



## Year 3 Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	UK vs Western Europe		Stone Age to Iron Age		Anglo-Saxons	
Text	George's Marvellous Medicine Fantastic Mr Fox	The day I met Father Christmas	The Diary of a Killer Cat	The Hodgeheg	The Butterfly Lion	Matilda / The Twits
Experience	Multi-Faith Visit: The Vedanta	Safe on the Road	The Collection: Pre-history workshop	People who help us: The NHS	Arts week workshops	National Trust: Issac Newton Local Area Field Work
Enrichment	Hinduism workshops	Enterprise: ProductDesign	STEM Week		Arts Week	Health and wellbeing week
Child Protection and Safeguarding	<p>Lanyard protocol in school Darker evenings Reflective, road safety: Bonfire night, fire safety, firework safety; Stranger danger, halloween. Equality and Diversity Black History Month, Show racism the red card, Anti-bullying week including cyber bullying and Online safety. Peer pressure Children in Need; Young Carers; Christmas Jumper Day (Save the children); child poverty and food banks. Trusted adults - helping hands</p>		<p>Medical Safety- drugs First aid- basics Keeping Safe Building site safety; Railway safety; Road safety Peer pressure PANTS- NSPPC</p>		<p>Water safety Sun safety Street safety and peer pressure Transition Keeping hydrated Looking after ourselves over the summer holidays E-safety Being safe outside, stranger danger, road safety, Electrical Safety</p>	
Art and Design	<p>Drawing Show facial expressions in their drawings. Use their sketches to produce a final piece of work. Write an explanation of their sketch in notes? Use different grades of pencil shade, to show different tones and texture. <i>Fine art- Architects and designers in history - drawing fine art buildings- look at the local area - lincoln cathedral/ castle.</i> <i>Link to local community (Lincoln)</i></p>	<p>Printing Make a printing block and a 2 colour print. <b>Safety when using tools and materials</b> <i>Aluminium foil printing connects back to their drawing of the cathedral/castle - can they create a 2 colour print?</i> Link to local community (lincoln)</p>	<p>Painting <b>Safety when using tools and materials</b> Predict with accuracy the colours that they mix. Identify where each of the primary and secondary colours sit on the colour wheel. Create backgrounds using a wash and use a range of brushes to create different effects. <i>Cave paintings using alternate materials used in the olden days to compare to materials used today. Make comparisons. History Link</i></p>		<p>Sculpture <b>Safety when using tools and materials</b> Add onto their work to create texture and shape. <i>Jewellery designer- Anglo Saxon/ bone necklace- Stone Age History Link</i></p>	<p>Collage <b>Safety when using tools and materials</b> Cut accurately and overlap materials. Use a variety of different colours Use mosaic and montages, <i>look at work based on Chuck Close. enlarge a black and white picture of a anglo saxon so it covers over several pieces of paper- cut up and give to students to college - put back together when complete to show final pieces. History link</i></p>
Computing	<p><b>Researching E safety - staying safe</b> -To know how to word their searches. -To know how to stay safe whilst researching. -To evaluate sources of information-are they reliable? -To understand how search results are ranked. -To recognise unacceptable behaviour online. -To identify a range of ways to deal with inappropriate content.</p>		<p>Digital content E-safety - cyberbullying Emails -Attachments and formatting in emails -Download and save attachments -To choose a recipient, forward and add attachments to an email. -To save an email to draft and retrieve it before sending. Progression - e-safety builds on staying safe online to cyberbullying.</p>		<p>Programming E-Safety - Gaming Suggestion: Scratch Jr Create 1 level game Using buttons available to create algorithm To use logical reasoning to predict errors. <b>E-safety builds on staying safe online and cyberbullying through looking at aspects of gaming online.</b></p>	

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Design Technology	<p>Planning focus: creating products for Christmas Fair - <i>Linked to RE</i></p> <p><b>Safety when using tools and materials</b></p> <p>To investigate and analyse a range of existing products.</p> <p>To use research to develop the design of functional and appealing products</p> <p>To create a plan by drawing labelled sketches or writing and discussing this while working.</p> <p>To think ahead about the order of my work and plan tools and materials needed (E.g. weighing scales, glue gun, ruler).</p> <p><i>Mathematics - Linked to measurement</i></p>		<p>Making focus: Using a variety of tools</p> <p><b>Safety when using tools and materials</b></p> <p>To consider working characteristics of materials and tools.</p> <p>To join and combine materials with temporary, fixed or moving joints.</p> <p>To create shell or frame structures and make structures more stable.</p>		<p>Evaluation/ Cooking Focus <i>History link</i></p> <p><b>Safety when using tools and materials and safety and hygiene when cooking and preparing food</b></p> <p>-To identify strengths and areas to improve in my own design and product.</p> <p>-To understand and apply the principles of a healthy diet.</p> <p><i>Science: cooking</i></p> <p><i>English: writing</i></p>	
