

Year 3 Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Geography		Physical Geography What makes the Earth angry? KLP: - To use an atlas to locate active volcanoes in the world. - To explore the features of a volcano. - To understand what tectonic plates are and what the Ring of Fire is. - To find out about earthquakes and what causes them. - To find out about tsunamis and what causes them.		Europe – KLP: - To locate Europe on a map and find out about its features Europe – Mountains KLP : - To locate and label the main mountain ranges in Europe Europe - Population KLP: - To understand which hemisphere Europe is in - To compare and contrast the location of Europe with that of Africa - To demonstrate how densely populated Europe is compared to Africa. - To find out what the population density is of the countries in Europe - Define the word 'inhabitants'. - Define the word 'city-state'. - Define the word 'population'. Europe – Rivers - To locate and label the main rivers in Europe		International Trade – Food - Not all countries have suitable conditions for growing food and so they trade with other countries. - Different climates allow different types of food to be grown. - Countries can earn money by exporting food to other countries. International Trade – Natural Resources - Each resource occurs more commonly in some parts of the world than in others. - Humans are reliant on natural resources for survival and if the resources are not available in a country then they must be imported. - Countries can earn money by exporting natural resources to other countries. International Trade – Tourism - Each country has physical and human features that make it interesting to visit. - Human features such as cultural and historical sites make a place interesting to visit. Rome and Pompeii are excellent places for tourism as both are full of amazing ruins. - Tourism is a good way for a country to generate income from other countries.
History	Who first lived in Britain? (Stone Age – Iron Age) KLP: - To describe events and periods of time (BC AD). - To find out about early humans and the Palaeolithic, Mesolithic and Neolithic periods. - To find out how people lived in the Bronze Age. - To find out how people lived in the Iron Age.		Has Greece always been in the news? (Modern / Ancient Greece) KLP: - To place the Ancient Greek civilisation in time. - To learn about the term democracy (differences between Athens and Sparta). - To learn about Ancient Greek warfare.		Tudors KLP: - To understand the Tudor Dynasty - To understand how the Tudors became the ruling family of England and Wales - To understand how daily lives changed during the Tudor rule. - To explore the Tudor	

			- To understand the beliefs of Ancient Greeks (Gods). - To find out about daily life in Ancient Greece. - To understand the impact of the Ancient Greek civilisation on the modern world.		Theatre - To understand who Sir Walter Raleigh was. - To understand which cultures inspired Henry VII	
Science	Magnets - Are they attractive enough? KLP: - To understand what forces are. - To notice that some forces need contact between two objects. - To compare how things move on different surfaces. - Explore how magnetic forces work. - Identify magnetic materials. - Investigate uses for magnets.	Rocks - What do rocks tell us about the way the Earth was formed? KLP: - To identify naturally occurring rocks and explore their uses. - To group rocks according to their characteristics. - Identify rocks that are used for particular purposes. - To explore what fossils are and how they are formed.	Animals, including humans KLP: - Identify that humans get their nutrition they need from what they eat. - Identify that a balanced diet is needed in order to stay healthy. - Investigate which foods animals eat. - Explore human and animal skeletons. - Understand how the skeleton supports and protects the body. - To understand what muscles are and how they help us to move. YEAR 3 - Crest Award Activities Camouflaged Creatures & Discus Dilemma KLP: - To complete a successful investigation - To learn more about a new topic - To understand an experiment can be completed in more than one way - To collaborate with peers - To understand the reasons for different results.	Light - How far can you throw your shadow? KLP: - To recognise that we need light in order to see. - Understand the terms transparent, translucent and opaque. - Explain how we can see the Moon. - Show how our shadow changes according to the position of the Sun. - Investigate how different materials respond in the dark.	Plants - How did that blossom become an apple? KLP: - Name the main parts of a plant and their function. - Understand how water is transported within the plants. - Understand the effects of water temperature and light on plant growth. - Dissect a flower and identify its parts. - Understand the life cycle of a flowering plant (pollination, seed formation and seed dispersal)	
R.E. (PSHE)	What are the rules? KLP: - To explore why rules are important - To understand the story of Moses and the 10 commandments. - To reflect upon the 10 commandments. - To understand the rules that Muslims follow - To understand how diverse communities can live together for the well-being of all	Christmas KLP: -The meaning of Christmas and the associated festivities What is so special about places? KLP: - To know What places are special to us and why? - To know What are the main features of a mandir? - To know What places near our school have religious significance. - To know What are the main features of a church? - To understand what places of worship have in common? What are the differences?	What did Jesus Teach us? KLP: - To find out about the life of Jesus. - To find out about the parable of the lost son - To find out about the parable of the Good Samaritan. - To find out what Jesus taught at the Sermon on the Mount. - To explore what we can learn from the actions of Jesus. - To summarise what Jesus taught people.	Easter KLP: - To retell the story of Palm Sunday - To Understand the events of the Last Supper and Jesus’ arrest. - To understand the crucifixion - To understand the resurrection	Christianity - What do people believe about God? KLP: - To understand the Roman Catholic Church. - To know who Martin Luther was. - To understand the separation of the Church of England. - To understand the protestant faith. - To understand Christianity today.	
