

Year Three Yearly Overview

	Autumn Term		Spring Term		Summer Term	
Topic	Spectacular Spain	Light	The Stone Age	Inventors and Inventions	Rotten Romans	Trading Tea
Literacy	Spanish painting	Into the Forest	The Pebble in my Pocket The Croods	<i>The Iron Man</i> & <i>The Shirt Machine</i> (film clip)	The story of Spartacus Poetry about gladiators	Voices in the Park Non fiction – newspaper reports
History	Spain Science Animals	Science Light	Changes in Britain from the Stone Age to the Iron Age. Late Neolithic hunter-gatherers and early farmers e.g skara Brae – bronze age religion technology and travel e.g Stonehenge – iron age hill forts: tribal kingdoms, farming art and culture. Science	Inventors and Inventions Mechanical Systems Science Forces and Magnets	the Roman Empire and its impact on Britain Julius Caesars attempted invasion 55-54 BC – the roman empire by AD 42 and the power of its army – successful invasion by \ Claudius and conquest, including Hadrians wall- British resistance, e.g Boudicca-' Romanisation' of Britain, sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.- different types of gladiators.- Gods and what they represent.-toileting habits. What have the Romans ever done for us? Science Plants	Local History Cutty Sark

			Rocks and Soils			
Geography	<ul style="list-style-type: none"> 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 name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, 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) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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. 					
	understand geographical similarities and differences through the study of human and physical geography of a region in a European country, □Spain	Location of Stonehenge		Volcanoes – Mount Vesuvius The story of Spartacus	Local History- Greenwich London Singapore and Australia	
Science	Practical scientific methods, processes and skills through the teaching of the programme of study content for years 3/4: <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 					
	Animals, including humans (Switched	Rocks (Switched on	Forces and Magnets		Materials, floating	

	<p>on Science topic 2)</p> <ul style="list-style-type: none"> identify that animals need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat <p>Investigate why some animals are extinct due to lack of food and the destruction of their natural habitat.</p> <ul style="list-style-type: none"> identify that humans and some other animals have skeletons identify: ribs, skull, hip bone, spine, knees, joints and muscles for support, protection and movement. <ul style="list-style-type: none"> Visit: Natural History Museum <p>Light (Switched on Science topic 3)</p> <ul style="list-style-type: none"> recognise that they 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 their 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 size of shadows change. <p>Investigation of what the sun does to a piece of paper over time</p>	<p>Science topic 1)</p> <ul style="list-style-type: none"> 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. 	<p>(Switched on Science topic 5)</p> <ul style="list-style-type: none"> compare how things move on different surfaces compare 2 toy cars going down ramps with different surfaces. Cover the idea of friction and how to reduce friction. 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. <p>Investigate how many paperclips can the magnet pick up?</p> <p>Investigate what materials are magnetic. Are all metals magnetic?</p>	<p>Plants (Switched on Science topic 4)</p> <ul style="list-style-type: none"> 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 <p>Investigate if 2 similar plants e.g. green beans & broad beans grow at the same rate. Compare to the original size of the seed.</p> <p>investigate the way in which water is transported within plants Experiment with putting food colouring in the water to see how it travels through the plant.</p> <ul style="list-style-type: none"> explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>and sinking</p>
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<p style="text-align: center;">Maths</p>	<p style="text-align: center;">The case of the stolen plants</p> <ul style="list-style-type: none"> • Bar graph- days of the week with amount of plants stolen. Create questions for data. • Sorting and classifying clues to find culprit • Money- buying more seeds to plant • Multiplication and division- sowing seeds • Adding fractions- flower bed problems 		<p style="text-align: center;">The case of the missing dog</p> <ul style="list-style-type: none"> • Co-ordinates • Mapping countries/ distance apart • Time differences? What time is it in Spain if 12:00 here? • Temperatures around the globe- negative numbers- recording in a bar chart. • Code breaking- mental addition to find a country. 		<p style="text-align: center;">The secret Roman site</p> <ul style="list-style-type: none"> • Time differences- what time did they find ? if it was 3 hours later etc. • Perimeter of shape (squares/rectangles) • Weight of objects found and differences in weight. • Roman numerals transcribe and translate • Adding and subtracting roman numerals (3 digit numbers) • Code breaking- adding numbers to 20 	
	<p style="text-align: center;">D.T</p>	<p>Spain</p> <p>Food – <u>Spanish Origin</u> <u>Making Spanish food</u> <u>Paella</u></p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individual or groups. <p><u>Telescopes for seeing far distances</u></p>		<p>Stone Age</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Clay pots</u> <u>Models of Stonehenge</u> <u>3D caves</u> <u>Cave paintings</u></p>	<p>Mechanical Systems</p> <p>understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</p> <p><u>Mechanical Systems</u> <u>Design and make clocks</u></p>	<p>Food – <u>Making pizza-Romans</u></p> <p><u>Animals and Plants</u></p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

<p>Art</p>	<p>Bodies in motion</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children to study bodies in motion, make 1st hand observations in sketch books. Use wooden mannequins to demonstrate proportion and body positions, clothed life modelling. In pairs children to develop different postures to sketch. Use pencils – range of lead and graphite lead, charcoal. Develop sketches into sculptures if possible (Art straws, newspaper, clay) Leonardo Di Vinci – Artist related</p>		<p>Stone Henge</p> <p>To improve their design techniques, including drawing and sculpture. To record observations in sketchbooks and review and revisit.</p> <p>Children to gather stones from natural resources in groups and design their own 'Stone Henge' recorded as photos. Sketches to be made in sketch books of the range of 'Stone Henges' children to move around each others groups, then return to their work and review and revisit.</p>		<p>Romans – Mosaics</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture. Use sketch books to make observations from photographs and paintings.</p> <p>Use coloured paper and recycled items to cut up into pieces and stick on a card file, think about repeated pattern, colour and texture. (small stone, mosaic ceramic resources)</p>	
<p>Computing</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>We are programmers Programming an animation Scratch/Snap!/ 2GO/PowerPoint</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>We are bug fixers Finding and correcting bugs in programs. Scratch/Snap!/ 2GO/ ALEX (Iipads)</p>	<p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>We are presenters</p> <p>Videoing performance Movie Maker/Adobe Premier Elements/iMovie</p>	<p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>We are network engineers Exploring computer networks, including the internet Access to school network and command prompt/Google 2DIY https://www.purplemash.com/games/2diy/Computer_networks</p>	<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>We are communicators Communicating safely on the internet Communication/Collaboration Email software/webcam 2Write</p>	<p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>We are opinion pollsters Collecting and analysing data Productivity Excel/InspireData/Google Drive 2Graph Excel</p>

			2PublishExtra Class Camera			
MFL	El parque		El cafe		La casa	
R.E.	Where did the world begin?	Christianity 5	Buddhism 1	Buddhism 2	Hinduism 3	Judaism 1
Music	Music instrument Borough teaching		Singing Develop posture and breathing Flute & recorder,guitar		Volcanoes – Mount Vesuvius – Children to compose and perform a piece of music to reflect the volcano and different stages of activity.	
P.E.	Benchball & Gymnastics		Dance & Football		Athletics & Netball	