

| YEAR 3 OVERVIEW | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Title | THE ARTS | SCRUMDIDDLYUMPTIOUS | TOMB RAIDERS | LAND OF HOPE AND GLORY | ANCIENT GREECE | ROYAL PALACES IN LONDON |
| Entry point | Book corner | Chocolate tasting day | Ancient Egyptian drama workshop - Crew | Local walk to park | Greek Day | Trip to a Royal Palace |
| English text (Power of Reading) | KATIE AND THE BRITISH ARTISTS AND KATIE MEETS THE IMPRESSIONISTS | CHARLIE AND THE CHOCOLATE FACTORY | THERE'S A PHARAOH IN OUR BATH | BELONGING | THE STORY OF ODYSSEUS | PADDINGTON AT THE TOWER AND PADDINGTON IN LONDON |
| Science | <p>Food and our bodies Animals including humans</p> <p>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</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Understand how natural processes and human thoughtlessness can endanger species, landscapes and environments (M and So)</p> | <p>Opposites attract Forces and magnets</p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing</p> | <p>Earth rocks Rocks and soils</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter</p> <p>Understand how natural processes and human thoughtlessness can endanger species, landscapes and environments (M and So)</p> | <p>Helping plants grow</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | <p>Mirror mirror Light and shadows</p> <p>Recognise that they need light in order to see things and that dark is the absence of light 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</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change.</p> <p>Develop an appreciation that there is a wide variety of aesthetic experience (C)</p> | <p>We are astronauts Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>To participate in scientific opportunities (c)</p> |
| History/Geography | <p>The Art Era</p> <p>A study of artists over time and their influence on the world</p> <p>Understand that cultures can change</p> | | <p>The Ancient Egyptians</p> <p>A study of Egyptian life and achievements and their influence on the western world</p> <p>To show interest in and understanding of the way communities and societies function (so)</p> <p>Understand that cultures can change over time (C)</p> | <p>Human and physical geography</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Use maps, atlases and globes to locate countries and describe features studied</p> <p>Use the eight points of compass for direction</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</p> <p>Understand how natural processes and human thoughtlessness can endanger species, landscapes and environments (M and So)</p> | <p>The Ancient Greeks</p> <p>A study of Greek life and achievements and their influence on the western world</p> <p>To understand and appreciate cultural influences that have shaped their own heritage (c)</p> | |
| Computing | <p>We are programmers programming an animation</p> <p>Create a storyboard for an animated scene</p> | <p>we are bug fixers</p> <p>to be able to debug programmes</p> <p>Contribute to the building of consensus, expressing their own ideas and preferences, but recognising when compromise is necessary (So)</p> | <p>We are presenters</p> <p>develop skills in shooting video and editing</p> | <p>We are network engineers</p> <p>understand the simple features of a network</p> <p>To show interest in and understanding of the way communities and societies function (so)</p> | <p>We are communicating safely on the internet develop ability to send email as well as using webcam and be aware of e safety</p> <p>Understand that life involves taking risks, but that these risks can be minimised with careful thought for personal health and safety and that of others (So)</p> | <p>We are pollsters</p> <p>to be able to collect and analyse data using a range of devices Contribute to the building of consensus, expressing their own ideas and preferences, but recognising when compromise is necessary (So)</p> |

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| DT | <p>Make an 3D ballerina</p> <p>To make a sculpture using a range of materials</p> <p>Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p> | <p>Chocolate boxes</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of techniques</p> <p>Contribute to the building of consensus, expressing their own ideas and preferences, but recognising when compromise is necessary (So)</p> | | <p>Model Villages</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Take responsibility, where appropriate, for their own health and safety, weighing risks sensibly and asking for help when necessary (So)</p> | | <p>Royal Carriages</p> <p>To develop their understanding of how to create a successful moving carriage using a range of techniques</p> <p>Accept and offer deserved praise, recognising and appreciating their own strengths and those of others (So)</p> |
| Art | <p>The Arts</p> <p>Children should be taught about great artists, architects and designers in history.</p> <p>To improve their mastery of art and design techniques including drawing and painting with a range of materials</p> <p>Develop an appreciation that there is a wide variety of aesthetic experience (C)</p> | | <p>Egyptian art – Canopic jars/ death masks</p> <p>To develop and awareness of different kinds of art, craft and design</p> <p>To improve their mastery of art and design techniques sculpture with a range of materials</p> <p>To participate in technological and cultural opportunities (c)</p> | | <p>Greek sculpture – clay, Greek pots – masks mosaic</p> <p>To develop and awareness of different kinds of art, craft and design</p> <p>To improve their mastery of art and design techniques sculpture with a range of materials</p> <p>To participate in technological and cultural opportunities (c)</p> | |
