

Long Term Overview

Each subject / area should include a Knowledge and a Skill

Year **3**



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Stone, Fire and Ice		Mayans	Volcanoes	Rampaging Romans	
Maths	Place Value Addition and Subtraction	Multiplication and Division	Multiplication and Division Money Statistics	Measurement Fractions	Fractions Time	Shape Mass and Capacity
Reading	How to wash a Woolly Mammoth Stone Age Boy K: Reference to life in the past. S: Vocab Retrieval	Stone Age Boy The secrets of Stonehenge. K: Non- Fiction/ Fact Finding. S: Retrieval Inference Sequencing Summarise	The Rain Player Chocolate Tree K: Fictional characters from the past S: Retrieval Inference Sequencing Summarise	Lava Escape from Pompeii K: Dramatic texts that draw in the reader S: Inference Prediction Summarise Explain	Romulus and Remus – Myth The Thieves of Ostia K: Myths and Legends S: Word Meaning Inference Prediction Summarise Explain	Meet the ancient Romans Queen of Darkness K: Fact Finding – Adventure Text S: Word Meaning Inference Prediction Summarise Explain
Writing	Instruction Writing Diary Entry	Adventure Tale Information/ Newspaper	Poetry Persuasive Letter	Alternative Ending Warning Tale	Myths Recount	Character Description Meeting Tale (two female characters)
GP	Contractions Preposition Conjunctions Possessive apostrophes K: Identifying Contractions Preposition Conjunctions Possessive apostrophes S: Applying to writing Using contracted words	Direct speech Imperatives Determiners Adverbs Word Class K: Identifying Direct speech Imperatives Determiners Adverbs Word Class S: Applying to writing Using apostrophes for possession	Prefixes Suffixes Prepositions Direct Speech Perfect form of verbs Word Class K: Identifying Prefixes Suffixes Prepositions Direct Speech Perfect form of verbs Word Class S: Applying to writing Writing using direct speech	Word Class Punctuation Possessive apostrophes Time/cause Perfect tense K: Identifying Word Class Punctuation Possessive apostrophes Time/cause Perfect tense S: Applying to writing Writing prefixes and suffixes	Editing grammar Perfect tense Adventurous word choices Expanded noun phrases Commas K: Identifying Adventurous word choices Expanded noun phrases Commas S: Applying to writing Editing grammar Writing in perfect tense	Clauses and commas Homophones Paragraphing Sentences level (structures) Using correct verb forms K: Identifying Clauses and commas Homophones Paragraphing Sentences level (structures) S: Applying to writing Using correct verb forms
Spelling	The /aw/ sound spelled ou (10 Words) The /u/ sound spelled ou (10 Words) The /i/ sound spelled with a y (10 Words) Words with the /s/ sound ending -sure (10 Words) Words with the /ch/ sound ending -ture (10 Words) Challenge words	The prefix re- (10 Words) The prefix dis- (10 Words) The prefix mis- (10 Words) Suffixes beginning with vowel letters (10 Words)	The long /a/ sound spelled ai (10 Words) The long /a/ sound spelled ei (10 Words) The long /a/ sound spelled ey (10 Words) The suffix -ly (10 Words) Homophones (10 Words) Challenge words (10 Words)	Ending with the /l/ sound spelled -al (10 Words) Ending with the /l/ sound spelled -le (10 Words) Adding the suffix -ly to -le words (10 Words) Adding the suffix -city to -ic words (10 Words) Adding the suffix -ly exceptions (10 Words) Challenge words (10 Words)	The suffix -er with -ish words (10 Words) The /x/ sound spelled xh (10 Words) Words ending with the /g/ sound spelled -ge (10 Words) The /a/ sound spelled as (10 Words) Homophones (10 Words) Challenge words (10 Words)	The suffix -sion pronounced like vision (10 Words) Challenge words (10 Words) Revision (10 Words) Revision (10 Words) Revision (10 Words) Revision (10 Words)
Science	Rocks & fossils (Classifying, observing & testing)	Animals including humans (RSE and Food Chains)	Animals including humans K: Nutrition	Forces and magnetism K: Polarity, comparing	Light (shadows & light sources, investigating)	Plants (Mrs Gren, parts of plants, growing, life cycle)