Art & Design	Cave Paintings – Charcoal and pastels Clay Jewellery KLP:	Volcano pictures using mixed media, pastel and paint KLP:	Collage – Theatre Masks – Modroc KLP: To understand the significance of the comedy	Beatrix Potter – Watercolours KLP: To find out about Beatrix Potter and her life.	Tudor Art KLP:	Painting - in the style of Georgia O’Keeffe KLP:

	- To explore the history and style of cave paintings - To explore the mysteries of prehistoric art - To use charcoal to create a cave painting	- To sketch a volcano using hot patch colours - To use pastels / oil pastels to create a picture of a volcano using hot patch colours - To use paint to create a picture of a volcano using hot patch colours	and tragedy masks both in the past and today. - To design a mask based on the features of Ancient Greek masks. - To create their mask out of Modroc - To decorate their mask using the medium paint	- To sketch in the style of Beatrix Potter. - To watercolour their sketch in the style of Beatrix Potter	- To explore and recreate Tudor Portraits in the style of Hans Holbein. - To use art to create a coat of arms. - To create the Tudor Rose using Tissue paper	- To appreciate the work of different artists. - To develop observational skills. - To know how to create tints, shades and tones of colour.
Design & Technology		Design and make a clay volcano. KLP: - To use the medium of clay to make a model of a volcano. - To use the medium of paint to add colour to their volcano. - To understand why and how they seal the volcano ready for erupting		Design and Make a Greek pot: KLP: - To identify the style and features of ancient Greek Pottery. - To design and decorate a pot in the ancient Greek style. - To evaluate their finished artwork and others fairly.	Design and make their periscopes KLP: - To understand what a periscope is. - To design our own periscope. - To make our own periscopes from our designs. - To use and evaluate our periscopes	Design and make a European food dish. KLP: - To examine, describe and categorise a variety of bread-based products. - To design a balanced healthy pizza. - To make a food product based on a design. - To evaluate a food product based on a design.
Music	Charanga – Musical skills/concepts KLP: - Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss why you like/do not like particular styles of music. - Playing - Continue to play a classroom instrument in a group. - Improvisation - continue to explore and create own responses, melodies and rhythms. - Composition- continue to create your own responses, melodies and rhythms and record them in some way.	Charanga – Glockenspiel Stage 1 KLP: - Games – Bronze level – focus on clapping rhythms and finding the pulse. - Singing – Christmas songs. Understand harmony and performing. - Learning basic instrumental skills by playing tunes in various styles. - Start to introduce noted music and encourage children to use the correct vocabulary e.g. minim, crotchet, quaver. - Introduce the notes C,D,E,F	Charanga – three little birds KLP: - The terms dynamics, pitch and tempo. They will identify the musical instruments in each song each week. - Games – move onto silver challenge. Recap on finding the pulse. - Singing – Warm up activities. Investigate how various songs are structured - Playing – use the glockenspiels recap on last terms notes and introduce the new notes G, A, B. - Improvisation - opportunities will be given for the children to improvise to “Three little birds” using the notes they have learnt. They will then perform to each other.	Charanga – The dragon song KLP: - When appraising “The dragon song” link with PSHE as this song is about kindness, respect, friendship, acceptance and happiness - Games- Silver challenge. Children to take over the role of the teacher and design a clapping rhythm which the other children will copy. - Singing – Learn to sing “The dragon song” - Improvisation - continue to explore and create own responses, melodies and rhythms to “the dragon song”	Charanga – Bringing us together KLP: - Introduce the idea that “Bringing us together” is a disco song. Link it with PSHE as it is about friendship, peace hope and unity. - Singing – learn to sing bringing us together. Look at how the song is structured. Look at singing in parts and encourage children to take a solo or small group challenge. - Perform/Share- Playing the glockenspiel and recorder if children are learning it. Recap on musical vocabulary and reading musical notes.	Charanga – Reflect, rewind and replay KLP: - Singing – the children will think about the songs they have sung during the year. They will choose the most popular and sing a variety. Include singing solos, in small groups and whole classes. Perform the song to an audience. - Playing Perform/Share- Use the glockenspiels to play with the song they have chosen Use notes learnt throughout the year. - Improvisation - continue to explore and create own responses.
