

KEXBOROUGH PRIMARY SCHOOL : YEAR 3 TOPIC OVERVIEW

	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Topic Title	Food Glorious Food	Where in the World?	Ancient Egypt		Stone Age	
Hook						
Outcome	Bistro Night	“World” Record Book	School Museum		Green Screen Film	
EV	Carvery		Museum Visit		Stump Cross Cavern / Village Study	
Science	<p>Humans and Animals</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>Magnets</p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between 2 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 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>	<p>Plants</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>Light</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>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>Rocks and Fossils</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</p> <p>Recognise that soils are made from rocks and organic matter</p>	
History			<p>Ancient Egypt</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>		<p>Stone Age</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	
Geography	<p>Countries and Cities</p> <p>locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America</p> <p>name and locate counties and cities of the United Kingdom, and geographical regions</p>	<p>Atlas Skills</p> <p>locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic</p>	<p>Settlements and Land Use (River Nile)</p> <p>Describe and understand key aspects of 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>Local Area Study and Fieldwork</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,</p> <p>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.</p>	

		Circle, the Prime/Greenwich Meridian and time zones (including day and night)				
Computing	I Can Animate Use search technologies effectively 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	Data Collection / Presentation Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Programming – Building Pyramids 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 Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web Appreciate how [search] results are selected and ranked	E Safety and Communication Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact		
Art/Design	Cooking  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.	Christmas Decorations and Box  to create sketch books to record their observations and use them to review and revisit ideas  to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  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	Masks of the Gods Sketching and Papyrus  to create sketch books to record their observations and use them to review and revisit ideas  to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  about great artists, architects and designers in history.	Landscapes and Ashley Jackson  to create sketch books to record their observations and use them to review and revisit ideas  to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  about great artists, architects and designers in history.		
PE	Football  Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Athletics / Gymnastics Develop flexibility, strength, technique, control and balance  Use running, jumping, throwing and catching in isolation and in combination  compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Hockey / Multiskills Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  Use running, jumping, throwing and catching in isolation and in combination  compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Basketball / Dance Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  Develop flexibility, strength, technique, control and balance	Cricket / Dance Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  Use running, jumping, throwing and catching in isolation and in combination  Develop flexibility, strength, technique, control and balance	Tennis /Tag Rugby Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
Music						
RE						