

### Year 3 Yearly Overview 2019 – 2020

Please note that the order of these skills and some of the activities may change depending upon the agreed foci throughout the year – e.g pause weeks, the questions children generate in their pre-learn task and world events.

Curriculum Areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning challenge	<b>Who first lived in Britain?</b>		<b>Why do we holiday in the Mediterranean?</b>	<b>Why is there a castle in Arundel?</b>	<b>What did the Greeks do for us?</b>	
	Pause Week – Seasons and Art focus		Pause Week – Literacy focus		Pause Week – The Olympics	
Subject focus	<p><b>History</b> Describe events and periods using the words: BC, AD and decade</p> <p>Describe events from the past using dates when things happened</p> <p>Use a timeline within a specific time in history to set out the order things may have happened</p> <p>Set out on a timeline, within a given period, what special events took place</p> <p>Appreciate that the early Brits would not have communicated as we do or have eaten as we do</p> <p>Begin to picture what life would have been like for the early settlers</p> <p>Recognise that Britain has been invaded by several different groups over time</p> <p>Realise that invaders in the past would have fought fiercely, using hand to hand combat</p> <p>Suggest why certain events happened as they did in history</p> <p>Suggest why certain people acted as they did in history</p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past</p>		<p><b>Geography</b> 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 land-use patterns; and understand how some of these aspects have changed over time</p> <p>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>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>Geography</b> Use correct geographical words to describe a place</p> <p>Identify key features of a locality by using a map</p> <p>Use a 4 grid reference</p> <p>Accurately plot NSEW on a map</p> <p>Use basic OS map</p> <p>Make accurate measurement of distances within 100km</p> <p>Use maps and atlases appropriately by using contents and indexes</p>		<p><b>History</b> Describe events from the past using dates when things happen</p> <p>Describe events and periods using the words: ancient and century</p> <p>Use a timeline within a specific time in history to set out the order things may have happened</p> <p>Use their mathematical knowledge to work out how long ago events would have happened</p> <p>Suggest why certain events happened as they did in history</p> <p>Suggest why certain people acted as they did in history</p> <p>Use various sources of evidence to answer questions</p> <p>Use various sources to piece together information about a period in history</p> <p>Research a specific event from the past</p> <p>Use their 'information finding' skills in writing to help them write about historical information?</p> <p>Through research identify similarities and differences between given periods in history</p>	

	<p>Use various sources of evidence to answer questions</p> <p>Use various sources to piece together information about a period in history</p> <p>Research a specific event from the past</p>	<p>Describe physical features in a locality</p> <p>Locate the Mediterranean and explain why it is a popular holiday destination</p> <p>Explain why a locality has certain human features</p> <p>Name and location some well-known European countries</p> <p>Name and locate the capital cities of neighbouring European countries</p> <p>Be aware of different weather in different parts of the world, especially Europe</p>		
Trips	Butser Hill – visit to the Ancient Farm	Arundel Castle		
English	<ul style="list-style-type: none"> <li>• Stone Age Boy by Statoshi Kitamura</li> <li>• Glogg</li> <li>• Ug by Raymond Briggs</li> <li>• Secrets of Stonehenge</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Use paragraphs to organise ideas mostly correctly and consistently</li> <li>• Use some varied sentence structures with more than one clause including a wider range of conjunctions (co-ordinating and subordinating conjunctions)</li> <li>• Use cohesive devices e.g. co-ordinating and subordinating conjunctions and preposition</li> <li>• Use fronted adverbials</li> <li>• Use co-ordination (e.g. or/and/but) and subordination (e.g. when /if /that /because)</li> <li>• Create/describe settings</li> </ul> <ul style="list-style-type: none"> <li>• Use co-ordination (e.g. or/and/but) and subordination (e.g. when /if /that /because)</li> <li>• Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction/possessive apostrophe with plural nouns mostly correctly</li> <li>• Use past and present tense correctly and consistently</li> <li>• Begin to use inverted commas in direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Tell me a dragon</li> <li>• Castles by Collin Thompson</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Use some paragraph/sections to organise ideas</li> <li>• Use sentences of different forms including some sentence structures with more than one clause</li> <li>• Use cohesive devices e.g. co-ordinating and subordinating conjunctions and prepositions</li> <li>• Use expanded noun phrases to describe and specify characters and plots</li> <li>• Use co-ordination (e.g. or/and/but) and subordination (e.g. when /if /that /because)</li> <li>• create/describe settings</li> </ul>	<ul style="list-style-type: none"> <li>• A Walk in London by Salvatore Rubbino</li> <li>• A Walk in Paris by Salvatore Rubbino</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Use co-ordination (e.g. or/and/but) and subordination (e.g. when /if /that /because)</li> <li>• Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction/possessive apostrophe with plural nouns mostly correctly</li> <li>• Use past and present tense correctly and consistently</li> <li>• Use inverted commas in direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Orchard Book of Myths</li> <li>• Jump for Glory by Shoo Rayner</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Select vocabulary (nouns and pronouns) appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use paragraphs to organise ideas mostly correctly and consistently</li> <li>• use some varied sentence structures with more than one clause including a wider range of conjunctions (co-ordinating and subordinating conjunctions)</li> <li>• Use cohesive devices e.g. co-ordinating and subordinating conjunctions and preposition</li> <li>• Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction/possessive apostrophe with plural nouns mostly correctly</li> </ul>

