**Year 3 Overview**

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|  | **Autumn 1**  **(6.5 weeks)**  **Sep-Oct** | **Autumn 2**  **(8 weeks)**  **Oct-Dec** | **Spring 1**  **(6 weeks)**  **Jan-Feb** | **Spring 2**  **(4 weeks)**  **Feb-April** | **Summer 1**  **(6 weeks)**  **May-June** | **Summer 2**  **(7 weeks)**  **June-July** |
| **SUBJECT LEAD** | **ART** | **BOOK** | **HISTORY** | **SCIENCE** | **HISTORY** | **GEOGRAPHY** |
| **TOPIC** | **Here we are** | **Dragons** | **The Stone Age** | **Plants** | **Ancient Egypt** | **Rocks, Volcanoes and fossils** |
| **TRIPS/ WORKSHOPS** |  |  |  |  |  |  |
| **LEARNING CELEBRATION** |  |  |  |  |  |  |
| **CHAGIM/**  **SPECIAL EVENTS** |  |  |  |  |  |  |
| **CORE TEXT** | Here we are by Oliver Jeffers   * Poetry * Descriptive narrative | The boy who grew dragons by Andy Shepherd   * Instruction texts * Information texts * Poetry | Stone Age boy by Satoshi Kitamura   * Narrative * Persuade- advert | Variety of Non chronological texts   * Non chronological writing-poster * Description | Little Red Riding Hood by various   * Persuasion-letter witing * recount- newspaper report | Oliver and the seawigs by Philip Reeve and Sarah McIntyre   * Persuasion * Description |
| **ENGLISH**  Inform  Entertain  Persuade | **Skills and Knowledge:**   * Pupils should be taught to:  plan their writing by:  discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  discussing and recording ideas  draft and write by:  composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)  organising paragraphs around a theme  in narratives, creating settings, characters and plot  in non-narrative material, using simple organisational devices [for example, headings and sub-headings]  evaluate and edit by:  assessing the effectiveness of their own and others’ writing and suggesting improvements  proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  proof-read for spelling and punctuation errors  read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear * Handwriting Pupils should be taught to:  use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].   Poetry  Instruction texts  Information texts  Narrative  Persuade- Advert  Non chronological writing- poster  Description  Persuasion- letter writing  Recount: newspaper report  Recount: Diary  Letter writing  Narrative | | | | | |
| **READING** | **Skills and Knowledge:**   * Pupils should be taught to:  develop positive attitudes to reading and understanding of what they read by:  listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes  using dictionaries to check the meaning of words that they have read  increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  identifying themes and conventions in a wide range of books * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  discussing words and phrases that capture the reader’s interest and imagination  recognising some different forms of poetry [for example, free verse, narrative poetry]  understand what they read, in books they can read independently, by:  checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  asking questions to improve their understanding of a text  drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  predicting what might happen from details stated and implied  identifying main ideas drawn from more than one paragraph and summarising these  identifying how language, structure, and presentation contribute to meaning  retrieve and record information from non-fiction  participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | | | | | |
| **GRAMMAR** | * Direct speech * Commas in lists * Colons * Modal verbs of possibility   **Skills and Knowledge:**  Modal adverbs  Word Formation of nouns using a range of prefixes [for example super–, anti–, auto–] | * Coordinating conjunction * Subordinating conjunction * Relative clauses * Passive voice * Semi-colons   **Skills and Knowledge:**  Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] | * Perfect tense Prepositions of time * Apostrophes * Imperative verbs (commands) * Hyphens (in compound words)   Fronted adverbials  **Skills and Knowledge:**  Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] | * Cohesive devices * First person/third person (pronouns) * Subjunctive form   Bullet points  **Skills and Knowledge:**  Sentence Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] | * Brackets * Reported speech * Adverbs * Suffixes * Determiners   Prefixes  **Skills and Knowledge:**  Text Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] | * Commas for parenthesis * Dashes * Synonyms   Expanded noun phrases  **Skills and Knowledge:**  Punctuation Introduction to inverted commas to punctuate direct speech |
| **MATHS** | Number and Place Value of 3-digit numbers up to 1000  Addition and Subtraction **Skills and Knowledge:**   * count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number * recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) * compare and order numbers up to 1,000 * identify, represent and estimate numbers using different representations * read and write numbers up to 1,000 in numerals and in words * solve number problems and practical problems involving these ideas * Number - addition and subtraction * Pupils should be taught to: * add and subtract numbers mentally, including: * a three-digit number and 1s * a three-digit number and 10s * a three-digit number and 100s * add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction * estimate the answer to a calculation and use inverse operations to check answers * solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | Multiplication and Division  Number - multiplication and division **Skills and Knowledge:**  Pupils should be taught to:   * recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables * write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods * solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects | Multiplication and Division  Statistics  **Skills and Knowledge:** Statistics Pupils should be taught to:   * interpret and present data using bar charts, pictograms and tables * solve one-step and two-step questions [for example ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables | Length and perimeter  Fractions`  Mass and capacity  Number - fractions **Skills and Knowledge:**  Pupils should be taught to:   * count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 * recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators * recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators * recognise and show, using diagrams, equivalent fractions with small denominators * add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7 ] * compare and order unit fractions, and fractions with the same denominators * solve problems that involve all of the above  Measurement Pupils should be taught to:   * measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) * measure the perimeter of simple 2-D shapes * estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, am/pm, morning, afternoon, noon and midnight * know the number of seconds in a minute and the number of days in each month, year and leap year * compare durations of events [for example, to calculate the time taken by particular events or tasks] | Fractions  Money  Number - fractions **Skills and Knowledge:**  Pupils should be taught to:   * count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 * recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators * recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators * recognise and show, using diagrams, equivalent fractions with small denominators * add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7 ] * compare and order unit fractions, and fractions with the same denominators * solve problems that involve all of the above * add and subtract amounts of money to give change, using both £ and p in practical contexts | Properties of Shape  Time  Geometry - properties of shapes **Skills and Knowledge:**  Pupils should be taught to:   * draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them * recognise angles as a property of shape or a description of a turn * identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle * identify horizontal and vertical lines and pairs of perpendicular and parallel lines |
| **SCIENCE** | Animals including Humans **Skills and Knowledge:**   * 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 * Identify that humans and some other animals have **skeletons** **and** **muscles** for support, protection and movement | Light **Skills and Knowledge:**   * Notice that light is reflected from surfaces * Recognise that light from the sun can be dangerous and that there are ways to protect their eyes * Recognise that they need light in order to see things and that dark is the absence of light * Recognise that shadows are formed when the light from a light source is blocked by a solid object * Find patterns that determine the size of shadows. | Plants **Skills and Knowledge:**   * Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers * 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 * investigate the way in which water is transported within plants   explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | | Forces and Magnets **Skills and Knowledge:**   * Notice that some forces need contact between two objects, but magnetic forces can act at a distance * Compare how things move on different surfaces | Rocks **Skills and Knowledge:**   * Recognise that that soils are made from rocks and organic matter * Describe in simple terms how fossils are formed when things that have lived are trapped within rock. * Compare and group together different kinds of rocks on the basis of their simple physical properties |
| **HISTORY/GEOGRAPHY** | **Geography:**  The UK  **Skills and Knowledge:**  To 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  in the context of maps of the UK.  • I can name and locate the countries and cities of the UK.  To use the eight points of a compass, four and six-figure grid  references, symbols and key (including the use of Ordnance  Survey maps) to build their knowledge of the United Kingdom  and the wider world in the context of describing the position of  UK cities. | | **History**  The Stone Age  **Skills and knowledge:**  Know about changes in Britain from the Stone Age to the Iron Age  Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts  Develop increasingly secure chronological knowledge and understanding of history, local, British and world  Put events, people, places and artefacts on a timeline  Use correct terminology to describe events in the past  Develop use of appropriate subject terminology  To find out what happened in the Stone Age.  To look at different homes from the Palaeolithic, Mesolithic and Neolithic times  To find out what people ate in the Stone Age and how their diet changed.  To find out what we know about Skara Brae.  Consider life in the Stone Age and how it compares to life to today. | **History**  Bronze age to Iron age  **Skills and knowledge:**  Develop an awareness of changes in Britain from the Stone Age to the Iron Age by describing some ways in which life changed from the Stone Age to the Bronze Age.  Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within the bronze age to iron age.  Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of the iron age and bronze age people.  Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Note connections, contrasts and trends over time.  Develop the appropriate use of historical terms  To learn about the lives of the Celtic tribes in Iron Age Britain.  To discover why people built hillforts in Iron Age Britain and what we know about them. | **History**  Ancient Egypt  Women in History- Cleopatra  **Skills and knowledge:**  Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the ancient Egyptians lived.  Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people.  Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the mummification process used by the ancient Egyptians.  Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun.  Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing system  Construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods | **Geography:**  Volcanoes  **Skills and knowledge:** To describe and understand key aspects of physical geography in the context of what is under the Earth's surface and in the context of volcanoes  Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| **ART** | **Here we are art**  **Watercolours**  **Skills and Knowledge:**   * Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. * Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. * Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. * Confidently create different effects and textures with paint according to what they need for the task. | **DT**  Shadow box puppet theatre  **Skills and Knowledge:**   * Use equipment and media with confidence. Learn to secure work to continue at a later date. * Join two parts successfully. * Construct a simple base for extending and modelling other shapes. * Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. * Produce more intricate surface patterns/ textures and use them when appropriate. * Produce larger ware using pinch/ slab/ coil techniques. * Continue to explore carving as a form of 3D art. * Use language appropriate to skill and technique * Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. | **Art**  Cave Art – Printing  Drawing  Tu B’shvat day art  **Skills and Knowledge:**   * Developing intricate patterns/ marks with a variety of media. * Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. * Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. * Begin to show an awareness of objects having a third dimension and perspective * Create textures and patterns with a wide range of drawing implements * Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. * Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.   Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. | | ART  Drawing – Hieroglyphics  **Skills and Knowledge:**   * Demonstrate experience in looking at fabrics from other countries. * Developing intricate patterns/ marks with a variety of media. * Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. * Developing intricate patterns/ marks with a variety of media. * Create textures and patterns with a wide range of drawing implements. | Collage a seawig  DT: Paper mache Volcano  **Skills and Knowledge:**   * Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. * Use equipment and media with confidence. Learn to secure work to continue at a later date. * Join two parts successfully. * Construct a simple base for extending and modelling other shapes. * Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. * Produce more intricate surface patterns/ textures and use them when appropriate. * Produce larger ware using pinch/ slab/ coil techniques. * Continue to explore carving as a form of 3D art. * Use language appropriate to skill and technique |
| **COMPUTING** | Touch typing (discrete Unit)  **Skills and Knowledge:**  Stop-frame animation 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 technologysafely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | **Skills and Knowledge:**  Desktop publishing   * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * 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 | **Skills and Knowledge:**  Connecting computers  Computing   * 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 | **Skills and Knowledge:**   * Sequencing sounds * 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 | **Skills and Knowledge:**   * 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 |
| **PSHE** | **Family and relationships**  **Skills**   * Learning that problems can occur in families and that there is help available if needed. * Exploring ways to resolve friendship problems. * Developing an understanding of the impact of bullying and what to do if bullying occurs. * Identifying who I can trust. * Learning about the effects of non-verbal communication. * Exploring the negative impact of stereotyping.   **Knowledge**   * To know that I can talk to trusted adults or services such as Childline if I experience family problems. To know that bullying can be physical or verbal. To know that bullying is repeated, not a one-off event. To know that violence is never the right way to solve a friendship problem. To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand that there are similarities and differences between people. To understand some stereotypes related to age. | **Health and wellbeing**  **Skills**   * Discussing why it is important to look after my teeth. * Learning stretches that can be used for relaxation. * Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. * Exploring my own identity through the groups I belong to. * Identifying my strengths and exploring how I use them to help others. * Being able to break down a problem into smaller parts to overcome it.   **Knowledge**   * To understand ways to prevent tooth decay. * To understand the positive impact relaxation can have on the body. * To know the different food groups and how much of each of them we should have to have a balanced diet. * To understand the importance of belonging. * To understand what being lonely means and that it is not the same as being alone. * To understand what a problem or barrier is and that these can be overcome. | **Heads up programme- 4 sessions** | **Heads up programme- 4 sessions** | **Safety and the changing body**  **Skills**   * Exploring ways to respond to cyberbullying or unkind behaviour online. * Developing skills as a responsible digital citizen. * Identifying unsafe things people might do near roads unsafe. * Beginning to recognise unsafe digital content.   **Knowledge**   * To understand that cyberbullying is bullying which takes place online. * To know the signs that an email might be fake. * To know the rules for being safe near roads. | **Citizenship**  **Skills**   * Exploring how children’s rights help them and other children. * Considering the responsibilities that adults and children have to maintain children’s rights. * Discussing ways we can make a difference to recycling rates at home/school. * Identifying local community groups and discussing how these support the community.   **Knowledge**   * To understand the UN Convention on the Rights of the Child. * To understand how recycling can have a positive impact on the environment. * To know that the local council is responsible for looking after the local area. * To know that elections are held where adults can vote for local councillors. * To understand some of the consequences of breaking rules. * To understand the role of charities in the community. |
| **PE** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** |
| **SECULAR MUSIC** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** |
| **IVRIT** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** |