

# Year 3 Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC</b>	Stone Age, Iron Age, Bronze Age, (change and continuity) Rocks and fossils		Local history study - Kenilworth/ Warwick Castle (enquiry)	UK study	Plants and animals/ habitats	Light and shadows Sun and moon
<b>LITERACY GENRES</b>	Traditional tales - fables (2 weeks) Instructions, giving directions (2 weeks) Reports (2 weeks) Limericks (3 weeks)		Fairy tales - alternative versions (3 weeks) Report (3 weeks) Explanations (2 weeks) Haiku, Tanka, kennings (3 weeks)		Adventure Stories (5 weeks) Persuasion - letters ( 3 weeks) Take one poet (3 weeks)	
<b>MATHS (cross curricular)</b>	I can order events on a timeline Measure accurately in making eg stone age cart		I can use simple scales (2,5,10 units per cm) I can order events on a timeline I can compare duration of events		I can measure and compare I can describe direction and use compass points Collect and record data including negative numbers	

<p><b>SCIENCE</b></p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 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>Compare and group materials together according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>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</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 Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change</p>
<p><b>HISTORY</b></p>	<p>About changes in Britain from the Stone Age to the Iron Age This could include late Neolithic hunter gatherers and early farmers eg Skara Brae Bronze age religion, technology and travel eg Stonehenge Iron Age hill forts, tribal kingdoms, farming, art and culture</p>	<p>A local history study- A study of an aspect of History dating from a period beyond 1066 that is significant in the locality</p>			

<b>GEOGRAPHY</b>			<p>Name and locate cities of the UK  Identify human and physical characteristics, key topographical features, including hills, mountains, rivers and land use patterns and understand how some of these aspects have changed over time  Understand geographical similarities and differences through the study of human and physical geography of a region of the UK  Use the eight points of a compass, symbols and key, including the use of ordnance survey maps to build their knowledge of the UK  Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies</p>	<p>Physical geography including climate zones, biomes and vegetation belts  Locate the world's countries, concentrating on their environmental regions</p>		
<b>ART</b>	<p>Create sketch books to observations and use them to review and revisit ideas  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg. Pencil, charcoal, paint, clay)  Learn about great artists, architects and designers in history</p>					
<b>DT</b>	<p>Use research and develop design criteria to inform the design of innovation, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Select from and use a wider range of tools and equipment to perform practical tasks (eg. Cutting, shaping, joining and finishing) accurately  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  Investigate and analyse a range of existing products  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  Understand how key events and individuals in design and technology have helped shape the world.  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures  Understand and use mechanical systems in their products (eg. Gears, pulleys, cams, levers and linkages)  Understand and use electrical systems in their products (eg. Series circuits, incorporating switches, bulbs, buzzers and motors)  Apply their understanding of computing to program, monitor and control their products  Understand and apply the principles of a healthy and varied diet  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>					
<b>COMPUTING</b>	We are bug fixers	We are presenters	We are network engineers	We are communicators	We are Programmers	We are opinion pollsters

<b>RE</b>	Belonging - we gather as Gods Family Navaratri (Hinduism)	Reconciliation Advent Chinese New Year (Buddism) Guru Nanak's Birthday (Sikhism) Hanukka (Judaism)	Christmas We listen to Gods words at Mass Lent	Holy Week Easter Baisakhi (Sikhism)	Pentecost Prayer Ramadan (Islam)	The Eucharist is a thanks giving God Asalha Puja Day (Buddism)
<b>MUSIC</b>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 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					
<b>PE</b>						
<b>PSHE</b>	(Cambridge) My relationships Rules and Rights (Seal) New Beginnings	(Cambridge) Me in my community (Seal) Say no to bullying Getting on and falling out Protective Behaviours	(Cambridge) Similarities and Differences Valuing difference (Seal) Good to be me)	(Cambridge) Communication and participation/Self awareness Healthy lifestyles (Seal) Going for Goals	(Cambridge) Maintaining personal hygiene (seal) Relationships	(Cambridge) Changing emotions and responsibilities How my body works and changes (Seal) Changes