<p>Maths</p>	<p><b><u>Number – Place Value</u></b></p> <ul style="list-style-type: none"> <li>Identify, represent and estimate numbers using different representations.</li> <li>Find 10 or 100 more or less than a given number</li> <li>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</li> <li>Compare and order numbers up to 1000</li> <li>Read and write numbers up to 1000 in numerals and in words.</li> <li>Solve number problems and practical problems involving these ideas.</li> </ul> <p><b><u>Number – Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</li> <li>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> <li>Estimate the answer to a calculation and use inverse operations to check answers.</li> <li>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>	<p><b><u>Number – multiplication and division</u></b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> <li>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul> <p><b><u>Measurement – money</u></b></p> <ul style="list-style-type: none"> <li>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>Interpret and present data using bar charts, pictograms and tables.</li> <li>Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables..</li> </ul>	<p><b><u>Measurement – length and perimeter</u></b></p> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</li> <li>Measure the perimeter of simple 2D shapes</li> </ul> <p><b><u>Number – fractions</u></b></p> <ul style="list-style-type: none"> <li>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> <li>Solve problems that involve all of the above.</li> </ul>	<p><b><u>Number – fractions</u></b></p> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, equivalent fractions with small denominators.</li> <li>Compare and order unit fractions, and fractions with the same denominators.</li> <li>Add and subtract fractions with the same denominator <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math> within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>]</li> <li>Solve problems that involve all of the above.</li> </ul> <p><b><u>Measurement – time</u></b></p> <ul style="list-style-type: none"> <li>Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.</li> <li>Estimate and read time with increasing accuracy to the nearest minute.</li> <li>Record and compare time in terms of seconds, minutes and hours.</li> <li>Use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight.</li> <li>Know the number of seconds in a minute and the number of days in each month, year and leap year.</li> <li>Compare durations of events [for example to calculate the time taken by particular events or tasks].</li> </ul> <p><b><u>Geometry – properties of shape</u></b></p> <ul style="list-style-type: none"> <li>Recognise angles as a property of shape or a description of a turn.</li> <li>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</li> <li>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> <li>Draw 2-D shapes and make 3D shapes using modelling materials.</li> <li>Recognise 3-D shapes in different orientations and describe them.</li> </ul>
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<p>Art and DT</p>	<p><b>Art- Print</b></p> <ul style="list-style-type: none"> <li>• Make a more complex printing block from polystyrene printing tiles or similar</li> <li>• Build a printing block by applying card wool string etc</li> <li>• To ink up a block and print a regular and off-set pattern e.g. half drop</li> <li>• Investigate a range of other techniques e.g. printing on fabric, with a range of objects and as represented in the work of other artists</li> </ul> <p>Children should experience:</p> <ul style="list-style-type: none"> <li>• Experiment with a growing range of printing methods</li> <li>• Choosing objects with which to print to achieve specific results</li> <li>• Developing monoprints to show use of line, pattern and texture</li> <li>• Printing more complex regular and irregular patterns</li> <li>• Collecting printed patterns and textures</li> <li>• Working on a range of scales and surfaces</li> <li>• Talking about their print and the works of others and explaining how they are made</li> </ul>	<p><b>Art – Colour</b></p> <ul style="list-style-type: none"> <li>• mix primary colours to create secondary colours</li> <li>• understand relationships between colours e.g. complimentary colours</li> <li>• Control when mixing and applying colours to create tones.</li> <li>• Use and control more specialist media to explore ways in which they can be applied to achieve particular effects</li> <li>• Begin to adapt and apply colours to achieve tonal effects, patterns and textures</li> <li>• Describe what they have achieved and how it was produced using art language</li> <li>• To create paintings that include detail and context</li> </ul> <p>Children should experience:</p> <ul style="list-style-type: none"> <li>• Looking at a wide range of drawings and paintings made by artists from a variety of cultures and times</li> <li>• The work of other artists and begin to identify styles</li> <li>• Making paintings from observation, experience and imagination</li> </ul> <p><b>DT – European Food festival</b></p> <ul style="list-style-type: none"> <li>• To describe foods using increased vocabulary for texture, smells and tastes – sweet, smooth, and hot/cold</li> <li>• To plan and design food / recipes to be made</li> <li>• To be able to follow a simple recipe with more independence</li> </ul>	<p><b>Art – Drawing</b></p> <ul style="list-style-type: none"> <li>• To explore pattern and mark making</li> <li>• To explore the effects of line, tone and shading</li> <li>• To experiment with different materials</li> <li>• To draw from real life observation</li> <li>• To create a drawing from observation that includes detail</li> <li>• To compare and evaluate my work and that of others.</li> </ul> <p><b>DT– making drawbridges</b></p> <ul style="list-style-type: none"> <li>• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product - winding mechanism and pulleys</li> <li>• Disassemble products to see how they work</li> <li>• Improve upon existing designs, giving reasons for choices.</li> <li>• Design with purpose by identifying opportunities to design</li> <li>• Make products by working efficiently (such as by carefully selecting materials)</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>• Use software to design and represent product designs.</li> <li>• Identify some of the great designers in all of the areas of study to generate ideas for designs.</li> </ul>	<p><b>DT – Greek headbands</b></p> <ul style="list-style-type: none"> <li>• To join two materials using running stitch</li> <li>• To understand seam allowance</li> <li>• To use different forms of stitching into materials</li> <li>• To choose own materials and threads.</li> <li>• To attach objects such as sequins and beads when stitching.</li> </ul> <p>To evaluate final products against its purpose.</p>
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Science	<p><b>Rocks and soils:</b> how rocks are formed, kinds of fossils</p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul> <p><b>Animals including humans:</b> nutrition and skeletons and muscles</p> <ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p><b>Flowering Plants</b> function of parts, lifecycle, water transportation</p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p><b>Light and shadows</b> shadows and reflection</p> <ul style="list-style-type: none"> <li>Recognise that light is needed to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and know that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>Find patterns in the way that the size of the shadow changes</li> </ul>

