

Year 3
Yearly Overview Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject	How is a River formed? <i>(Including rivers in the UK and the world plus the Water Cycle)</i>	How did coal mining help to shape the Edwinstowe we know today? - -	What does it mean to be environmentally friendly?	How did Britain change between the beginning of the Stone Age and the end of the Iron Age?	How advanced were the famous civilisations that were great 3000 years ago? (focus on Shang Dynasty and Ancient Egypt)	What do we know about the continent of Asia?
Quality text	Oliver and the Seawigs	Iron Man	One Plastic Bag	The Green ship	Werewolf Club Rules	Varjak Paw
Writing Outcome(s)	<u>Character description</u> <u>Adventure Story</u>	<u>Persuasive Letter</u> Performance <u>Diary Entry</u> Setting Description	<u>Postcard Recount</u> <u>Non-Chronological Report</u> Persuasive Text Discussion/Debate	<u>Story map</u> <u>Setting description</u>	Free Verse Poetry <u>Rhyming Poetry</u> <u>Performance Poetry</u>	Diary Entry Debates <u>News Reports</u> Drama/Role Play <u>Play script</u>

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

Geography/History Key Statements	<u>River Formation</u> 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 <i>Know that most rivers' source is in a mountain</i> <i>Know that rivers end up entering the sea and this is called the estuary</i> <i>Know the names of and can locate many of the UK's longest rivers</i>	<u>Coal Mining in Edwinstowe</u> Hi2/2.1 Local History Pupils should be taught about an aspect of local history <i>Know how important coal mining was to this area and especially Edwinstowe</i> <i>Know what was life like for a coal miner</i> <i>Know what evidence there is that coal mining was an important industry in this area</i> <i>Know why coal mining came to an end across the UK</i> <i>Know why coal mining was an important industry in the UK in the past</i>	<u>How to be environmentally friendly</u> 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 <i>Know why it is important to be environmentally friendly</i> <i>Know what we mean by 'environmentally friendly'</i> <i>Know why litter is a problem to all of us</i> <i>Know why our bins are different colours</i> <i>Know why plastic is good and bad</i>	<u>Stone Age to Iron Age</u> Hi2/1.1 Pre-Roman Britain Pupils should be taught about changes in Britain from the Stone Age to the Iron Age <i>This could include:</i> a. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae b. Bronze Age religion, technology and travel, for example, Stonehenge c. Iron Age hill forts: tribal kingdoms, farming, art and culture <i>Know how Britain changed from the</i>	<u>Famous Civilizations (Shang Dynasty and Ancient Egypt)</u> 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: a. Ancient Sumer; b. The Indus Valley; c. Ancient Egypt; or d. The Shang Dynasty of Ancient China <i>Know what was happening in Britain when the Ancient Egyptians and the Shang Dynasty were at their most powerful.</i> <i>Know how the powerful Egyptians</i>	<u>The continent of Asia</u> 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 <i>Find Asia on a world map and know about the countries in Asia</i> <i>Carry out a deep fact find about one Asian country (different ones for different groups)</i> <i>Consider the climate, time zones and culture in different Asian countries and how they differ from the UK</i>

