

Year 3
Yearly Overview Long Term Plan

Subject	<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">How is a River formed? <i>(Including rivers in the UK and the world plus the Water Cycle)</i></p>	<p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">How did coal mining help to shape the Edwinstowe we know today?</p> <p style="text-align: center;">-</p> <p style="text-align: center;">-</p>	<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">What does it mean to be environmentally friendly?</p>	<p style="text-align: center;">Spring 2</p> <p style="text-align: center;">How did Britain change between the beginning of the Stone Age and the end of the Iron Age?</p>	<p style="text-align: center;">Summer 1</p> <p style="text-align: center;">How advanced were the famous civilizations that were great 3000 years ago? (focus on Shang Dynasty and Ancient Egypt)</p>	<p style="text-align: center;">Summer 2</p> <p style="text-align: center;">What do we know about the continent of Asia?</p>
<p style="text-align: center;">Quality text</p> <p style="text-align: center;">Writing Outcome</p>	<p style="text-align: center;">Oliver and the Seawigs</p> <p style="text-align: center;">Character Description Adventure Story</p>	<p style="text-align: center;">Iron Man</p> <p style="text-align: center;">Persuasive Letter Performance Diary Entry Setting Description</p>	<p style="text-align: center;">One Plastic Bag</p> <p style="text-align: center;">Recount Persuasive Text Discussion/Debate</p>	<p style="text-align: center;">Ug: Boy Genius of the Stone Age</p> <p style="text-align: center;">Instructions Play Script Rules Postcards</p>	<p style="text-align: center;">Werewolf Club Rules</p> <p style="text-align: center;">Free Verse Poetry Rhyming Poetry Performance Poetry</p>	<p style="text-align: center;">Varjak Paw</p> <p style="text-align: center;">Diary Entry Debates News Reports Drama/Role Play Spoken Language/Vocabulary</p>

Maths	Place Value	Addition and Subtraction	Multiplication and division	Fractions	Fractions	Time
	Addition and Subtraction	Multiplication and division	Length and Perimeter	Mass and Capacity	Money Time	Shape Statistics

<p>Geography/History</p> <p>Key Statements</p>	<p><u>River Formation</u></p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Know how a river is formed</p> <p><i>Know that most rivers' source is in a mountain</i></p> <p><i>Know that rivers end up entering the sea and this is called the estuary</i></p> <p><i>Know the names of and can locate many of the UK's longest rivers</i></p>	<p><u>Coal Mining in Edwinstowe</u></p> <p>Hi2/2.1 Local History Pupils should be taught about an aspect of local history</p> <p><i>Know how important coal mining was to this area and especially Edwinstowe</i></p> <p><i>Know what was life like for a coal miner</i></p> <p><i>Know what evidence there is that coal mining was an important industry in this area</i></p> <p><i>Know why coal mining came to an end across the UK</i></p> <p><i>Know why coal mining was an important industry in the UK in the past</i></p>	<p><u>How to be environmentally friendly</u></p> <p>Ge2/1.3b 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><i>Know why it is important to be environmentally friendly</i></p> <p><i>Know what we mean by 'environmentally friendly'</i></p> <p><i>Know why litter is a problem to all of us</i></p> <p><i>Know why our bins are different colours</i></p> <p><i>Know why plastic is good and bad</i></p>	<p><u>Stone Age to Iron Age</u></p> <p>Hi2/1.1 Pre-Roman Britain Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> a. <i>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i> b. <i>Bronze Age religion, technology and travel, for example, Stonehenge</i> c. <i>Iron Age hill forts: tribal kingdoms, farming, art and culture</i> <p><i>Know how Britain changed from the</i></p>	<p><u>Famous Civilizations (Shang Dynasty and Ancient Egypt)</u></p> <p>Hi2/2.3 Ancient Civilizations 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:</p> <ul style="list-style-type: none"> a. Ancient Sumer; b. The Indus Valley; c. Ancient Egypt; or d. The Shang Dynasty of Ancient China <p><i>Know what was happening in Britain when the Ancient Egyptians and the Shang Dynasty were at their most powerful.</i></p> <p><i>Know how the powerful Egyptians</i></p>	<p><u>The continent of Asia</u></p> <p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><i>Find Asia on a world map and know about the countries in Asia</i></p> <p><i>Carry out a deep fact find about one Asian country (different ones for different groups)</i></p> <p><i>Consider the climate, time zones and culture in different Asian countries and how they differ from the UK</i></p>