| PE outdoors | <p>Invasion games</p> <p>Take part in outdoor adventurous activities with challenge both individually and as a team</p> <p>To recognise the difference between right and wrong and to apply this understanding to their own lives (m)</p> | | <p>Net and wall games</p> <p>Play competitive games applying principles of attacking and defending</p> <p>To work as part of a group (so)</p> | <p>Striking and fielding</p> <p>Play competitive games applying principles of attacking and defending</p> <p>To work as part of a group (so)</p> | | <p>Athletics</p> <p>Demonstrate improvement to achieve their personal best</p> <p>To recognise the difference between right and wrong and to apply this understanding to their own lives (m)</p> |
| PE indoor | <p>Gym</p> <p>Develop flexibility and strength, technique, control and balance</p> <p>To work as part of a group (so)</p> | <p>Net and wall games</p> <p>Play competitive games applying principles of attacking and defending</p> <p>To work as part of a group (so)</p> | <p>Games</p> <p>Take part in activities both individually and as part of a team</p> <p>To work as part of a group (so)</p> | <p>Gym</p> <p>Develop flexibility and strength, technique, control and balance</p> <p>To work as part of a group (so)</p> | <p>Games</p> <p>Take part in activities both individually and as part of a team</p> <p>To work as part of a group (so)</p> | <p>Athletics</p> <p>Demonstrate improvement to achieve their personal best</p> <p>To recognise the difference between right and wrong and to apply this understanding to their own lives (m)</p> |

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| <p>RE</p> | <p>What do signs and symbols mean in religion?</p> <p>How does faith help us?</p> <p>Reflecting on the impact of beliefs and practices connected with birth and belonging</p> <ul style="list-style-type: none"> • Empathy – considering the thoughts, feelings, experiences, attitudes, beliefs and values of others when talking about the different aspect studied • Investigation – asking relevant questions and knowing how to gather information from places of worship / video / photos / cards • Interpretation – drawing meaning from artefacts, symbolism and religious language used during ceremonies • Analysis – distinguishing the differences between infant and adult baptism etc • Synthesis – investigating and connecting the different aspects of baptism / dedication / confirmation ceremonies <ul style="list-style-type: none"> • Application – describing the impact that the different ceremonies might have on individuals, groups and communities • Expression – explaining concepts, rituals and practices <p>Develop an appreciation that there are different ways of expressing the spiritual and that for many people religious faith is central (Sp)</p> | <p>What do we know about Jesus</p> <p>Christianity</p> <p>Key people</p> <p>Reflecting on experiences of gift-giving and responding sensitively</p> <ul style="list-style-type: none"> • Evaluating by considering the ways in which Christmas may have lost its true meaning • Interpreting the meaning and significance of the gifts brought by the Magi • Synthesising by connecting the gifts with the Christian beliefs that lie behind them <p>Develop an appreciation that there are different ways of expressing the spiritual and that for many people religious faith is central (Sp)</p> | <p>How and why do Hindus celebrate</p> <p>Divali</p> <p>Key people</p> <p>Writings</p> <ul style="list-style-type: none"> • Investigation: including how to gather information from a variety of sources • Interpretation: including suggesting meanings of religious texts • Synthesis: including making link • Application: including making the association between the individual and their community as well as national and international life <p>Appreciate stillness and silence (Sp)</p> | <p>What is the Bible and why is it important to Christians?</p> <p>Christianity</p> <p>writings</p> <p>Easter: What happened during Jesus' last week on earth?</p> <ul style="list-style-type: none"> • Reflecting on the symbols and what they mean in relation to the Easter story • Investigating by gathering information from a variety of sources • Interpreting by drawing meaning from works of art and suggesting meanings for symbols and forms of religious expression • Evaluating by identifying what influences and inspires them and why • Analysing the links between the Jewish Passover and the Last Supper • Expressing religious views by responding to religious questions through Art <p>Appreciate that different cultures, including their own, have traditions, customs and beliefs that give people a sense of identity, security and belonging (C)</p> | <p>Sikh Rites of Passage</p> <p>Year</p> <ul style="list-style-type: none"> • Empathy: considering the attitudes, beliefs and values of others, and seeing issues from their