

## Year 3 Yearly Overview 2019/20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	8 weeks	6 weeks	6 weeks	5 weeks	7 weeks
Topic Title	<b>Being Me (Science/DT/PSHCE focus)</b>	<b>Romans (History focus)</b>	<b>Oliver and the Seawigs (Art and English focus)</b>	<b>Reduce, Recycle, Reuse  Save our planet (Geography focus)</b>	<b>Stone Age to Iron Age (History focus)</b>	<b>Forest School (Science and Geography focus)</b>
Hook	<b>Food tasting</b>	<b>now&gt;press&gt;play experience or Visit from 'Romulus'</b>	<b>A mysterious explorer's bag. Who could it belong to?</b>	<b>Artist workshop: making art from rubbish / Junk Orchestra</b>	<b>Making chocolate rocks</b>	<b>Planning for Forest School sessions</b>
English	<ul style="list-style-type: none"> <li>Halibut Jackson (Picture book)</li> <li>Non Fiction writing on healthy eating linked to science work (Information writing – posters)</li> </ul>	<ul style="list-style-type: none"> <li>Escape from Pompeii (Historical Fiction)</li> <li>Romulus and Remus? (Myths and legends)</li> <li>Non Fiction writing on the Roman army linked to history work. (persuasive adverts and job applications)</li> </ul>	<ul style="list-style-type: none"> <li>Oliver and the Seawigs (adventure)</li> <li>Poetry about the sea</li> </ul>	<ul style="list-style-type: none"> <li>Belonging and Window by Jeanie Baker (Textless books)</li> <li>Leaflet writing on ways to reduce impact on the environment (The Paperbag Prince Colin Thompson Pandora by Victoria Turnbull possibly)</li> </ul>	<ul style="list-style-type: none"> <li>Pebble in my Pocket (Non fiction)</li> <li>Ug (Comic book/Humour)</li> </ul>	<ul style="list-style-type: none"> <li>Minpins (Fantasy)</li> <li>A seed is sleepy (Non fiction)</li> </ul>
Maths	Place Value, addition, subtraction, fractions and statistics	Place Value, multiplication, division, addition, subtraction, fractions, shape	Addition, subtraction, Time, multiplication and division	Multiplication, addition, subtraction, money and measurement	Statistics, multiplication, statistics, fractions	Time, 4 operations problems, measurement
Science ('Working scientifically' and 'different types of scientific enquiry' to be taught through and embedded within the context of the topic)	<u>Animals (including humans)</u> <ul style="list-style-type: none"> <li>The importance of nutrition</li> <li>Skeletons and muscles for support, protection and movement</li> </ul>	<u>Light</u> <ul style="list-style-type: none"> <li>Recognise that light is needed to see things and that dark is the absence of light</li> <li>Light is reflected from surfaces</li> <li>Recognise that shadows are formed when light is blocked</li> <li>Find patterns in the way that the size of shadows change</li> <li>Know that light from the sun can be dangerous and how protect eyes</li> </ul>	<u>Forces and magnets</u> <ul style="list-style-type: none"> <li>Magnets including identifying and describing their poles and magnetic forces including how they attract and repel each other and some materials.</li> <li>Friction and compare how things move on different surfaces</li> </ul>	Investigations linked to Save our Planet focus on water usage.	<u>Rocks</u> <ul style="list-style-type: none"> <li>Types of rock and how they are formed</li> <li>Properties of rocks</li> <li>Understand how fossils are formed</li> <li>Know what soil is made of</li> </ul>	<u>Plants</u> <ul style="list-style-type: none"> <li>Identifying different parts of a plant including roots, stem, flowers and leaves</li> <li>Identifying what plants need for life and growth</li> <li>How water is transported in plants</li> <li>The role of the flower in pollination, seed creation and seed dispersal.</li> </ul>
Geog/Hist	<ul style="list-style-type: none"> <li>Name and locate countries, counties and cities of the UK and important geographical regions</li> </ul>	<ul style="list-style-type: none"> <li>Know who the Romans and where they came from</li> <li>Explain why they invaded Britain?</li> </ul>	<ul style="list-style-type: none"> <li>To be able to identify famous explorers</li> <li>To be able to place explorers and the technology they used chronologically</li> </ul>	<ul style="list-style-type: none"> <li>Understand natural resources and the difference between renewable and non-renewable.</li> </ul>	<ul style="list-style-type: none"> <li>Compare life in the stone, bronze and Iron age to life now and how technology has changed.</li> <li>Understand the difference between</li> </ul>	<ul style="list-style-type: none"> <li>Map work skills through orienteering in PE and creating map of the Forest of Sin</li> <li>Fieldwork study: Identifying human d and physical geographical features and</li> </ul>

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		<ul style="list-style-type: none"> <li>• Explain an important historical figure - Boudicca?</li> <li>• Compare life in Roman times to now – thinking about What was it like in the Roman Army and Who did the Romans worship?</li> <li>• Evaluate the legacy of the Romans</li> </ul>		<ul style="list-style-type: none"> <li>• Know how we can reduce the use of resources</li> </ul>	<p>primary and secondary sources.</p> <ul style="list-style-type: none"> <li>• Identify information from primary and secondary sources and begin to think about how reliable the information is</li> <li>• Explain how sources are found</li> </ul>	<p>identifying and comparing land use between Mudchute Park and Barkantine Estate.</p>
Art/DT	Cooking – Testing, designing, making and evaluating a healthy salad	Sculpture – Designing and making Roman pots, statues and mosaics	Drawing and painting Close observation of still life drawing and painting of objects connected to the sea. Artist focus – Hokusai and the great wave.	Sewing – reusing and mending. How to sew a stitch and sew a button. Make a reusable bag and an apron Cooking – eco burger	Prehistoric crafts Prehistoric cooking Cave paintings	Print making – Taking inspiration from William Morris children will learn how to block print on the theme of nature.
Computing	Digital Literacy- Online Safety (and Basic Skills)	Digital Literacy- Using Information (and Basic Skills)	Computer Science - Computational thinking (and Basic Skills)	Computer Science – Internet, networks and the web. (and Basic Skills)	Information Technology IT in the World (and Basic Skills)	Information Technology Multimedia and communication (and Basic Skills)
PSHE	Health and Wellbeing: Healthy Lifestyles	Relationships: Healthy Relationships	Relationships: Feelings and Emotions and Valuing Differences.	Living in the Wider World: Rights and Responsibilities/ Taking care of the environment	Health and Wellbeing: Growing and Changing	Health and Wellbeing: Keeping safe (link to taking risks in Forest School)
Music	Recorders Writing and performing with instruments and voice a catchy jingle to sell their healthy salad	Recorders Learning and performing the song – Just like a Roman	Recorders Sea shanties	Recorders	Recorders Retelling the story of pebble in my pocket in music from the volcanic eruption at the start, the erosion, washing away by the sea to being found in a field.	Recorders Listening to sounds of nature. Making and playing instruments using natural materials.
PE	Swimming Indoor: Gymnastics – Shape and jumps	Swimming Indoor: Ball skills – Throwing and catching	Swimming Indoor: Dance	Swimming Outdoor: Hockey	Swimming Outdoor: Athletics	Swimming Outdoor: Orienteering.
Trips	Pizza Express/Wahaccas/ Restaurant visit.	All Hallow's Church	Visit RNLI at Tower Lifeboat Station Or Aquarium	Investigating Environmental Change workshop with Thames Explorer Trust	Celtic Harmony	Forest School (Mudchute Park/Gorsefield)