	<p><i>Known the name of and can locate many of the world's longest rivers</i></p> <p><i>Know that most of the world's main cities are situated close to a river</i></p>		<p><i>Know why it is important to recycle</i></p>	<p><i>stone age to the end of the iron age</i></p> <p><i>Know the significance of the invention of the wheel</i></p> <p><i>Know the significance of the discovery of iron ore</i></p> <p><i>Know some of the key differences between the stone, bronze and iron ages</i></p> <p><i>Know about the significance of the creation of Iron Age Forts</i></p> <p><i>Know what is meant by hunter gatherers</i></p>	<p><i>create a culture of slavery.</i></p> <p><i>Understand how archaeologists have helped us know what happened in Ancient Egypt, Ancient Sumer, the Indus Valley and the Shan Dynasty many years ago.</i></p> <p><i>Know how the Ancient Egyptians were influenced by the Gods</i></p> <p><i>Know about the influence that the Shang Dynasty had on the world</i></p>	<p><i>Find out about the main industries in Asia and how UK makes use of the products they produce</i></p>
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ART & DT
(inc Food
Technology)

DT - Bridges -
Autumn 1

(structure) Build
a bridge over a
river - to hold
up a 1kg weight.
Has to have a
specified length
and hold a
specific weigh.

DT - Mechanisms

(pulley system an arm
that lifts
up/down/left or
right, a 100g swing
down a mine)

Art - 3D modelling/
Clay

Use recycling
materials to create a
piece of modern art to
represent our
immediate area
(Edwinstowe/Sherwood
forest/ Robin Hood)

Art - Drawing

Cave Markings

Art - Hokusai's 'The
Great Wave'

<https://www.katsushikahokusai.org/>

<https://www.youtube.com/watch?v=Nc01WBmXpLE> (paint)

<https://www.youtube.com/watch?v=G-k9xh8gUpQ> (oil
pastels)

Painting.

DT - Weaving from
India (colours specific
to Asian countries)

