



Yearly Overview

Year 3

A decorative graphic consisting of two parallel, curved lines. The top line is blue and the bottom line is red. They start on the left, curve downwards and then upwards towards the right.

Achieve Believe Care

	Through the Ages	What a Wonderful World	Bostin' Black Country
Geography	Why is climate important? • 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.	Do we like to be beside the seaside? • 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 • 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.	Where are on Earth are we? • 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) • 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	How did Britain change from the early Stone Age to the Iron Age? • 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	What impact did Queen Victoria have on Britain during her reign? • 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	Why should we preserve our locality? • 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

	• understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods they study	create their own structured accounts, including written narratives and analyses • 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	We are programmers • 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. We are bug fixers • 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	We are co authors • 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 We are opinion pollsters • 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	We are presenters • 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. We are who we are • create a number of structured presentations • create a narrated presentation • consider issues of trust and privacy when sharing information

Science	Rocks, soils and fossils -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. -Recognise that soils are made from rocks and organic matter Food and our bodies -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. -Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	How does your Garden grow? -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. The nappy challenge 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. <u>Working scientifically skills</u> -Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. -Gather, record, classify and present data in a variety of ways to help in answering questions. -Ask relevant questions and use different types of scientific enquiries to answer them. -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. -Set up simple practical enquiries, comparative and fair tests. -Use straightforward scientific evidence to answer questions or to support their findings.	Light and shadows -Recognise that we 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 the 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 sizes of shadows change. Forces and magnets -Compare how things move on different surfaces. -Notice that some forces need contact between two 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 two poles. -Predict whether two magnets will attract or repel each other, depending on which poles are facing
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Art	Drawing: Growing artists Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O’Keefe 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. Painting and mixed media: Prehistoric painting Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.	Craft and design: Fabric of nature Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life.	Sculpture and 3D: Abstract shape and space Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.
Artists Studied	Georgia O’Keeffe Charles Darwin Maud Purdy Max Ernst Carl Linneaus		Anthony Caro Ruth Asawa.
D.T.	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	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.	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.
R.E.	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?	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?	What do Christians learn from the creation story? How and why do people try to make the world a better place?
P.S.H.E.	Class charter and Foundations for Wellbeing. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should	Health Education and Prevention About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. -hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Wellbeing online -the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. -pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are

	understand that worrying and feeling down are normal and affect everyone at different times. Children will know where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about What makes a good friend? Why do friends fall out and how can I resolve differences? What makes a family? Diverse families – How are families different? What changes happen within a family?	-how to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code -concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. Developing bodies -about growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. -the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. -how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. -that change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. -how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. -how to understand the information they find online, including from search engines, and know how information is selected and targeted -that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. -why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
Swimming and water safety	Swimming and water safety: Throughout the year, the children in year 3 take part in swimming lessons. -swim competently and proficiently over a distance of at least 25 metres -use a range of strokes effectively -perform a safe self-rescue in different water-based situations		
Outdoor P.E.	Multi-skills - change and maintain centre of balance	Fitness Frenzy	Throwing and Catching

	- 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 - Tag Rugby (Rugby Skills) <i>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.</i> 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 <i>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.</i>	-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 <i>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.</i> 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.	-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 -Cricket <i>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.</i> 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 <i>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</i>
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		-react to situations in ways that make it difficult for opponents to win. Supplementary - Tennis 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>practice techniques to exaggerate the importance. (For example, run with straight legs).</i>
Indoor PE	Cool Core (Strength) -To improve core strength and agility, and understand why they are important	Groovy Gymnastics - To explore jumping techniques and link them with other gymnastic actions. - To select and adapt gymnastics actions to meet the task. -To work with a partner or a small group to create a sequence that develops jumping skills. - To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.	Gymfit Circuits - To identify techniques to improve balance - To practise a range of gymnastic skills through a series of circuits - To perform a range of gymnastic skills with increased accuracy - To perform a sequence of gymnastic moves within a circuit - To perform a sequence of moves at each station within a circuit with increased accuracy - To evaluate my performance of gymnastic moves within a circuit
French	Phonetics 1 I Am Learning	Animals Instruments	I Am Able ... Ice-Creams
Music	Start with playing: adding percussive layers to build to texture in our songs	Singing together: how songs are used in communities	Compose and create: notating and performing using rhythm grids
Cooking	Chunky pasta soup		
Trips / Workshops	Stone Age for a day – Forest School	Black Country Museum	Halesowen Heritage Trail
Texts / Authors used	How to wash a woolly mammoth Stone Age Boy The first drawing Non – Fiction Stone Age books	Flotsom Wangari's Trees of Peace	The Iron Man Black Country Non-Fiction The Wild Robot