English and Reading	<p>The Frog Prince (Description)</p> <p>Meerkat Mail (Informal Letter)</p> <p>Man on the Moon (Diary)</p>	<p>Grandad's Island (Narrative)</p> <p>The Fourth Wise Man (Diary)</p>	<p>Hansel and Gretel by Rachel Isadora (Narrative)</p> <p>Stone-Age Boy Non-chronological report)</p>	<p>Journey (Narrative)</p> <p>Quest (Informal Letter)</p> <p>Poetry Week</p>	<p>The Frog Prince Continued (Character description)</p> <p>The Secret of the Black Rock (Recount)</p>	<p>Roald Dahl's Revolting Recipes(Advert and Information Text)</p> <p>The Lost Happy Endings (Informal letter)</p>
French	<p>La Phonetique - Lesson 1</p> <p>Introduce the first set of phonics sounds/ phonemes in French. The sounds introduced in this lesson are: CH OU ON OI</p> <p>Salutations</p> <p>Say 'hello' (formally and informally)</p> <p>Say their name.</p> <p>Ask how somebody is feeling and give a reply</p> <p>Say 'goodbye' and 'see you soon'.</p> <p>Colours &amp; Numbers (ELT)</p> <p>Name and recognise up to ten colours</p> <p>Count from 1-10</p> <p><b>Respect and tolerance of other cultures and languages.</b></p>		<p>Animals</p> <p>Be introduced to ten animals in French</p> <p>Match all the new French words to an appropriate picture</p> <p>Remember the words for at least five animals unaided</p> <p>Attempt to spell at least three animals correctly</p> <p>Musical instruments</p> <p>Name ten instruments in French</p> <p>Match all the new French words to an appropriate picture</p> <p>Remember the words for at least five instruments and their correct gender, unaided</p> <p>To say that they play an instrument of their choice correctly</p> <p><b>Respect and tolerance of other cultures and languages.</b></p>		<p>Fruits</p> <p>Name and recognise up to 10 fruits in French</p> <p>Attempt to spell some of these nouns</p> <p>Ask somebody in French if they like a particular fruit</p> <p>Say what fruits they like and dislike</p> <p>Little Red Riding Hood</p> <p>Listen attentively to a familiar fairy tale (Little Red Riding Hood)</p> <p>Use picture and word cards to recognise and retain key vocabulary from the story</p> <p>Name and spell at least three parts of the body in</p> <p><b>Respect and tolerance of other cultures and languages.</b></p>	

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Geography	<p>Understand political regions within a continent eg Western Europe <i>(prior learning for Y4 history - where the Vikings/Romans came from)</i></p> <p>Study geographical similarities and differences between regions in the UK <b>mutual respect for people from different places</b></p> <p>Find the human characteristics of the UK on a map or atlas. Find the physical characteristics of the UK on a map or atlas.</p> <p>To know where food/products come from (trade routes using land, sea and air). Know what a settlement is and can identify different types of settlement (e.g. town, village, city). <i>(prior learning for Spring history - Anglo Saxons)</i></p> <p>To read and recognise contour lines on an OS map. To begin creating simple comparative maps, following a simple key To use the eight points of a compass, to build their knowledge of the United Kingdom and the wider world.</p>				<p>Somewhere to Settle</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p>To identify geographical similarities and differences between regions in the UK. To find the human characteristics of the UK on a map or atlas. To find the physical characteristics of the UK on a map or atlas.</p> <p>To know what a settlement is and can identify different types of settlement (e.g. town, village, city). <i>(History-Anglo Saxons- local link Why near Brayford?, rich farmland nearby, old map work, street names link to human geography)</i></p> <p>To recognise key symbols on an Ordnance survey map To read and recognise contour lines on an OS map. To begin creating simple comparative maps, following a simple key To 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>	
History			<p>To know that a timeline can be divided into BC and AC and place the Stone Age and Iron Age onto a timeline. To know what Stone Age people needed for survival. To know how people were impacted by the developments of the Stone Age. To know what was found at Skara Brae and why it is important. To know how and why hillforts were made in the Iron Age. To know what Lincoln looked like during the Stone Age.</p> <p><b>Modern perception of the Stone Age and Iron Age and historically reported behaviours</b></p> <p>Skills to be covered To identify duration of periods on a timeline To distinguish between facts and opinions and give reasons. To pose my own questions to gain an understanding of the topic. To question why something happened and how it impacted people.</p>		<p>Anglo Saxons</p> <p>To know where and when the Anglo-Saxons invaded Britain. To know why the Anglo Saxons invaded Britain. To know what the seven Anglo Saxon kingdoms were. To know how Anglo Saxons lived and what jobs people had. To know the religious beliefs of the Anglo Saxons. <i>To know how some of the Anglo Saxons were converted to Christians. (RE link)</i> To know which Anglo Saxon kingdom Lincoln would have been in. <i>(Geography link-settlements, why they invaded Lincoln- close to river/ rich farmland)</i></p> <p><b>Modern perception of the Anglo Saxons and historically reported behaviour</b></p> <p>Skills to be covered To identify duration of periods on a timeline To distinguish between facts and opinions and give reasons. To pose my own questions to gain an understanding of the topic. To question why something happened and how it impacted people.</p>	