Computing	Connecting computers KLP: Identifying that digital devices have inputs, processes, and outputs, and how devices can be	Stop-frame animation KLP: Capturing and editing digital still images to produce a stop-frame animation that tells a story.	Sequencing sounds KLP: Creating sequences in a block-based programming language to make music.	Branching databases KLP: Building and using branching databases to group objects using yes/no questions.	Desktop publishing KLP: Creating documents by modifying text, images, and page layouts for a specified purpose.	Events and actions in programs KLP: Writing algorithms and programs that use a range of events to trigger sequences of actions.

	connected to make networks					
P.E.	Hockey / Football KLP: - Develop their dribbling skills with a stick and/or a ball. - To use space within the pitch area. - To develop knowledge of attacking whilst invading. - To consolidate dribbling with a football. - To attempt to keep possession whilst dribbling	Gymnastics – The Symmetrical Stone Age KLP: - To perform the shapes 'Skydiver' & 'Bridge'. - To make movements accurate, clear and consistent. - To begin to use counter balance. - To introduce symmetry into routines and shapes. - To combine action, balance and shape. Hockey Coach KLP: - To develop their dribbling skills with a stick - To use space within the pitch area. - To develop knowledge of attacking whilst invading. - To consolidate dribbling with a Hockey Stick and ball. - To attempt to keep possession whilst dribbling	Gym – Symmetrical Shapes KLP: - To build strength through pushing & pulling motions. - To perform with developing symmetry. - To use a change of direction in between jumps. - To copy and add to a shape. - To find different ways to exit and enter apparatus Over the Net KLP: - To identify & describe some rules of tennis & badminton. - To consolidate the underarm serve technique. - To explore forehand hitting. - To move towards a ball or object before striking it. - To explore the 'serve' technique (volleyball/badminton).	Orienteering KLP: - To place trust in teammates. - To develop problem solving skills. - To create and recognise some map symbols. - To develop basic map reading skills. - Work cooperatively to solve group/paired challenges	Striking and Fielding KLP: - To be able to strike a ball with some accuracy. - To vary the speed and direction of a ball. - Perform the basic skills needed for the games with control and consistency. - Describe what is successful in their own and other's play. - To develop understanding of distance and power when striking. Net Games (Tennis coach) KLP: - To identify & describe some rules of tennis. - To consolidate the underarm serve technique. - To explore forehand hitting. - To move towards a ball or object before striking it. - To explore the 'serve' technique.	Rounders KLP: - To understand the rules of rounders -To be able to catch a ball -To be able to throw a ball with accuracy using underarm and over arm. Athletics KLP: - To attempt to throw a shot putt using the rotation technique. - To consolidate different throwing techniques. - To attempt a javelin throw with correct technique. - To be able to pass & receive a relay baton. - Continually develop awareness of distance.
Literacy	Stone Age Boy by Satoshi Kitamura (Extended writing Diary Entry) (4 Weeks) KLP: - To make predictions. - To retell a story in order. - To use expanded noun phrases. - To use a thesaurus. - To use exciting vocabulary. - To make inferences from a text. - To understand the format of a diary entry. - To write in first person. - To use commas between adjectives.	Ice Palace – Robert Swindells (PofR) (Extend writing- Novel as theme) (5 Weeks) KLP: - To use exciting vocabulary to describe a setting. - To use figurative language. - To create freeze frames from a text. - To identify the main features of a story. - To write in third person. - To use a variety of punctuation. - To use expressive language. - To use time conjunctions.	Theasus and the Minotaur Greek Myths into Play scripts Extended writing. (5 Weeks) KLP: - To know the key features of a comic strip and myths. - To use exciting vocabulary. - To use figurative language. - To take part in a debate. - To know the features of a play script. - To include a cast list. - To use a narrator to add dialogue. - Leave out some parts of the narrative.	The Mousehole Cat – Antonia Barber (PofR) – (Extended writing Classic Poetry) KLP: - To recognise the features of a story setting. - To use figurative language. - To debate. - To recap the features of a balanced argument. (Extended writing Non-chronological) – Animals - To use subheadings. - To use technical vocabulary. - To label diagrams. - To use captions.	Romeo and Juliet (Extended writing-Newspaper Reports) KLP: - To use evidence from the text to consider a characters point of view. - To use figurative language. - To create a headline. - To use a thesaurus to generate vocabulary. - To recap a newspapers features. - To write headlines and sub-headings. - To use who? What? Where? When? And why? In opening paragraph.	Minpins - Roald Dahl (Extended writing Fantasy Story) KLP: - To predict based on the front cover. - To depict a character from a description. - To use figurative and expressive language. - To re-enact part of the story. Minpins -Roald Dahl (Extended writing Fantasy Story) – Continued KLP: - To use conjunctions. - To use time openers.

