



Yearly Overview

Year 3

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Achieve Believe Care

	Through the Ages	What a Wonderful World	Bostin' Black Country
Geography	<p>Why is climate important?</p> <ul style="list-style-type: none"> locate some of the world's climate zones on a globe or map, name examples and have some understanding of them extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations describe and give examples of the variety of biomes and vegetation belts use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts identify the world's hottest, coldest, wettest and driest locations. 	<p>Do we like to be beside the seaside?</p> <ul style="list-style-type: none"> extend their knowledge and understanding beyond the local area to include more of the UK name and locate (some) counties and cities of the UK learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety <ul style="list-style-type: none"> consider tourism, as both an economic and a pleasurable activity think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having. 	<p>Where are on Earth are we?</p> <ul style="list-style-type: none"> improve their locational knowledge through identifying the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <ul style="list-style-type: none"> practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied use the eight points of the compass to build their knowledge of the wider world.
History	<p>How did Britain change from the early Stone Age to the Iron Age?</p> <ul style="list-style-type: none"> use common words and phrases relating to the passing of time develop a chronologically secure knowledge and understanding of British history develop the appropriate use of historical terms, and note connections and contrasts over time construct informed responses that involve the selection of relevant historical information regularly address historically valid questions about similarity and difference 	<p>What impact did Queen Victoria have on Britain during her reign?</p> <ul style="list-style-type: none"> gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and 	<p>Why should we preserve our locality?</p> <ul style="list-style-type: none"> use common words and phrases relating to the passing of time develop a chronologically secure knowledge and understanding of British and local history develop the appropriate use of historical terms address and devise historical valid questions about change, cause, similarity, difference and significance construct informed responses that involve selection of relevant information understand how our knowledge of the past is constructed from a range of sources

	<ul style="list-style-type: none"> • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods they study 	<p>create their own structured accounts, including written narratives and analyses</p> <ul style="list-style-type: none"> • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	
Computing	<p>We are programmers</p> <ul style="list-style-type: none"> • plan and create an algorithm for an animated scene in the form of a storyboard • write a program in Scratch to create the animation, including characters, dialogue, costumes, backdrops and sound • review their animation programs and correct mistakes. <p>We are bug fixers</p> <ul style="list-style-type: none"> • develop a number of strategies for finding errors in programs • build up resilience and strategies for problem solving • increase their knowledge and understanding of Scratch • recognise a number of common types of bugs in software 	<p>We are co authors</p> <ul style="list-style-type: none"> • understand the conventions for collaborative online work, particularly in wikis • be aware of their responsibilities when editing other people’s work • become familiar with Wikipedia, including potential problems associated with its use • practise their research skills • write for a target audience using a wiki tool • develop collaboration skills • develop proofreading skills <p>We are opinion pollsters</p> <ul style="list-style-type: none"> • understand some elements of survey design • understand some ethical and legal aspects of online data collection • use the Internet to facilitate data collection • gain skills in using charts to analyse data • gain skills in interpreting results 	<p>We are presenters</p> <ul style="list-style-type: none"> • develop their web-based research skills • structure, prepare and deliver a talk about a given topic or subtopic studied in another curriculum area • record a piece to camera • edit a movie using static images and green screen footage • give constructive, critical feedback on recorded presentations. <p>We are who we are</p> <ul style="list-style-type: none"> • create a number of structured presentations • create a narrated presentation • consider issues of trust and privacy when sharing information
Science	Rocks, soils and fossils	<p>Forces and magnets</p> <p>-Compare how things move on different surfaces.</p>	How does your Garden grow?

	<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>Food and our bodies</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>-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>Light and shadows</p> <p>-Recognise that we 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>-Recognise that light from the Sun can be dangerous and that there are ways to protect the eyes.</p> <p>-Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>-Find patterns in the way that the sizes of shadows change.</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>The nappy challenge</p> <p>This topic looks at disposable nappies and provides opportunities for children to ask their own questions and make decisions on how to answer their questions using different scientific enquiry activities.</p> <p><u>Working scientifically skills</u></p> <p>-Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</p> <p>-Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>-Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>-Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>-Set up simple practical enquiries, comparative and fair tests.</p> <p>-Use straightforward scientific evidence to answer questions or to support their findings.</p>
<p>Art</p>	<p>Drawing: Growing artists</p> <p>Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe</p>	<p>Sculpture and 3D: Abstract shape and space</p> <p>Exploring how shapes and negative spaces can be represented by three dimensional forms.</p> <p>Manipulating a range of materials, children learn</p>	<p>Craft and design: Fabric of nature</p> <p>Developing skills in textile techniques, pupils explore the beauty of the natural world to create</p>