	<i>Known the name of and can locate many of the world's longest rivers</i> <i>Know that most of the world's main cities are situated close to a river</i>		<i>Know why it is important to recycle</i>	<i>stone age to the end of the iron age</i> <i>Know the significance of the invention of the wheel</i> <i>Know the significance of the discovery of iron ore</i> <i>Know some of the key differences between the stone, bronze and iron ages</i> <i>Know about the significance of the creation of Iron Age Forts</i> <i>Know what is meant by hunter gatherers</i>	<i>create a culture of slavery.</i> <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> <i>Know how the Ancient Egyptians were influenced by the Gods</i> <i>Know about the influence that the Shang Dynasty had on the world</i>	<i>Find out about the main industries in Asia and how UK makes use of the products they produce</i>
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ART & DT (inc Food Technology)	DT - Bridges (Structure) Build a bridge from recycled materials.	DT - Mechanisms Pulley system an arm that lifts up/down/left or right, a 100g swing down a mine.	Art - 3D modelling/ Clay Use clay 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)
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Music	A Shining Performance (featuring Sparkle In The Sun) 1. Be confident with reading and playing G, A and B (doh re me) in a new context. 2. Use creative ideas inspired by different stimuli to improve a performance.	Sing And Move (featuring The King Of All Polar Bears and Five Gold Rings) 1. Sing songs with attention to expression and dynamics, following the conductor's cues. 2. Perform actions with accuracy and confidence.	Music And Video (featuring Be Safe Online) 1. Use storyboards to sequence and structure a music video. 2. Explore self-representation through portraits and personalised avatars.	You Gotta Try (featuring You Gotta Try) 1. Perform simple rhythmic and melodic patterns accurately and expressively, applying understanding of pulse, syncopation, dynamics, tempo, structure, and timbre. 2. Collaborate effectively within an ensemble (using voice, percussion, glockenspiel, and/or descant recorder) to rehearse, refine, and deliver a confident final performance.	Music And Sound (featuring Sinfonia Cymru's Regenerate: Seasons for Change Project 1) 1. Identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time period. 2. Compose, notate using a graphic score, and perform a piece of music inspired by the seasons that conveys an original storyline.	Sound Exploration (featuring RSNO's Sounds Of The Deep) 1. Appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre. 2. Present a multi-art form performance of a song.
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PE	Tag Rugby Hockey	Athletics Fitness	Gymnastics Basketball	Handball Dodgeball	Cricket Netball	Tennis Sports Day/Games

Science Key Statements	<u>Rocks and Soils</u> <i>What are the main types of rocks on our Earth?</i> Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock Sc3/3.1c recognise that soils are made from rocks and organic matter. <i>Know how fossils are formed</i>	<u>Skeletons and Muscles</u> Why do humans have skeletons and muscles? 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 Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement. <i>Know the names of the body parts associated with skeleton and muscles</i> <i>Know what joints are and how they work</i> <i>Know that the body parts have special functions</i>	<u>Forces and Magnets</u> What do we mean by a 'force'? Sc3/4.2a compare how things move on different surfaces Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others 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 Sc3/4.2e describe magnets as having 2 poles	<u>Plants</u> What does a plant need to flourish? Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 Sc3/2.1c investigate the way in which water is transported within plants Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <i>Know the function of the different parts of the flowering plant</i> <i>Know the part that flowers play in the life cycle of a flowering plant</i> <i>Know that light, air, water, nutrients from soil are all important for plant growth</i> <i>Know about pollination, seed formation and seed dispersal</i> <i>Find out how water is transported within a plant</i>	<u>Light and Dark</u> Why do we have light and dark and what is its impact on our everyday life? Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light Sc3/4.1b notice that light is reflected from surfaces Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object Sc3/4.1e find patterns in the way

	<i>Group together different rocks according to different attributes</i> <i>Know what soil is</i> <i>Know that some crystals are extremely rare and valuable</i> <i>Know the difference between igneous, sedimentary and metamorphic rocks</i>	<i>Compare the diets of different groups of animals, including humans</i> <i>Know what the function of muscles are</i>	Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing. <i>Know how different surfaces speed thing up or slows things down</i> <i>Know what a pulley is and how it works</i> <i>Know how magnets work</i>		that the size of shadows change. <i>Know what dark is (in relation to absence of light)</i> <i>Know how a shadow is formed and why they change shape</i> <i>Know that we need light so we can see things</i> <i>Know the dangers of looking directly at the Sun</i> <i>Know that light can be reflected</i>
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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
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RE Notts Agreed Syllabus 2021-2026	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	How do religious families and communities practice their faith? The example of prayer. Religions: Christianity and Islam	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	Where, how and why do people worship? Investigating worship in Nottinghamshire. Religions: Islam, Hinduism, Christianity	Living Q: How do festivals and family life show what matters to Jewish people?	Belonging Q: How and why do people mark the significant events of life?
PSHCE SCARF	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
MFL (French)	<u>I am learning French</u> By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.	<u>Animals</u> In this unit pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in french. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to	<u>Instruments</u> In this unit pupils will learn 10 familiar instruments and be introduced to the 1st person singular high frequency verb 'I play' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 instruments with their definite article. This is one of the first sentence building units where pupils will have	<u>I am able</u> In this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions	<u>Fruits</u> In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like.	

		be able create short phrases with the verb 'I am' plus the animal nouns and determiners.	the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners.			
Showcase:	Invite parents in to see bridges	Christmas event	Invite parents in to see sculptures	Residential	Poetry and Art Showcase	Parents join in with weaving project