point of view • Investigation: knowing how to gather information from a variety of sources • Interpretation: drawing meaning from artefacts, works of art and symbolism; interpreting religious language and suggesting meanings of religious texts • Evaluation: debating issues of religious significance e.g. Are the similarities and differences • Analysis: distinguishing between opinion and fact, and the differences between the accounts • Synthesis: linking significant features of religion together • Expression: expressing religious views <p>Develop an appreciation that there are different ways of expressing the spiritual and that for many people religious faith is central (Sp)</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> | <p>Jewish Celebrations</p> <p>Judaism</p> <ul style="list-style-type: none"> • Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices relating to worship • Empathy – identify with feelings such as love, wonder, forgiveness and sorrow; seeing the relevance of worship for a Judaism and seeing issues from their point of view • Investigation: knowing how to gather information from a variety of sources e.g. buildings, symbolism, service elements • Interpretation: drawing meaning from the artefacts, works of art, music, poetry or symbolism used in Jewish worship; interpreting religious language • Evaluation: debating the relevance of worship for a Judaism • Analysis: distinguishing between the different expressions of worship • Application: making the association between Jewish worship and its effects on individual and community life <ul style="list-style-type: none"> • Expression: explaining concepts, rituals and practices <p>To develop an understanding of different cultures and beliefs, including Judaism (c)</p> <p>Appreciate that different cultures, including their own, have traditions, customs and beliefs that give people a sense of identity, security and belonging (C)</p> |
| <p>PSHE SEAL/ UNICEF values (on a two year cycle)</p> | <p>British Values</p> <p>Rule of Law/Living in the Wider World</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p> | <p>Health and Wellbeing</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p> | <p>Be the Best You Can Be</p> <p>Values and Hot Questions</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p> | <p>Be the Best You Can Be</p> <p>Personal Growth</p> <p>Personal Development</p> <p>Reflections, Celebrations and Medallions Good to be me</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p> | <p>Extremism and Radicalism Relationships</p> <p>Relationships</p> <p>Confidence</p> <p>Quality</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p> | <p>SRE</p> <p>Valuing Difference and Keeping Safe</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p> |

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| Exit point | Art Gallery in classrooms | Project to present | Egyptian Day | Village models display | Project to present | Royal Carriages display |
| Possible trips | Art Gallery | Chocolate museum | British Museum | Local park | Natural history museum | Royal Palace |
| Writing year objectives | <ul style="list-style-type: none"> • Use and punctuating direct speech (i.e. Inverted commas) • Use the present perfect form of verbs in contrast to the past tense • To extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Chooses nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use the correct form of 'a' or 'an' • To use conjunctions, adverbs and prepositions to express time and cause (and place) • In non-narrative material, use simple organisational devices (headings and subheadings) • In narratives, creating settings, characters and plot • To organising paragraphs around a theme • Use the diagonal and horizontal strokes that are needed to join letters • To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • To use the first two or three letters of a word to check its spelling in a dictionary • To form nouns using prefixes (super-, anti-) • Word families based on common words (solve, solution, dissolve, insoluble) | | | | | |
| Reading year objectives | <ul style="list-style-type: none"> • Can apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • Can read books that are structured in different ways and reading for a range of purposes • Can listen to and discuss a wide range of fiction, poetry, plays, • Can listen to and discuss nonfiction and reference books or textbooks • Can identifying themes and conventions in a wide range of books • Has increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Can ask questions to improve their understanding of a text • Can identifying the main ideas drawn from more than one paragraph and summarising these • Is able to use dictionaries to check the meaning of words that they have read • Can make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text • Can predict what might happen from details stated and implied • Can discuss words and phrases that the author has chosen that capture the reader's interest and imagination • Can identifying how language, structure, and presentation contribute to meaning of the text • Can retrieve and record information from nonfiction • Is able to 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 • Can identifying how language, structure, and presentation contribute to meaning | | | | | |