	<p>K: Understanding the scientific method Understanding there are different types of rocks and how they are formed</p> <p>S: Undertaking a fair test Recording data Making</p>	<p>K: Animals and humans have skeletons and muscles</p> <p>S: Asking appropriate questions to develop learning Describing the functions of bone and muscle</p>	<p>Understanding animals cannot make their own food</p> <p>S: Creating healthy eating plan Basic cooking skills</p>	<p>everyday objects for magnetism How things move on different surfaces</p> <p>S: Asking questions Predictions Fair test Observing and measuring Recording data Interpreting results Evaluating</p>	<p>K: Need for light to see shadows Danger of light/ How to protect your eyes</p> <p>S: Reflecting light on to a target</p>	<p>K: Parts of a plant Functions Requirements for them to grow Life cycle</p> <p>S: Investigating how water moves through a plant</p>
Computing	<p>Desktop Publishing -Create a survival guide</p>	<p>Animation -Building a stone age village</p>	<p>Events and Actions Linked to Topic?</p>	<p>Sequences in music Linked to Topic?</p>	<p>Animation Connecting Computers Linked to Topic?</p>	<p>Handling data: branching databases Linked to Topic?</p>
History	<p>Stone Age K: Learning about the geographical differences between the Ice Age and modern times.</p> <p>S: Developing an understanding of events before the children's birth</p>		<p>K: Mayans, Story of Chocolate,</p> <p>S: Compare and contrast culture and lifestyle in South American history</p>	<p>K: impact of historical events.</p> <p>Create a chronologically accurate timeline of historical events.</p>	<p>Romans K: The Roman Empire and its impact on Britain</p> <p>S: Create a chronologically accurate timeline of historical events.</p>	
Geography	<p>Mapwork (Comparing & locating)</p>	<p>K: Identifying the Arctic & Antarctic, poles and landforms</p> <p>S: drawing symbols on maps and identifying key features</p>	<p>K: Fair trade</p> <p>S: Case study between UK & Guatemala</p>	<p>K: Volcanoes Plate tectonics – link with skills, map skills</p> <p>S: Create and label an erupting volcano.</p>	<p>K: Maps of Europe, Roman Empire.</p> <p>S: Plot a Roman town (fieldwork)</p>	<p>K: Local differences</p> <p>S: Map reading and mapwork</p>
DT	<p>K: Stone Age Tools</p> <p>S: Knot tying, using natural resources</p>	<p>K: Stonehenge Models/Stone age model.</p> <p>S: Using materials to create desired effect.</p>	<p>K: Understanding the factory process of creating foods.</p> <p>S: Designing & making chocolate (full process)</p>	<p>K: Paper mache 3D volcano creation</p> <p>S: Using materials to create desired effect.</p>	<p>K: Chariots/ catapults</p> <p>S: develop moving parts, review and adapt design</p>	<p>K: Full Design Process (plan, make, do, review)</p> <p>S: Design and make shields (full process)</p>
Art	<p>K: Create Stone Age outfits.</p> <p>S: Design and Plan: Textiles</p> <p>Fire, Stone, Ice – Jackson Pollack</p>	<p>K: Create Cave paintings & Clay Sculpture</p> <p>S: pastels, charcoal: blending, moulding</p>	<p>K: cultural maya clothing / textiles</p> <p>S: huipila design (fabric paints/ appliqué)</p> <p>Chocolate – Frida Kahlo</p>	<p>K: artist study</p>	<p>K: Roman architecture</p> <p>S: Mosaic patterns</p>	<p>Roman – Leonado da Vinci</p> <p>Romans – Architecture/art efacts etc</p>
RE	<p>What is it like to be a Christian in Britain today? Comp-Good Samaritan</p>	<p>Celebrations: Diwali, Remembrance, Hanukkah, Xmas</p>	<p>What do different people believe about God?</p>	<p>Why are festivals important to religious communities? Easter focus</p>	<p>Why do people pray?</p>	<p>Why is the Bible so important for Christians today? Comp – History of the Bible</p>
PE	<p>Athletics</p>	<p>Dance - Swing</p>	<p>Netball</p>	<p>OAA</p>	<p>Cricket</p>	<p>Floor - Gymnastics</p>
Games	<p>Rounders</p>	<p>Hockey</p>	<p>Dodgeball</p>	<p>Tennis</p>	<p>Handball 1 week swimming</p>	<p>Tag Rugby</p>