Mathematics	Number: Place Value. Addition and Subtraction	Number: Multiplication and Division	Number: Multiplication and Division Measurement: Money Statistics	Measurement: Length and Perimeter Number: Fractions	Number: Fractions Measurement: Time	Geometry: Properties of Shape Measurement: Mass and Capacity

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Music	Environment: Composition Building: Beat	Sounds: Exploring sounds Poetry: Performance	China: Pitch Time: Beat	In the Past: Pitch Communication: Composition	Human Body: Structure Singing French: Pitch	Ancient Worlds: Structure Food and Drink: Performance
Physical Education	Synergy - Football  Classteacher - Dodgeball Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Synergy - Basketball  Classteacher - hockey Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Synergy - Dance  Class Teacher-Gymnastics Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Synergy -Fitness  Class Teacher-Tennis Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Synergy - OAA Geography  Class Teacher - Striking and Fielding - Cricket Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment	Synergy - Athletics  Class Teacher - Striking and Fielding - Rounders Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment
PSHE	<p>Key question: <b>How can we be a good friend? (relationships)</b></p> <p>In this unit, children will learn: How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded How to recognise if others are feeling lonely and excluded and strategies to include them How to build good friendships, including identifying qualities that contribute to positive friendships That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</p>	<p>Key question: <b>What keeps us safe? (Health and wellbeing)</b></p> <p>How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns What to do in an emergency, including calling for help and speaking to the emergency services</p>	<p>Key question: <b>What are families like?</b></p> <p>How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays How people within families should care for each other and the different ways they demonstrate this How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p>	<p>Key question: <b>What makes a community?</b></p> <p>How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups What is meant by a diverse community; how different groups make up the wider/local community around the school How the community helps everyone to feel included and values the different contributions that people make How to be respectful towards people who may live differently to them</p>	<p>Key question: <b>Why should we eat well and look after our teeth?</b></p> <p>How to eat a healthy diet and the benefits of nutritionally rich foods How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health How people make choices about what to eat and drink, including who or what influences these how, when and where to ask for advice and help about healthy eating and dental care</p>	<p>Key question: <b>Why should we keep active and sleep well?</b></p> <p>How regular physical activity benefits bodies and feelings How to be active on a daily and weekly basis - how to balance time online with other activities How to make choices about physical activity, including what and who influences decisions How the lack of physical activity can affect health and wellbeing How lack of sleep can affect the body and mood and simple routines that support good quality sleep How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</p>

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Religious Education	<p><b>Tolerance and respect for people of all faiths and none</b></p> <p>Hinduism- introduction to Hinduism.</p> <p>How are deities and key figures described in Hindu sacred texts and stories?</p> <p>Introduce key concepts of Hinduism, place of worship, holy book, symbols et.c.</p> <p>Know the key scriptures they use - Vedas, Bhagavad Gita, Ramayana, Mahabharata - and why they are important.</p> <p>Understand key themes from the Mahabharata - doing the right thing, making ethical choices etc.</p> <p>Know the creation stories and stories about deities and key figures.</p> <p>Understand the concept of Trimurti - Brahma, Vishnu, Shiva.</p> <p>Know and name other deities - Ganesh, Lakshmi, Pavati.</p>	<p><b>Tolerance and respect for people of all faiths and none</b></p> <p>Hinduism-Diwali, how Hindus show they belong</p> <p>Know about various ceremonies surrounding a child's birth; Samskaras (passage of life); Birth - namkaran (naming ceremony, Jatakarma (welcoming the baby into the family); Ear piercing (karnavedha) and first haircut (mundan); Upanayana or sacred thread ceremony; and know about festivals that show how Hindu's belong e.g. Diwali.</p>	<p>What visual symbols and symbolic acts can be seen in a Christian church?</p> <p><b>Tolerance and respect for people of all faiths and none</b></p> <p>Recap on learning from Year 1 - what do they know about a church already.</p> <p>Introduce artefacts and visual symbols such as stained glass windows, altar, communion table, pulpit, cross (opportunity to visit a church to explore these items)</p> <p>Look at symbols within worship such as sign of the cross, Holy Communion, expressions of worship.