



Year 3 Yearly Overview

History Year 3

Content

Skills

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

Content

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
 - Bronze Age religion, technology and travel, for example, Stonehenge
 - Iron Age hill forts: tribal kingdoms, farming, art and culture
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

Design Technology

(Each year group will cover 3 DT units per year.)

Design

- use research and develop design criteria to inform the design of innovative, 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

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, 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.

Evaluate

- 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.

Technical knowledge

- understand and use mechanical systems in their products [for example, gears, pulleys, cams, **levers and linkages**]

Cooking and nutrition

- 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.

RE

Follow Gloucestershire agreed syllabus.

- Unit- L2.1 What do Christians learn from
- Unit- L2.2 What is it like for someone to follow God? (PEOPLE OF GOD)
- Unit- L2. 9 How do festivals and worship show what matters to a Muslim?
- Unit- L2. 10 How do festivals and family life show what matters to Jewish people?
- Unit- L2.4 What kind of world did Jesus want? (GOSPEL)
- Unit- L2. 12 How and why do people try to make the world a better place? (C, M/ J, NR)

English

(Suggested book or link)

Fiction

- Science Fiction/fantasy story (*The Iron Man*)
- Mystery story (*Stone Age Boy*)
- Fantasy Story (*The Great Kapok Tree*)
- Traditional Story (*The Egyptian Cinderella*)

Non Fiction

- Non-Chronological Report (*Egypt/Ancient Egyptians*)
- Instruction texts (*The Woolly Mammoth*)
- Discussion Text
- Recounts (Owl who was Afraid of the dark)

Poems

Music

Music express – scheme

- | | |
|---------------------------|----------------------|
| Unit 1 – composition | Unit 7 - pitch |
| Unit 2 – beat | Unit 8 – composition |
| Unit 3 – exploring sounds | Unit 9 – structure |
| Unit 4 - performance | Unit 10 - pitch |
| Unit 5 - pitch | Unit 11 - structure |
| Unit 6 - beat | Unit 12- performance |

***Each unit is 3 lessons long**

Computing

Rising starts units for Year 3- change order of units where appropriate to fit in with topics.

- Unit 3.1 – We are programmers (Programming an animation)
- Unit 3.2 – We are bug fixers (Finding and correcting bugs)
- Unit 3.3 – We are presenters (Videoing a performance)
- S.U. – We are word processors (Creating a poster)
- Unit 3.5 – We are communicators (Communicating safely on the internet)
- Unit 3.6 – We are opinion pollsters (Collecting and analysing data)

*SU is a School developed unit to meet the needs of our pupils so that they are digitally literate at a suitable level for future workplace and as active participants in a digital world.

Art and design

Exploring and developing ideas

- Respond to given starting points (stories, objects, natural world, images, and artist's work).
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

Using the work of artist

- Learn about great artists, designers and architects in history.
- Use artists as a starting point for some work.
- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.

Evaluating and developing work

- I can analyse and comment on ideas, methods and approaches used in my own and others' work.
- I can adapt and refine my work.
- I can annotate work in my sketchbook to reflect my ideas and the ideas of others.

Drawing Media – sketching pencils, graphite sticks, charcoal

- Draw from imagination and observation.
- Use different grades of pencil to show line, tone and texture.
- Use shading to show light and shadow.
- Annotate sketches to explain and elaborate ideas.

Painting

- Mix colours effectively and know which primary colours make secondary colours.
- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.

Textiles

- Shape and stitch materials.
- Use basic cross-stitch and back stitch.
- Colour fabric.
- Create weavings.
- Quilt, pad and gather fabric.

Collage

- Select and arrange materials for a striking effect.
- Use coiling, overlapping, tessellation, mosaic and montage.

Sculpture media – salt dough/mod rock

- Use clay and other mouldable materials.
- Add materials to provide interesting detail.
- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)
- Include different textures that convey feelings, expression or movement.

Physical education

Lancaster scheme of work. (LSOW)

NC - They should enjoy communicating, collaborating and competing with each other.

-They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
-use running, jumping, throwing and catching in isolation and in combination
-play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

-compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Games:

- Invasion Games (hockey, rugby, football - LSOW)
- Striking and Fielding (cricket and rounders - LSOW)
- Athletics (cycle A LSOW)

NC - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
-compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Gymnastics:

- Progression 1-5
- Progression 5-10

NC - perform dances using a range of movement patterns

-compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Dance

- Use the objectives and progression of skills in scheme but use your own topic as a stimulus for the dance.
(2 units following Progressions 1-6 from LSOW for year 3. Suggested stimulus Egyptians, Stone age)

NC- swim competently, confidently and proficiently over a distance of at least 25 metres

-use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

-perform safe self-rescue in different water-based situations.

Swimming

Swimming lessons at GL1 Term 3 and 4 (please ensure coach is booked during November.)

Geography

Locational knowledge

- locate the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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.
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Science

To work scientifically (LO in bold must be covered and clearly taught)

- asking relevant questions and using different types of scientific enquiries to answer them
- **setting up simple practical enquiries, comparative and fair tests**
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables**
- **reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions**
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- **using straightforward scientific evidence to answer questions or to support their findings.**

Plants

- 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.

Animals, including humans

- 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.

Rocks

- 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.

Light

- 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 an opaque object
- find patterns in the way that the size of shadows change.

Forces and magnets

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- 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
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

PSHCE (PINK Curriculum)

Health and Wellbeing > Healthy Lifestyles

[Derek cooks dinner! \(healthy eating\)](#)

[Poorly Harold](#)

[Body team work](#) ✖

Health and Wellbeing > Keeping Safe

[The Risk Robot](#)

[Safe or unsafe?](#)

[Helping each other to stay safe](#)

[Getting on with your nerves!](#) ✖

[Alcohol and cigarettes: the facts](#) ✖

[Help or harm?](#) ✖

[None of your business!](#)

[Raisin challenge \(1\)](#)

Health and Wellbeing > Growing and Changing

[My special pet](#)

[Top talents](#) ✖

[I am fantastic!](#)

[My changing body](#)

Relationships > Healthy Relationships

[Tangram team challenge](#)

[Looking after our special people](#)

[Danger or risk?](#)

[Body space](#)

[How can we solve this problem?](#)

[Friends are special](#) ✖

[Zeb](#)

[Relationship Tree](#)

Relationships > Feelings and Emotions

[Secret or surprise?](#)

[Dan's dare](#)

Relationships > Valuing Difference

[Family and friends](#)

[Respect and challenge](#)

[Let's celebrate our differences](#)

Living in the Wider World > Rules, Rights and Responsibilities

[As a rule](#)

[Our friends and neighbours](#)

[For or against?](#)

[Thunks](#)

[Recount task](#)

[Super Searcher](#)

Living in the Wider World > Caring for the Environment

[Let's have a tidy up!](#)

[My community](#)

[Our helpful volunteers](#)

[Harold's environment project](#)

Living in the Wider World > Money

[Can Harold afford it?](#)

[Earning money](#)

Languages

Using 'La Jolie Ronde' Scheme of Work

Introduction to French and France

Greetings/How are you?

Numbers 1-10

Classroom Instructions

Introducing yourself

How old are you?

Christmas/Easter

Colours

Fruit

Food + likes/dislikes

Days of the week

'The Hungry Caterpillar'