



Year 3 Yearly Overview 24/25



Year 3 24/25	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, dialogue, Postcards, 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 /ɪ/ 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 <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>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. <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - read carefully and show understanding. - appreciate stories, songs, poems and rhymes in the language. <ul style="list-style-type: none"> - 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> <ul style="list-style-type: none"> - Cooking and nutrition. 	<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>	<p>Rock and Roll</p>
PSHE	<p>SCARF</p> <p>Me and my relationships</p>	<p>SCARF</p> <p>Valuing difference</p>	<p>SCARF</p> <p>Keeping safe</p>	<p>SCARF</p> <p>Rights and respect</p>	<p>SCARF</p> <p>Being my best</p>	<p>SCARF</p> <p>Growing and changing</p>
PE	<p>- Tag rugby - Netball</p> <ul style="list-style-type: none"> - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. 	<p>- Football - Health and wellbeing</p> <ul style="list-style-type: none"> - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. - develop flexibility, strength, technique, control and balance. 	<p>- Gymnastics - Dance</p> <ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance. - perform dances using a range of movement patterns. 	<p>- Orienteering - Dodgeball</p> <ul style="list-style-type: none"> - 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. 	<p>- Hockey - Cricket</p> <ul style="list-style-type: none"> - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. 	<p>- Athletics - Problem Solving</p> <ul style="list-style-type: none"> - 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.