

Year 3
Yearly Overview Long Term Plan

Subject	Autumn 1 Who lived in Britain first?	Autumn 2 What makes the Earth angry?	Spring 1 How different would my life be if I lived in Asia?	Spring 2 How can we rediscover the wonder of the Shang Dynasty?	Summer 1 Where did all the coal mines go?	Summer 2 Why do so many people go to the Mediterranean for their holidays?
Key Questions	<p>When did the Stone Age people live in Britain? What jobs do archaeologists do and why are they so valuable in helping us find out about history? How did the early Britons make shelters and what was Skara Brae? Would the Early Britons have visited a supermarket for their food and how did hunter-gatherers survive in the Stone Age? What can you find out about the Stone, Bronze and Iron Ages? What was Stone Age cave art? What do we know about the way they moved heavy items around?</p>	<p>What causes a volcano to erupt and which are the famous volcanoes of the world? How do volcanoes impact on the lives of people and why do people choose to live near them? How can we recreate an erupting volcano? What causes an earthquake and a tsunami and how are they measured? Who experiences extreme weather in our country? Which countries have experienced earthquakes and tsunamis in your lifetime? How can we capture a stormy weather pattern using music, drama and dance?</p>	<p>Where is Asia and what do we already know about it and why is the 'Great Wall of China' such an important landmark on our planet? What are the advantages/disadvantages of living in an Asian country? Why do Asian countries have a different climate than we do? Why is rice an important food in many Asian countries? How would you go about attracting someone to visit an Asian country? Why doesn't everyone speak English and use the same money?</p>	<p>Where in the world is China and how has it changed recently? What is an archaeologist and how have they helped us find out about the past-artefacts? What are the similarities between the Shang Dynasty and our monarchy? What would the Shang dynasty dictionaries look like? Why has China always been linked with dragons? Can we re-capture the events of the Shang dynasty through our shadow puppet production?</p>	<p>What evidence is there of coal mining in Edwinstowe? How was coal formed? What is the history of British mines? What is it like to work in a mine and what would you ask people who worked at the pits? Why were miners' lamps so important? How has Edwinstowe changed since Thoresby Colliery closed</p>	<p>What are the advantages/disadvantages of living in a Mediterranean country? Why do Mediterranean countries have a warmer climate? Which fruits and vegetables are produced in the Mediterranean and how can we organise a Mediterranean food festival? How would you go about attracting someone to visit a Mediterranean country? Why doesn't everyone speak English and use the same money? Who are the famous artists of the Mediterranean and what can we learn from them? Which European cities can we associate with different types of music?</p>
Quality text Power of	<p>Ug: Boy Genius of the Stone Age by Raymond Briggs</p>	<p>Escape from Pompeii by Christina Balit Hot Like Fire - Valerie Bloom (poetry)</p>	<p>Varjak Paw by SF Said</p>	<p>Werewolf Club Rules- Joseph Coelho (poetry)</p>	<p>The Iron Man by Ted Hughes The Tin Forest by Helen</p>	<p>Oliver and the Sea Wigs by Phillip Reeve</p>

<p>reading Poetry</p>					<p>Ward and Wayne Anderson</p>	
<p>Geography/ History</p>	<p>History</p> <ul style="list-style-type: none"> • Pupils should be taught about changes in Britain from the Stone Age to the Iron Age including hunter gatherers, early farming, Bronze Age, Iron Age 	<p>Geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, • locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	<p>Geography</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>History</p> <ul style="list-style-type: none"> • Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: -The Shang Dynasty 	<p>History</p> <ul style="list-style-type: none"> • A study of Local History taking account of a period of history that shaped the locality • use the 8 points of a compass, 4 and 6-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 • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and 	<p>Geography</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, • locate the world's countries, using maps to focus on Europe, 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

					land-use patterns; and understand how some of these aspects have changed over time	zones (including day and night)
Maths Whiterose	<u>Place Value</u> Number- Addition and Subtraction	Number- 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
Art/DT	Art What do we know about the lifestyles of the early Britons through the art they produced? <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials to create sketch books to record their observations and use them to review and revisit ideas 	Art <u>How can we string together a printed picture?</u> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 	DT (3D) <u>What is in front of the mask?</u> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design 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 Make select from and use a wider range of materials and components, including construction materials, according 	Art Collage/Lamp/Lanterns <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	Art <u>Could we be book illustrators?</u> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing DT (3D) <u>Make a robot</u> <ul style="list-style-type: none"> 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 Make select from and use a wider range of tools and 	DT (Cooking and nutrition) <u>Fruit salad</u> <ul style="list-style-type: none"> Cooking Understand and apply the principles of a healthy and varied diet Understand seasonality, and know where and how a variety of ingredients are grown Art <u>What's that coming over the hill?</u> <ul style="list-style-type: none"> about great artists, architects and designers in history. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