MFL	<p>Core Unit 1</p> <ul style="list-style-type: none"> -Greeting each other -Introducing themselves -Counting up to 10 -Introducing their immediate family 	<p>Core Unit 2</p> <ul style="list-style-type: none"> -Saying the days of the week -Naming colours -Counting between 11 and 20 -Naming countries/intercultural topic -Expressing likes and dislikes 	<p>Core Unit 3</p> <ul style="list-style-type: none"> - identifying body parts - Counting up to 31 - identifying items of clothing - naming the months of the year - birthdays 	<p>Unit A</p> <ul style="list-style-type: none"> -Saying animal vocabulary -Asking about pets -Describing animals using adjectives -Using prepositions -Naming animal homes 	<p>Unit B</p> <ul style="list-style-type: none"> -Naming common foods -Expressing likes and dislikes -Saying what they are eating -Naming cutlery -Saying what they would like to have -Understanding cooking instructions 	<p>Unit C</p> <ul style="list-style-type: none"> -saying how they travel to school -naming places in school -listing the contents of their pencil case -telling the time -naming school subjects
Music		<p>K: Chants and song to scare away an stone age animal.</p> <p>S: play and perform in solo and ensemble contexts, using their voices</p>		<p>K – Creating theme music for animation.</p> <p>S: improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>K- Performance/ Music within plays/poetry</p> <p>S: develop an understanding of the history of music.</p>	
Life Skills	<p>Personal Care</p> <p>I can choose a meal I know I will eat.</p> <p>I can tie my own shoelaces.</p> <p>I know to wash my hands after coughing/sneezing into them.</p>	<p>Personal Care</p> <p>I can get changed for PE or other activities quickly and can look after my belongings.</p> <p>I know what to do if I get lost.</p> <p>I am able to come to school prepared for the day and pack my own bag. (Knowing if I need my PE kit or reading book)</p>	<p>Understanding the world</p> <p>I understand the value of money.</p> <p>I am aware of road safety and know when it is safe to cross the road.</p> <p>I have an understanding of the annual calendar and can identify a few key dates. (Christmas/Birthday)</p>	<p>Social and Emotional Skills</p> <p>I can recognise and value the feelings of others especially when working as part of a team.</p> <p>I know what to do to calm down and action this independently.</p> <p>I can empathise with other people's emotions.</p>	<p>Personal Safety</p> <p>I can explain what is meant by the term 'identity'.</p> <p>I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p> <p>I can explain what bullying is and can describe how people may bully others.</p> <p>I can give reasons why I</p>	<p>Social and Emotional Skills</p> <p>I can understand the concept of bullying, how to recognise it and address it.</p> <p>I recognise that children's actions can affect my feelings.</p>

					should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.	
British Values (Woven through)	<p>Mutual respect – Getting to Know each other and respecting each other's opinions.</p> <p>The Rule of Law: following class rules to keep each other safe</p>	Mutual respect: Working together stone age models.	<p>Active Participation – Persuasive letter and debate.</p> <p>Tolerance – Comparing cultures.</p>	Individual Liberty: Self-help and responsibility	<p>Personal Freedom</p> <p>Rule of Law: Romans</p>	Democracy: Romans
E- Safety	Copyright and ownership Privacy and security	Managing online information	Online bullying and online reputation	online relationships	Self image and identity	Health wellbeing and style