	- To begin to use paragraphs. - To write in the past tense.	To use adverbs. (Non Chronological text Extended writing) rocks/volcanoes.	- To ensure speakers names are on the left. - Do not use inverted commas use direct speech. - Start a new line for each new speech. - Have stage directions in brackets. - Stage directions in present tense. Kitchen Disco – Performance Poetry (2 Weeks) KLP: - To discuss the features of a poem. - To perform a poem. - To write own performance poem. - To use rhyme and alliteration. - To use rhythm. - To use humour. (Extended writing Discussion For/Against) – Sparta / Athens. - To explain what the argument is about. - Statements for and against. - Final paragraph sums up. - To use debate language. - Present tense verbs. - To use modal verbs would, could, might.	- To write in paragraphs. - To write in the present tense. - To use questions for the reader.	- To write in columned paragraphs. - To use pronouns. - To use conjunctions. - To use time openers. - To use adverbs. - To use modal verbs in quotes. - To infer a characters thoughts and feelings. Extended writing Biography – Tudor person - To use rhetorical questions to hook the reader. - First paragraph summerises life. - To use third person pronouns. - To write in the past tense. - To use reported speech. - To use passive voice. - To include dates and key events.	- To use figurative language - To use expressive language. - To use paragraphs. - To use adverbs. - To use a variety of punctuation.
Spag	KLP: -Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') -Prefix un- and dis- -Apostrophes for contractions. -Learn statutory spellings. -Learn rarer GPC's -Homophones -Subordinating conjunctions -Direct speech -Sentence types -Determiners -A or an -Adjectives	KLP: - Inverted commas - Prefixes mis, re, un,dis - Prepositions - Adverbs - Proof Reading - Subordinating and coordinating conjunctions. - Spelling of statutory words. - I sound spelt y. - Words ending in 'g' sound spelt gue. - Words ending in 'k' sound spelt que	KLP: - Year 2 suffixes - Prefixes sub and tele - Apostrophe for contractions. - Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure') - Suffixes ness, ful, ly, less - Inverted commas. - Commas in a list - Prepositions - Determiners - Contractions	KLP: - Prefixes super and auto. - Homophones - Proofreading - Words with the /k/ sound spelt 'ch' - A and an - Direct speech - Preposition - Apostrophe for possession.	KLP: - Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly') - Suffix '-ly' with root words ending in 'le' and 'ic' - From Year 2: Apostrophes for contractions - Rare GPCs (/ɪ/ sound) - From Years 1 and 2: vowel digraphs	KLP: - Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly') - Suffix '-ly' with root words ending in 'le' and 'ic' - From Year 2: Apostrophes for contractions - Prefixes –un, -dis and –mis. - Plurals - Rare GPCs(/ɪ/ sound - Commands, statements, questions and exclamations. - Present tense and past tense. - Using –ing for verbs written in the present tense.

						- Using –ing for verbs written in the past tense. - Possessive apostrophes - Sentence practice. - Capital letters, full stops, exclamation and question marks and apostrophes.