	<p>and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p> <p>Painting and mixed media: Prehistoric painting Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p>	<p>ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.</p>	<p>stunning visual art inspired by the striking colours, pattern and textures of bird and insect life.</p>
Artists Studied	<p>Georgia O’Keeffe Charles Darwin Maud Purdy Max Ernst Carl Linneaus</p>	<p>Anthony Caro Ruth Asawa.</p>	
D.T.	<p>Textiles: Cross-stitch and appliqué Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make a cushion</p>	<p>Digital world: Mindful moments timer Exploring the concept of mindfulness and writing design criteria to develop a programmed product for timing a mindful moment, this unit includes new teacher and pupil videos, with an increased focus on evaluation and the use of a virtual Micro:bit.</p>	<p>Structures: Constructing a castle Learning about the features of a castle, children design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.</p>
R.E.	<p>What is it like for someone to follow God? What is the ‘Trinity’ and why is it important for Christmas? What matters to many Sikhs? Why do many Sikh people recite the name of God?</p>	<p>How do festivals and worship show what matters to a Muslim? How do festivals and family life show what matters to Jewish people? What do these objects tells us about living in a Jewish home?</p>	<p>What do Christians learn from the creation story? How and why do people try to make the world a better place?</p>
P.S.H.E.	<p>Relationships How can we be a good friend? -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</p>	<p>Relationships What are families like? _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</p>	<p>Health and Wellbeing Why should we eat well and look after our teeth? -how to eat a healthy diet and the benefits of nutritionallyrich 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, includingthe impact of too much sugar/acidic drinks on dental</p>

	<p>positive friendships</p> <p>Health and Wellbeing</p> <p>What keeps us safe?</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</p> <p>-how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</p> <p>-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</p> <p>-how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</p> <p>-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)</p> <p>-how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</p> <p>-what to do in an emergency, including calling for help and speaking to the emergency services</p>	<p>-how people within families should care for each other and the different ways they demonstrate this</p> <p>-how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p> <p>Health and Wellbeing</p> <p>Why should we keep active and sleep well?</p> <p>-how regular physical activity benefits bodies and feelings</p> <p>-how to be active on a daily and weekly basis -</p> <p>-how to balance time online with other activities</p> <p>-how to make choices about physical activity, including what and who influences decisions</p> <p>-how the lack of physical activity can affect health and wellbeing</p> <p>-how lack of sleep can affect the body and mood and simple routines that support good quality sleep</p> <p>-how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</p>	<p>health</p> <p>-how people make choices about what to eat and drink, including who or what influences these</p> <p>-how, when and where to ask for advice and help about healthy eating and dental care</p> <p>Living in the Wider World</p> <p>What makes a community?</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)</p> <p>-how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</p> <p>-how people within families should care for each other and the different ways they demonstrate this</p> <p>-how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p>
<p>Swimming and water safety</p>	<p>Swimming and water safety: Throughout the year, the children in year 3 take part in swimming lessons.</p> <p>-swim competently and proficiently over a distance of at least 25 metres</p> <p>-use a range of strokes effectively</p> <p>-perform a safe self-rescue in different water-based situations</p>		
<p>P.E.</p>	<p>Throwing and Catching</p>	<p>Fitness Frenzy</p>	<p>Multi-skills</p> <p>- change and maintain centre of balance</p>

- consolidate and develop a range of skills in striking and fielding.
- develop and investigate different ways of throwing and to know when it is appropriate to use them
- practise the correct technique for catching a ball and use it in a game.
- consolidate the throwing, catching and batting skills already learned.
- strike the ball for distance
- know how to play a striking and fielding game competitively and fairly.

Supplementary - Tag Rugby (Rugby Skills)

Introduction of Rugby balls, how to hold the ball correctly in tag rugby (2 hands on ball) how to score a tri (place ball on floor not throw) and how to pass the ball with the correct technique. (Swing ball across body, unlike all other sports.) focus on distance of pass, control of pass and learn how to increase your success rate as a team through various skill activities and games. Focus on throwing to chest, getting body in line with ball and keeping eye contact between passer and receiver.