</p> <p>Understand in greater depth the symbolism involved in Holy Communion (symbolism in the last supper) - patterns of prayer, giving and acts of service</p>	<p>In what way does the Bible teach Christians to treat others?</p> <p><b>Tolerance and respect for people of all faiths and none</b></p> <p>Focus on each of the following stories and unpick the important messages from each;</p> <p>Ten Commandments (Exodus 20:1-17, Deuteronomy 5:6-21)</p> <p>The Beatitudes (Matthew 5:1-12)</p> <p>The sermon on the mount (Matthew 5:7)</p> <p>The Greatest Commandment (Mark 12:30-31)</p> <p>Understand how this is expressed in practice - through charities e.g. Christian Aid, Tear Fund, CAFOD</p> <p>Know about the impact and actions of inspirational people e.g. Archbishop Justin Welby, Mother Teresa, Christians against Poverty, Jackie Pullinger, Street Pastors, Gladys Aylward.</p>	<p>How is Muslim worship expressed collectively?</p> <p><b>Tolerance and respect for people of all faiths and none</b></p> <p>Understand the role of the mosque and community - social, religious, educational, welfare centre.</p> <p>Know how Muslims worship; prayer/salat in the mosque - symbolic actions and meaning, prayer beads (Subha), Friday prayers (Jumu'ah).</p> <p>Understand the significance of fasting to Muslims and the reasons/benefits (Sawm - Ramadan).</p> <p>Know about the global community of Muslims and how this is important (Ummah).</p> <p>Understand the significance of the Hajj/Umrah.</p> <p>Know about Wudu (ablution).</p>	<p>Pilgrimage - example of Christian, Hindu and Islam pilgrimage and introduction to Sikh religion</p> <p><b>Tolerance and respect for people of all faiths and none</b></p> <p>Understand that a pilgrimage is a journey.</p> <p>Enquiry into journeys carried out by religious people for each of the four religions stated e.g.</p> <p>Motivations for the journey</p> <p>Key destinations involved</p> <p>Practices associated with the journey</p> <p>Key beliefs expressed by the journey</p> <p>Opportunity to include local places of pilgrimage.</p> <p>Sikh - Harmandir Sahib, Christian - Lourdes, Islam - Mecca, Hindu - Kumbh Mela</p>

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Science	<p>Animals, including humans</p> <p>Continue to learn about the importance of nutrition and learn about the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</p> <p><i>Compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat.</i></p> <p><b>Research different food groups and how they keep us healthy and design meals based on what they find out.</b></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><i>Mathematics data handling</i></p>	<p>Rocks and soils</p> <p>Observe rocks, including those used in buildings and gravestones, and explore how and why they might have changed over time</p> <p>Using a hand lens or microscope to help to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.</p> <p><i>Research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.</i></p> <p>Explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water.</p> <p>Raise and answer questions about the way soils are formed.</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> <p><i>Mathematics data handling</i> <i>History Stone Age to iron Age</i></p>	<p>Plants:</p> <p><b>Safety when carrying out any practical investigations</b></p> <p>Introduction to the relationship between structure and function: the idea that every part has a job to do.</p> <p><i>Explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. (Note: Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.)</i></p> <p>Observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</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><i>Mathematics data handling</i> <i>History Stone Age to iron Age</i></p>	<p>Light:</p> <p>Explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves.</p> <p><b>Safety when carrying out any practical investigations</b></p> <p><b>Think about why it is important to protect their eyes from bright lights.</b></p> <p>Look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change. <b>(Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.)</b></p> <p>Look for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</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><b>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</b></p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change.</p> <p><i>Mathematics data handling</i></p>	<p>Magnets and forces</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.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Carry out investigations to explore how objects move on different surfaces e.g. spinning tops/coins, rolling balls/cars, clockwork toys, soles of shoes etc.</p> <p>Explore what materials are attracted to a magnet.</p> <p>Classify materials according to whether they are magnetic.</p> <p>Explore the way that magnets behave in relation to each other.</p> <p>Use a marked magnet to find the unmarked poles on other types of magnets.</p> <p>Explore how magnets work at a distance e.g. through the table, in water, jumping paper clips up off the table.</p> <p>Devise an investigation to test the strength of magnets.</p> <p><b>Safety when carrying out any practical investigations</b></p>	