	 <p><b>Book: Leon and the Place Between</b> Persuasive poster, setting description, thought bubbles / diary entry, dialogue, own version fantasy narrative</p>	 <p><b>Book: The Barnabus Project</b> Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue, brochure</p>	 <p><b>Book: The First Drawing</b> Character description, diary entry, recount, own historical narrative</p>	 <p><b>Book: Nen and the Lonely Fisherman</b> Lonely hearts advert, character description, thought bubbles, diary entries, message in a bottle, setting description, twist on a traditional tale</p>	 <p><b>Book: Cloud Tea Monkeys</b> Descriptive passage, writing in role, 'how to' guide (instructions), letter, discussion, non-chronological report</p>	 <p><b>Book: Escape from Pompeii</b> Setting descriptions, diaries, letters, thought bubbles, newspaper report</p>	 <p><b>Book: How to Live Forever</b> Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning, prequel</p>	 <p><b>Book: Our Tower</b> Poems, setting descriptions, diary entries, dialogue, letters of thanks, extended fantasy narrative</p>	 <p><b>Book: The Wilderness Character</b> introductions, letter of advice, descriptive poem, SOS message, identification label, a tourist guide</p>	
<b>Spelling</b>	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
<b>Maths</b>	<b>White Rose Maths</b> Place Value; Addition and Subtraction; Multiplication and Division A			<b>White Rose Maths</b> Multiplication and division B; Length and Perimeter; Fractions A; Mass and Capacity			<b>White Rose Maths</b> Fractions B; Money; Time; Shape; Statistics			
<b>Science</b>	<p style="text-align: center;"><b>Animal Nutrition and the Skeletal System</b></p> <p>The importance of nutrition for humans and other animals. The role of a skeleton and muscles and identifying animals with different types of skeletons.</p>			<p style="text-align: center;"><b>Forces and Magnets</b></p> <p>Contact and non-contact forces, including friction and magnetism.</p> <p style="text-align: center;"><b>Rocks, Fossils and Soils</b> (taught within the driver project)</p> <p>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.</p>			<p style="text-align: center;"><b>Plant Nutrition and Reproduction</b></p> <p>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.</p>		<p style="text-align: center;"><b>Light and Shadows</b></p> <p>Light; Light sources and reflectors; Reflective and non-reflective materials; Sun safety and protection; Shadows.</p>	
<b>RE</b>	<p style="text-align: center;"><b>Christianity - Creation/Fall</b></p> <p>What do Christians learn from the Creation story?</p> <p style="text-align: center;"><b>Islam</b></p> <p>How do Muslims show their submission and obedience to Allah?</p>	<p style="text-align: center;"><b>Christianity - Incarnation</b></p> <p>What is the Trinity?</p>		<p style="text-align: center;"><b>Christianity - People of God</b></p> <p>What is it like to follow God?</p> <p style="text-align: center;"><b>Christianity - Gospel</b></p> <p>What kind of world did Jesus want?</p>	<p style="text-align: center;"><b>Christianity - Salvation</b></p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<p style="text-align: center;"><b>Christianity - Kingdom of God</b></p> <p>When Jesus left, what was the impact of Pentecost?</p> <p style="text-align: center;"><b>Judaism</b></p> <p>What symbols and stories help Jewish people remember their covenant with God?</p>		<p style="text-align: center;"><b>Hinduism</b></p> <p>Why does a Hindu want to collect good Karma?</p>		
<b>Geography/ History</b>	<p style="text-align: center;"><b>One Planet, Our World - Geography</b></p> <p>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.</p>			<p style="text-align: center;"><b>History</b></p> <p><i>Revising and applying previously taught skills within driver project</i></p>			<p style="text-align: center;"><b>Geography</b></p> <p><i>Revising and applying previously taught skills within driver project</i></p>			

<b>Computing</b>	<b>Connecting Computers</b> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks		<b>Sequencing Sounds</b> Creating sequences in a block-based programming language to make music	<b>Branching Databases</b> Building and using branching databases to group objects using yes/no questions	<b>Desktop Publishing</b> Creating documents and modifying text, images and page layouts for a specific purpose	<b>Events and Actions in Programs</b> Writing algorithms and programs that use a range of events to trigger sequences of actions	
<b>French</b>	<b>Getting to Know You</b> - 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.		<b>All About Me</b> - 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		<b>Food Glorious Food</b> - 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.		
<b>Art/ D&amp;T</b>	<b>Art: Colour Theory</b> - 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.	<b>Art: Prehistoric Pots</b> - 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.  <b>D&amp;T: Cook Well, Eat Well</b> Cooking and nutrition.	<b>Art: Ammonite</b> - To improve their mastery of art and design techniques through the medium of pen, ink and pencils, and printing techniques.  <b>Art: People and Places</b> - To improve their mastery of art and design techniques through the medium of oil pastels, paint and charcoal. - Significant designer - L.S. Lowry.	<b>D&amp;T: Making it Move</b> - 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.	<b>D&amp;T: Greenhouse</b> - 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.	<b>Art: Mosaic Masters</b> - 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.	
<b>Music</b>	<b>Musicianship, pulse, beat and rhythm</b> - 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.		<b>Recorders</b> - 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.		<b>Music from China</b> - 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.		<b>Rock and Roll</b> - 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.
<b>PSHE</b>	<b>SCARF</b> Me and my relationships	<b>SCARF</b> Valuing difference	<b>SCARF</b> Keeping safe	<b>SCARF</b> Rights and respect	<b>SCARF</b> Being my best	<b>SCARF</b> Growing and changing	
<b>PE</b>	- Tag rugby - Netball - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	- Football - Health and wellbeing - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. - develop flexibility, strength, technique, control and balance.	- Gymnastics - Dance - develop flexibility, strength, technique, control and balance. - perform dances using a range of movement patterns.	- Orienteering - Dodgeball - take part in outdoor and adventurous activity challenges both individually and within a team. - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	- Hockey - Cricket - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	- Athletics - Problem Solving - use running, jumping, throwing and catching in isolation and in combination. - compare their performances with previous ones and demonstrate improvement to achieve their personal best. - take part in outdoor and adventurous activity challenges both individually and within a team.	