

### Year 3 Overview

|           | Autumn -Ancient Egyptians  | Spring- James and the Giant Peach  | Summer - Tudors   |
|-----------|--|--|---|
| Computing | <p>E-Safety - Start to consider the implications of the internet and a network of computers; Understand the concept of unfriendly content online and 'cyber bullying'</p> <p>Design and write simple programs for purpose</p> <ul style="list-style-type: none"> <li>Scratch - boat race- Come up with simple debugging solutions when considering programming Explain simple errors in programs</li> <li>Use sequencing effectively when creating algorithms</li> </ul> | <p>E-Safety - Know what procedures are in place to protect content online</p> <ul style="list-style-type: none"> <li>Use Microsoft word to create a poster</li> <li>Use powerpoint to write a presentation using relevant information</li> </ul> | <p>E-Safety - Understand the impact of the internet in a positive and negative way and discuss this with others</p> <p>Design and write simple programs for purpose</p> <ul style="list-style-type: none"> <li>Learn how to take images to enhance work Create media using Splice- Posters and Splice, enhanced by pictures children have taken</li> <li>Understand the basics of online searching, and that there can be unhelpful, unreliable information</li> <li>Be aware of how to distinguish between different websites</li> </ul> <p>Learn to conduct searches that provide them with the most helpful, reliable and relevant information.</p> <ul style="list-style-type: none"> <li>Scratch - Sprint! - Come up with simple debugging solutions when considering programming</li> </ul> <p>Explain simple errors in programs<br/>Add selection and simple variables in programs</p> |
| History   |  |  | <b>Beyond 1066</b>  |

**ANCIENT ANCIENTS**

(approx. 3000 years ago)

- **Ancient Egypt**

- Know about, and name, some of the advanced societies that were in the world around 3000 years ago
- Know about the key features of either: Ancient Egypt

theme that takes pupils beyond 1066

- about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history- Travel and exploration
- how to place historical events and people from the past societies and periods in a chronological framework- Henry VIII and his descendants
- how Britain has had a major influence on the world - British Empire and Elizabeth I

|                  |   |  |  |
|------------------|---|--|--|
| <p>Geography</p> | <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities- <b>Know the names of and locate at least eight European countries</b></p> | <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - <b>Know the names of and locate at least eight counties and at least six cities in England</b></p> <p><b>Human and physical-</b> describe and understand key aspects of physical geography, including, rivers, mountains, <b>volcanoes and earthquakes</b>,<br/>         Know what causes an earthquake</p> <ul style="list-style-type: none"> <li>• Know what causes an earthquake<br/>             Label the different parts of a volcano</li> </ul> | <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <b>Know the names of four countries from the southern and four from the northern hemisphere</b> Know at least five differences between living in the UK and a Mediterranean country</p> <p><b>Place knowledge-</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America - Know at least five differences between living in the UK and a Mediterranean country<br/>         Comparison between Spain and UK</p> <p><b>Geographical skills and fieldwork-</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -<b>Use the eight points of a compass</b></p> <ul style="list-style-type: none"> <li>• Use maps to locate European countries and capitals.</li> <li>• Know and name the eight points of a compass</li> </ul> |
|------------------|---|--|--|

|                |  |   |   |
|----------------|--|---|---|
| <p>Science</p> | <p><b>Rocks and soils - Autumn 1</b><br/> <i>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</i><br/> <i>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</i><br/> <i>Recognise that soils are made from rocks and organic matter.</i></p> <p><b>Forces and magnets - Autumn 2</b><br/> <i>Compare how things move on different surfaces.</i></p> | <p><b>Animals Inc. humans - Spring 1</b><br/> <i>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</i><br/> <i>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</i></p> | <p><b>Plants - Summer 1</b><br/> <i>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</i><br/> <i>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</i><br/> <i>Investigate the way in which water is transported within plants.</i><br/> <i>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</i></p> <p><b>Light - Summer 2</b></p> |
|----------------|--|---|---|

|  |   |  |   |
|--|---|--|---|
|  | <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.<br/>         Observe how magnets attract or repel each other and attract some materials and not others.<br/>         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.<br/>         Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> |  | <p><i>Recognise that they need light in order to see things and that dark is the absence of light.</i><br/> <i>Notice that light is reflected from surfaces.</i><br/> <i>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</i><br/> <i>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</i><br/> <i>Find patterns in the way that the size of shadows change.</i></p> |
|--|---|--|---|