			<p>to their functional properties and aesthetic qualities</p> <ul style="list-style-type: none"> • Evaluate evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 		<p>equipment to perform practical tasks accurately</p> <ul style="list-style-type: none"> • Evaluate evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas
Music	<p>Let Your Spirit Fly Theme: RnB and other musical styles. Vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody. Most children should know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a song.</p>	<p>Glockenspiel Stage 1 Theme: Mixed Styles</p> <p>Learning basic instrumental skills by playing tunes in varying styles</p>	<p>Three Little Birds Themes: Reggae, happiness and animals. Vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale. Most children should know the difference between pulse and rhythm. Some children will know how pulse, rhythm and pitch work together to create a song.</p>	<p>Dragon Song Themes: Traditional Folk tunes from around the world, celebrating our differences and being kind to one another. Vocabulary: Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody. Most children should know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a song.</p>	<p>Bringing us Together Theme: This is a Disco song about friendship, peace, hope and unity. Vocabulary: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody. Most children should know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a song</p>	<p>Reflect, Rewind and Replay. This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
PE						
Science	<p>Rocks</p> <ul style="list-style-type: none"> • recognise that soils are made 	<p><i>Scientific Literacy Focus: How our Earth changes</i></p> <p><u>What do rocks tell us about</u></p>	<p>Animals including humans</p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types 	<p><u>How far can you throw your shadow?</u> Light</p>	<p>Forces and Magnets</p> <ul style="list-style-type: none"> • compare how things move on different surfaces 	<p><u>How did the blossom become an apple?</u> Plants</p>

	<p>from rocks and organic matter.</p>	<p><u>the way the Earth was formed?</u> Rocks</p> <ul style="list-style-type: none"> 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 	<p>and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> 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 a solid object find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> notice that some forces need contact between 2 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 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> 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.
<p>Computing Purple Mash scheme of work</p>	<p>Coding</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including 	<p>Touch-typing</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including the internet) on a range 	<p>Online safety</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unaccept 	<p>Email</p> <ul style="list-style-type: none"> Understand computer networks, including the internet; how they can provide multiple 	<p>Branching databases</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including the internet) on a 	<p>Simulations Graphing</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including the

	<p>controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> • Use sequence, selection and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how simple algorithms work and to detect and correct errors in programs 	<p>of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting and analysing data and information</p>	<p>able behaviour; identify a range of ways to report concerns about content and contact</p> <p>Spreadsheets</p>	<p>services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including the internet) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting and analysing data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting and analysing data and information</p>	<p>internet) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting and analysing data and information</p>
<p>RE Notts syllabus and Focus challenge curriculum</p>	<p>What are the rules?</p>	<p>What do people believe about God?</p>	<p>What do people believe about God?</p>	<p>That's not fair? Or is it?</p>	<p>What is so special about places?</p>	<p>What is so special about places?</p>
<p>PSHCE SCARF</p>	<p>Living in the Wider World Rules, Rights and Responsibilities</p>	<p>Health and Wellbeing Healthy Lifestyles</p>	<p>Relationships Healthy Relationships</p>	<p>Relationships Valuing Difference</p>	<p>Living in the Wider World</p>	<p>Health and Wellbeing Growing and Changing Relationships</p>

		Health and Wellbeing Keeping Safe			Caring for the Environment Money	Feelings and Emotions
French	<p>Numbers 1-20 zéro un deux trois quatre cinq six sept huit neuf dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p>Greetings Bonjour, Au revoir, Ça va? Ça va...bien, super, mal, comme ci, comme ça Comment t'appelles-tu? Je m'appelle, Monsieur, Madame, Mademoiselle</p>	<p>Christmas- The Nativity & Letter to Santa Marie, Joseph, Jésus, Les bergers, Les moutons, Les rois, Un ange, L'aubergiste Les enfants, Bethléem, Le Bébé, Un cadeau, Une étoile, Une écurie, Une chambre</p> <p>un jeu, un livre, des vêtements, un dvd, un football, Cher, Je voudrais, Papa Noël</p>	<p>Classroom commands Ecoutez Regardez Asseyez-vous Levez-vous Répétez Silence! Venez ici, oui, non</p> <p>Days of the week undi mardi mercredi jeudi vendredi samedi dimanche</p>	<p>Easter in France- Making Pancakes la farine, un oeuf, le lait, le sucre, le sel,, le jus de citron, mettez, ajoutez, mélangez</p> <p>Easter Rabbit un oeuf de Pâques, un lapin de Pâques, un poussin, du chocolat, un bonnet de Pâques, les agneaux, les oiseaux, les fleurs</p>	<p>Colours Rouge bleu blanc noir jaune vert orange rose violet, marron gris</p> <p>Months of the year Janvier février mars avril mai juin juillet août septembre octobre novembre décembre</p>	Recap on the areas already covered during the year