Mighty Movers

- explore running at different speeds.
- work as a team in a running situation
- understand the value of a running-based circuit and the impact it can have on health.
- improve fitness by raising the heart rate

Supplementary – Football

Warm up with dribbling games, body parts, king of the ring, snake, all focusing on ball manipulation and close control. Progress to running with the ball, passing and shooting activities, focus on techniques in each aspect and use in both skill and fun games activities.

- to complete an agility and co-ordination circuit, spending 30 seconds at each station.
- to improve fitness by raising the heart rate in a circuit-based lesson.
- to develop skipping techniques with control and balance.
- to evaluate my performance of gymnastic moves within a circuit.
- to improve core strength and agility, and understand why they are important.
- to perform a sequence of moves at each station within a circuit with increased accuracy.

Supplementary -Netball

Use fundamental skills used from KS1 (Ball skills), to learn correct techniques on how to pass (Chest, Bounce, Shoulder) and shoot. All skill based games and activities in pairs or small groups and progress in to small possession games with interception only (no snatching). Add ways of scoring, for example 5 passes = 1 point. Don't focus on netball rules, just introduce children to invasion game with focus on using the correct techniques when passing.

Brilliant ball skills

- be aware of others when playing games.
- choose the correct skills to meet a challenge.
- perform a range of actions, maintaining control of the ball.
- perform a range of catching and gathering skills with control.
- master the basic catching technique.
- catch with increasing control and accuracy
- master the basic throwing technique.
- throw and hit a ball in different ways (e.g. high, low, fast or slow).
- apply skills and tactics in small-sided games.
- identify and follow the rules of games.
- choose and use simple tactics to suit different situations.

- develop co-ordination whilst moving an object
- demonstrate agility by being able to twist and turn and change direction.
- practise co-ordination and moving with others
- use co-ordination skills to move an object
- use all ABC skills learned so far, to the best of your ability.

Supplementary -Cricket

Warm up with fielding games, throwing, catching, running. Introduce overarm bowling at a target (hoop or wicket). Introduce batting, techniques on to hold the bat. Progress to small quick cricket game introducing batter (5 per group). Understand basics of all 4 positions, bowler, batsman, wicket keeper, fielder.

Active Athletics

- run in different directions and at different speeds, using a good technique
- improve throwing technique.
- reinforce jumping techniques
- understand the relay and passing the baton.
- choose and understand appropriate running techniques.
- compete in a mini-competition, recording scores

Supplementary -Athletics

Introduction to primary athletics, using all fundamental movement skills learnt in KS1, explore the best techniques for standing long jump, ball throw and standing wall jump. Also explore the best techniques for straight line running, (Head straight, look forward, knee to elbow running technique). Use different races taking away best practice techniques to exaggerate the importance. (For example, run with straight legs).

		<p>-react to situations in ways that make it difficult for opponents to win. Supplementary - Tennis <i>Warm up with racket skills, balancing, striking and individual tasks with a racket and ball. Progress to paired work, 1 racket and 1 ball, focus on control of ball, aiming to return ball to partner before adding additional racket to progress to small rally. No court, create games with points systems, throw bounce strike, throw bounce strike catch etc.</i></p>				
French	<p>Phonetics 1 (X) & I Am Learning Fr/Sp/It (E) Animals (E)</p>		<p>Instruments I Am Able ... I Know How...</p>	<p>Fruits Ice-Creams</p>		
Music	<p>Writing Music Down How Does Music Bring Us Closer Together?</p>	<p>Playing in a Band What Stories Does Music Tell Us About the Past?</p>	<p>Compose Using Your Imagination How Does Music Make the World a Better Place?</p>	<p>More Musical Styles How Does Music Help Us Get to Know Our Community?</p>	<p>Enjoying Improvisation How Does Music Make a Difference to Us Every Day?</p>	<p>Opening Night How Does Music Connect Us with Our Planet?</p>
Cooking	<p>Chunky pasta soup</p>					
Trips / Workshops	<p>Stone Age for a day – Forest School</p>		<p>Botanical Gardens Trip</p>	<p>Halesowen Heritage Trail</p>		
Texts / Authors used	<p>How to wash a woolly mammoth Stone Age Boy The Boy with the Bronze Axe The first drawing Non – Fiction Stone Age books</p>		<p>The Iron Man Black Country Non-Fiction The Wild Robot</p>	<p>The Tin Forest Flotsom Wangari’s Trees of Peace</p>		