|    |   |   |   |
|----|---|---|---|
| DT | <p><b>Designing-</b> Design a pharaoh mask based on historical research. Draw plans thinking about the shape and patterns required and materials that would be suitable for this.</p> <p><b>Making-</b> Consider different ways of achieving the 3d spherical shape of the mask eg balloons. Explore ways these could be adapted to achieve a more desirable shape using simple methods such as cardboard and masking tape.</p> <p><b>Evaluating-</b> Compare the finished mask with those you have researched. Consider whether the shapes, patterns and colours have been accurately represented.</p> <p><b>Technical Knowledge-</b> Exploring and testing different ways of strengthening unstable materials such as inflated balloons into strong and stable structures (mod roc or paper mache).</p> | <p><b>Designing-</b> Design a miniature London landscape. Choose a suitable base for you to scale your landscape into eg a shoebox. Consider different landmarks that could be included by researching pictures during ict. Explore different nets that could be used to create these landmarks in 3d. Design the landscape in 2d.</p> <p><b>Making-</b> Use nets to construct 3d models of the landmarks. Explore different joining techniques eg hinges and attaching columns to attach the 3d structures to the base. Consider the different scales of each building within your landscape - are they in proportion. Ensure the finish of each building is aesthetically accurate by using materials and colours that accurately represent each landmark.</p> <p><b>Evaluating-</b> Compare the miniature London landscape to your initial research - are the buildings recognisable and how have you achieved this? Consider any structural improvements that could be made</p> <p><b>Technical Knowledge-</b> Use publisher ict programme to construct simple nets of cubes, cuboids and cylinders. Explore different joining and strengthening techniques such as hinges.</p> | <p><b>Designing-</b> Design a model of a Tudor house based on research. Draw and label plans for the house including materials and methods that are available to accurately represent the types of materials that Tudors may have used eg straw, wood, mouldable materials etc.</p> <p><b>Light and shadows DT activity linked to science</b> Design a torch. Consider different components of a torch and the ways in which the torch could light up through diagrams and simple prototypes using circuits.</p> <p><b>Making-</b> Consider ways of constructing the frame of the house such as wire mesh for strengthening, and cardboard boxes for shape and stability, alongside plans for achieving the Tudor style on the exterior using materials such as mod roc and lolly sticks or white paper and paint.</p> <p><b>Light and shadows DT activity linked to science</b> Test different circuits and how best to attach and conceal them within the main body of the torch. Use stable 3d structures as the main body eg cardboard tubes, plastic tubs etc. Consider the aesthetic quality of the torch by finishing it attractively with patterned paper or paints.</p> <p><b>Evaluating-</b> Compare the finished model house with those you have researched. Consider whether the shapes, materials and colours are accurately representative of</p> |
|----|---|---|---|

|  |  |  |  |
|--|--|--|--|
|  |  |  | <p>Tudor materials.</p> <p><b>Light and shadows DT activity linked to science</b> Test the torches to see if they work in the dark. Consider any structural and functional improvements that could be made.</p> <p><b>Technical Knowledge-</b> Use publisher ict programme to construct simple nets of cubes as the initial design of the Tudor house.</p> <p><b>Light and shadows DT activity linked to science</b> Making simple circuits using wires, bulbs and switches.</p> |
|--|--|--|--|

|       |   |  |   |
|-------|---|--|---|
| Art   | <p>Ancient Egyptian artwork<br/> <b>Sketching</b>-Rosetta stonework- sketching detail.<br/>         Making own Papyrus-sketching- line and form. Experimenting with paper surface to aid creases and grooves for effect. Not just white paper background. Discuss and build on vocabulary used to compare and contrast.<br/>         Christmas tree - ornament display.<br/> <b>Drawing, painting, sculpture</b>- studying images on ancient stonework.</p> <ul style="list-style-type: none"> <li>know how to create a background using a wash</li> </ul> <p>Making own Papyrus-sketching- line and form. Creating different effects.<br/>         Experimenting with paper surface to aid creases and grooves for effect. Not just white paper background -<br/>         Creating a background using a wash? <b>Study of great artists</b>- recognising where art is from different cultures/periods.</p> | <p><b>Sketching</b>- Still life/ pencil version and pastel/watercolours. Discuss and build on vocabulary used to compare and contrast<br/> <b>Drawing, painting, sculpture</b>- World in miniature design L1 &amp; make on Dad's Day.<br/>         Still life/ pencil version and pastel.<br/> <b>Study of great artists</b>- Illustration/book covers 3 weeks Quentin Blake re-creating James and Giant Peach book cover.<br/>         3 weeks Cezanne<br/>         Gaudi- mosaic</p> | <p><b>Drawing, painting, sculpture</b> -Portrait Painting Sketching, line and form, creating shadows and moods through pencil work. Discuss and build on vocabulary used to compare and contrast.<br/> <b>Drawing, painting, sculpture</b> Still life - portrait sketches Sketching, drawing, painting - perspective focus- facial expressions. Looking in tones and textures for effect.<br/> <b>Study of great artists</b>- A look into work of Hans Holbien</p> <ul style="list-style-type: none"> <li>know how to identify the techniques used by different artists</li> <li>know how to compare the work of different artists</li> </ul> |
| RE    | <p>What do Sikhs value?<br/>         Why do Christians share communion?<br/>         Christmas: Why are presents given at Christmas - and what might Jesus think about it all?</p>  | <p>How does the Bible reveal God's rescue plan?<br/>         Easter: What happened - and what matters most to Christians?</p>  | <p>How did the Church begin?<br/>         Is Christian worship the same all around the world?</p>   |
| Music | <p>Charanga- Let Your Spirit fly<br/>         Glockenspiel</p>  | <p>Charanga - Three Little Birds<br/>         The Dragon Song</p>  | <p>Charanga - Bringing us together<br/>         Reflect, Rewind, Replay</p>   |
| PE    | <p>Get Set for P.E - Gymnastics / Dance / Hockey / Netball</p>  | <p>Fitness / Yoga / Tennis</p>   | <p>OAA / Athletics / Cricket / Rounders</p>   |
| MFL   | <p>Bonjour (Hello)<br/>         Greetings, Introductions, musical instruments, numbers 1 to 10.<br/>         En classe (In class)<br/>         Classroom objects, colours, classroom instructions</p>   | <p>Mon corps (My body)<br/>         Body parts, hair and eyes, colours, character descriptions<br/>         Les animaux (Animals)<br/>         Animals and pets, giving someone's name, numbers 11-20, describing someone</p>  | <p>La famille (Family)<br/>         Family members, household items, alphabet, prepositions <i>sur</i> and <i>dans</i><br/>         Bon anniversaire! (Happy birthday)<br/>         Recognise and ask for snacks, opinions about food, months, numbers 21-31.</p>   |

|                   |  |                                     |   |
|-------------------|--|-------------------------------------|---|
| Learning for Life | Me and My Relationships<br>Keeping Myself Safe | Being my best<br>Valuing difference | Rights and Responsibilities<br>Growing and Changing |
|-------------------|--|-------------------------------------|---|