<p>Other subjects</p>	<p><b>Computing –</b> Networks and Word processing</p> <p><b>PE/ Games:</b> Pompey in the community sports coach Gymnastics Balance, travelling, pathways</p> <p><b>RE: Belonging - Islam</b></p> <p><b>PSHE:</b> Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment About people who are</p>	<p><b>ICT: Coding</b></p> <p><b>PE/ Games:</b> Pompey in the community sports coach Social –balance and agility (6 weeks + 1- week assessment indoors)</p> <p><b>RE: Holy –</b> Mary, mother and child Advent experience Cosham Baptist Church</p> <p><b>PSHE:</b> National Anti-Bullying Week To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, how to respond and ask for help) That their actions affect themselves and others</p>	<p><b>ICT:</b> Using ICT to display and manipulate data – graphing and spreadsheets</p> <p>PE/ Games: Pompey in the community sports coach</p> <p><b>RE: Creation</b></p> <p><b>PSHE:</b> To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. To deepen their understanding of good and not so good feelings, to extend their vocabulary, to enable them to explain both the range and intensity.</p>	<p><b>ICT:</b> Coding</p> <p><b>PE Games:</b> Pompey in the community sports coach Creative skills– counter balance Cognitive skills – dynamic balance Net/wall Bean bag throw / throw over divide / throw at a target/ variety of sending skills accurately</p> <p><b>RE: Suffering</b></p> <p><b>PSHE:</b> What being part of a community means, and about the varied institutions that support communities locally and nationally About the role money plays in their own lives and others, including how to manage money and being a critical consumer.</p>	<p><b>ICT:</b> Creating a powerpoint about the Greeks</p> <p><b>PE/ Games:</b> Pompey in the community sports coach</p> <p><b>RE: Covenant - Judaism</b></p> <p><b>PSHE:</b> To recognise and respond appropriately to a wider range of feelings in others To work collaboratively towards shared goals</p>	<p><b>ICT:</b> Coding</p> <p><b>PE/ Games:</b> Pompey in the community sports coach</p> <p><b>RE: Food rituals</b></p> <p><b>PSHE:</b> School rules about health and safety, basic emergency aid procedures, where and how to get help. The importance of protecting personal information including passwords, addresses and images. Strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety on-line (including social media, responsible use of ICT and mobile phones and other mobile technology).</p>
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	responsible for staying healthy and safe and ways that they can help these people.					
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