	Place Value: - Read and write numbers to at least 1000 - Recognise place value of each digit in 3 digit number - Compare and order numbers to 1000 - Round numbers to at least 1000 to the nearest 10 and 100 Mental calculation: -Find 1, 10 or 100 more or less from a given number -Add U and T mentally from HTU -Subtract u and T mentally from HTU 2d shape: -Draw 2D shape and describe them Length including perimeter -Measure, compare, add and subtract lengths (mm, cm & m) -Understand perimeter is a measure of distance around a boundary of a shape -Measure the perimeter of a 2D shape Statistics -Interpret and present data using bar charts and tables -Solve one and two step problems Written addition -To add numbers with up to three digits using column addition -To estimate the answer to the calculation and use the inverse. Written subtraction -To subtract numbers with up to three digits using column subtraction	Counting Multiplication Tables (3x 4x) - Count from 0 in multiples of 4. - Recall and use multiplication and division facts for the 3 and 4 times tables. - Describe and extend number sequences involving counting on or back in different steps. Written & mental X -Write and calculate mathematical statements -Solve problems, including missing number problems involving multiplication, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. - Written & mental ÷ -Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental and progressing to formal written methods. <i>Solve problems involving money and measures.</i> - Solve problems, including missing number problems, involving division (and interpreting remainders) and correspondence problems in which n objects are connected to m objects. Time	Place Value Mental + & - - Find 1, 10 or 100 more or less than a given number. - Count from 0 in multiples of 50 and 100. - Describe and extend number sequences involving counting on or back in different steps. - Add and subtract mentally: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds. Fractions - Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. - Understand that finding a fraction of an amount relates to division. - Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. - Show practically or pictorially that a fraction is one whole number divided by another (for example, $\frac{3}{4}$ can be interpreted as $3 \div 4$). Fractions and Division - Understand that finding a fraction of an amount relates to division. - Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.	2d & 3d shape – sorting - Recognise 3-D shapes in different orientations and describe them. - Recognise that angles are a property of a shape or a description of a turn. - Identify whether angles are greater than or less than a right angle. - Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. + & - statistics - Add numbers with up to three digits, using formal written method of columnar addition. - Subtract numbers with up to three digits, using formal written method of columnar subtraction. - Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. - Solve one-step and two-step questions such as ‘How many more?’ and ‘How many fewer?’ using information presented in scaled bar charts and pictograms and tables. Fractions - Recognise and show, using diagrams, equivalent fractions with small denominators. - Add and subtract fractions with the same denominator within one whole (using diagram) (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$).	Multiplication facts – statistics - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. X & ÷ measures - Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental and progressing to formal written methods. 2d shape – sorting - Draw 2-D shapes and describe them. - Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. - Measure the perimeter of simple shapes. - Recognise that angles are a property of a shape or a description of a turn. - Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn. - Identify whether angles are greater than or less than a right angle. Decimals - Count up and down in tenths. - Recognise that tenths arise from dividing an object into 10 equal parts and in	Revision of: <i>Place value in the context of measures</i> Mental calculation in a variety of contexts, including money, measures and statistics Fractions in practical contexts Measures - Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). - Measure the perimeter of simple 2-D shapes. <i>Solve problems involving measures.</i> Statistics - Interpret and present data using bar charts, pictograms and tables. - Solve one-step and two-step questions such as ‘How many more?’ and ‘How many fewer?’ using information presented in scaled bar charts and pictograms and tables.

	- To estimate the answer to the calculation and use the inverse.	-Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. -Estimate and read time with increasing accuracy to the nearest minute. -Record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. -Know the number of seconds in a minute and the number of days in each month, year and leap year. - Solve simple problems involving passage of time. 3d shape -Make 3-D shapes using modelling materials. - Recognise 3-D shapes in different orientations and describe them. -Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	- Understand how division statements can be represented using arrays. - Understand division as sharing and grouping and use each appropriately. Volume & capacity - Measure, compare, add and subtract volumes and capacities. - Solving measurement Problems - Solve problems involving and measures. Mass - Measure, compare, add and subtract masses. - Solving measurement Problems 8X table - Count from 0 in multiples of 8. - Recall and use multiplication and division facts for the 8 multiplication tables. - Use sorting diagrams to compare and sort numbers. - Describe and extend number sequences involving counting on or back in different steps. Multiplication - statistics, measures & money - Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.(Grid Method) - Solve problems involving money and measures. - Solve problems, including missing number problems involving multiplication	- Compare and order unit fractions and fractions with the same denominators (including on a number line). Position & direction - Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line. (Year 2 objective) - Describe positions on a square grid labelled with letters and numbers. Time - Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. - Estimate and read time with increasing accuracy to the nearest minute. - Record and compare time in terms of seconds, minutes and hours; use vocabulary such as, o'clock, a.m./p.m., morning, afternoon, noon and midnight. - Know the number of seconds in a minute and the number of days in each month, year and leap year.	dividing one-digit numbers or quantities by 10. - Identify the value of each digit to one decimal place. - Read and write numbers with one decimal place. - Compare and order numbers with one decimal place. - Continue to recognise and use symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds and pence. - Recognise that ten 10p coins are equivalent to £1 and that each coin is $\frac{1}{10}$ of £1. + & - money <i>Solve problems involving money</i> - Add and subtract amounts of money to give change, using both £ and p in practical contexts. 3d shape – sorting - Make 3-D shapes using modelling materials. - Recognise 3-D shapes in different orientations and describe them.	
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LotC	Grand Day Out Forest Schools linked to the Stone Age	HONISTER Slate Mine Forest Schools linked to the Stone Age	Greek workshop (1 day)	Residential – York linked to Tudors Grand Day Out
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