<p style="text-align: center;">Music</p>	<p><u>Social Question:</u> How does music bring us closer together?</p> <p><u>Musical spotlight:</u> Writing music down Rhythm and pitch can be represented by musical symbols. These symbols can be written on a staff and named with special musical names. This helps us to remember what we are going to sing or play. Explore the notes, crotchets and minims within the music you learn. See how these notes can</p>	<p><u>Social Question:</u> What stories does music tell us about the past?</p> <p><u>Musical spotlight:</u> Playing in a band Read the notation of one of the instrumental parts when playing together. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are playing? When people sing or use instruments to play 2 or</p>	<p><u>Social Question:</u> How does music make the world a better place?</p> <p><u>Musical spotlight:</u> Compose using your imagination Use your imagination when creating your compositions. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?</p>	<p><u>Social Question:</u> How does music help us get to know our community?</p> <p><u>Musical spotlight:</u> More musical styles Music, with all its styles, has changed and shaped lives around the world. Explore changes in dynamics ('forte' and 'piano') within the music.</p>	<p><u>Social Question:</u> How does music make a difference to us every day?</p> <p><u>Musical spotlight:</u> Enjoying improvisation Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Work out where to improvise (introduction, verse, chorus) in the songs. Identify sections of the music that change or repeat.</p>	<p><u>Social Question:</u> How does music connect us with our planet?</p> <p><u>Musical spotlight:</u> Opening night Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt.</p>
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	fit on the lines and spaces of a staff.	more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments to together.				
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PE	Tag Rugby Multi-skills	Gymnastics Invasion games	Basketball Sports Hall athletics	Hockey Gymnastics	Cricket Net games	Sports Day/striking and fielding Rounders
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<p style="text-align: center;">Science</p> <p style="text-align: center;">Key Statements</p>	<p><i>Rocks and Soils</i></p> <p><i>What are the main types of rocks on our Earth?</i></p> <p>Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Sc3/3.1c recognise that soils are made from rocks and organic matter.</p> <p><i>Know how fossils are formed</i></p>	<p><i>Skeletons and Muscles</i></p> <p>Why do humans have skeletons and muscles?</p> <p>Sc3/2.2a 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>Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><i>Know the names of the body parts associated with skeleton and muscles</i></p> <p><i>Know what joints are and how they work</i></p> <p><i>Know that the body parts have special functions</i></p>	<p><i>Forces and Magnets</i></p> <p>What do we mean by a 'force'?</p> <p>Sc3/4.2a compare how things move on different surfaces</p> <p>Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others</p> <p>Sc3/4.2d 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>Sc3/4.2e describe magnets as having 2 poles</p>	<p><i>Plants</i></p> <p>What does a plant need to flourish?</p> <p>Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Sc3/2.1b 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>Sc3/2.1c investigate the way in which water is transported within plants</p> <p>Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><i>Know the function of the different parts of the flowering plant</i></p> <p><i>Know the part that flowers play in the life cycle of a flowering plant</i></p> <p><i>Know that light, air, water, nutrients from soil are all important for plant growth</i></p> <p><i>Know about pollination, seed formation and seed dispersal</i></p> <p><i>Find out how water is transported within a plant</i></p>	<p><i>Light and Dark</i></p> <p>Why do we have light and dark and what is its impact on our everyday life?</p> <p>Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light</p> <p>Sc3/4.1b notice that light is reflected from surfaces</p> <p>Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Sc3/4.1e find patterns in the way</p>
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	<p><i>Group together different rocks according to different attributes</i></p> <p><i>Know what soil is</i></p> <p><i>Know that some crystals are extremely rare and valuable</i></p> <p><i>Know the difference between igneous, sedimentary and metamorphic rocks</i></p>	<p><i>Compare the diets of different groups of animals, including humans</i></p> <p><i>Know what the function of muscles are</i></p>	<p>Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p><i>Know how different surfaces speed things up or slow things down</i></p> <p><i>Know what a pulley is and how it works</i></p> <p><i>Know how magnets work</i></p>		<p>that the size of shadows change.</p> <p><i>Know what dark is (in relation to absence of light)</i></p> <p><i>Know how a shadow is formed and why they change shape</i></p> <p><i>Know that we need light so we can see things</i></p> <p><i>Know the dangers of looking directly at the Sun</i></p> <p><i>Know that light can be reflected</i></p>
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Computing

Teach
Computing

Computing
Systems and
Networks -
Connecting
Computers

Creating Media -
Stop-frame
Animation

Programming A -
Sequencing Sounds

Data and
Information -
Branching
Databases

Creating Media -
Desktop Publishing

Programming B -
Events and Actions in
Programs

<p>RE Notts Agreed Syllabus 2021-2026</p>	<p>What can we learn from inspiring people in sacred texts and in the history of religions? Religions: Christianity, Islam, Judaism, World Views and Free Select</p>		<p>How do religious families and communities practice their faith? The example of prayer. Religions: Christianity and Islam</p>	<p>What difference does it make to be a Christian? How do people's beliefs about God, Jesus, the world and others have an impact on their lives? Religions: Christianity</p>	<p>Where, how and why do people worship? Investigating worship in Nottinghamshire. Religions: Islam, Hinduism, Christianity</p>	
<p>PSHCE SCARF</p>	<p>Me and My Relationships</p>	<p>Valuing Differences</p>	<p>Keeping Safe</p>	<p>Rights and Respect</p>	<p>Being my Best</p>	<p>Growing and Changing</p>
<p>MFL</p>	<p>Numbers 0-10 Greetings, asking and saying how you are</p>	<p>Classroom instructions Ask for and give name Christmas - The Nativity and letter to Santa</p>	<p>Revision of numbers 0-10 Ask for and state age</p>	<p>Colours Food items Shrove Tuesday Easter in France</p>	<p>Names of fruit The Hungry Caterpillar Food items</p>	<p>Days of the week Months of the year Recap on above</p>
<p>Reflection:</p>	<p>Invite parents in to see bridges</p>	<p>Christmas Performance</p>	<p>Invite parents in to see sculptures</p>	<p>Baking - Hot Cross Buns Residential</p>	<p>Perform a Poem</p>	<p>Shadow puppet show</p>