

Year 3 – Yearly Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning umbrella	British History – Anglos Saxons to 1066		Americas – Maya Civilisation		Americas – Civil Rights Movement	
Spelling	<p>I can add suffixes (ing, ed) to words of more than one syllable.</p> <p>I can use further prefixes and suffixes and understand how to add them to root words.-ly/ily,ation,</p>	<p>I can use the /i/ phoneme spelt -y</p> <p>I can use the /u/ phoneme spelt -ou</p> <p>I can use the prefix dis-mis-</p>	<p>I can use /k/ spelt ch (Greek origin)</p> <p>I can use /sh/ spelt ch (French origin)</p>	<p>I can use /s/ spelt sc (Latin origin)</p> <p>I can use /ay/ as -ei, -eight, or -ey</p>	<p>I can spell further homophones</p>	<p>Possessive apostrophe for plural nouns.</p> <p>I can write from memory simple sentences including words and punctuation taught so far</p>
Grammar/punctuation	<p>Understand what a verb, adjective and noun are and use them appropriately.</p> <p>Identify and use the determiners a and an correctly.</p> <p>Understand statements, questions, exclamations and commands and punctuate them correctly.</p> <p>Can use question marks, exclamation marks and commas in a list correctly.</p>	<p>Use inverted commas to punctuate speech.</p> <p>Use a wider range of conjunctions to extend a range of sentences with more than one clause: when, before, because, after, while, so, since, even though, until.</p> <p>Identify main and subordinate clauses.</p> <p>Use expanded noun phrases to describe and specify.</p>	<p>Use apostrophes for omission.</p> <p>Use apostrophes for possession, including singular and regular nouns.</p> <p>Use the perfect form of verbs: has/hasn't/haven't.</p> <p>Understand when not to use an apostrophe and understand the difference between plural and possessive "s".</p>	<p>Recognise and use different verb tenses: simple past, simple present, past progressive and present progressive.</p> <p>Understand that in standard English we need consistency in tense, subject-verb agreement, and avoidance of slang.</p> <p>Expressing time, place, and cause using conjunctions and prepositions.</p> <p>Use and identify adverbs where "ly" has been added to an adjective.</p> <p>Use and identify adverbs which are not simply the "ly" suffixes and understand adverbs for time: then, next, soon</p>	<p>Recognise and use words from the same word families and use prefixes and suffixes to change word class (solve, solution, solver).</p> <p>Use apostrophes for possession, including singular and regular nouns.</p> <p>Understand when not to use an apostrophe and understand the difference between plural and possessive "s".</p>	<p>Understand that some words belong to more than one-word class and use the sentence to help identify which word class it has been used for(orange/play).</p>

Composition	<p>Able to write non-fiction, using simple devices to organise their work: headings and subheadings.</p> <p>Use a wider range of grammatical structures in their writing</p>	<p>Able to write non-fiction, using simple devices to organise their work: headings and subheadings.</p> <p>Use a wider range of grammatical structures in their writing</p>	<p>Able to read their writing to an audience using intonation.</p> <p>Able to edit and make improvements for their own and other' writing.</p>	<p>Able to identify which structure they need for the purpose of the text.</p> <p>Able to evaluate the effectiveness of their own and others' writing.</p> <p>Use a wider and more specific range of vocabulary for the purpose of the text.</p>	<p>Able to end and/or open writing appropriately.</p> <p>Able to use planning to support the structure of their text.</p>	<p>Able to use and recognise similes.</p>
Writing	<p>Writing to inform - Newspaper Article</p> <p>Writing to entertain - Setting Description</p>	<p>Writing to persuade - Leaflet</p> <p>Writing to entertain - Story</p>	<p>Writing to entertain - Story</p> <p>Writing to inform - Recount (Diary)</p>	<p>Writing to inform - Letter</p> <p>Writing to entertain - Characterising Speech</p>	<p>Writing to inform - Instructions</p> <p>Writing to entertain - Character Description</p>	<p>Creative Writing</p>
Key words	<p>appear arrive calendar group guard guide heard</p>	<p>heart height history February forward(s) fruit often</p>	<p>opposite learn length library weight woman/women</p>	<p>special straight strange material perhaps possible potatoes</p>	<p>pressure though/although thought through bicycle breath</p>	<p>breathe build island early earth eight/eighth enough reign</p>
Maths	<p>Place value</p> <p>Addition and subtraction</p> <p>Multiplication and division</p> <p>4x, 8x</p>		<p>Multiplication and division</p> <p>Length and perimeter</p> <p>Fractions</p> <p>Mass and capacity</p> <p>3x, 6x, 9x</p>		<p>Fractions</p> <p>Money</p> <p>Time</p> <p>Shape</p> <p>Statistics</p> <p>7x, 8x</p>	
Science	<p><u>The Man-made World</u></p> <ul style="list-style-type: none"> <li>Children can sort materials by properties including if they are magnetic. <ul style="list-style-type: none"> <li>Children know magnets have 2 sides.</li> <li>Children know magnets work at a distance.</li> </ul> </li> <li>Children can construct a simple circuit and recognise if the lamp will light. Children should also be able to suggest ways to debug the circuit.</li> <li>Children understand how to use a switch in a circuit. find patterns in the way that the size of shadows change.</li> </ul>		<p><u>Out of this World</u></p> <ul style="list-style-type: none"> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties recognise that soils are made from rocks and organic matter.</li> </ul>		<p><u>The Living World</u></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>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> <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> </ul>	

			<ul style="list-style-type: none"> <li>• Construct and interpret a variety of food chains, identifying producers, predators, and prey.</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• Identify and name a variety of plants and animals in their habitats, including microhabitats</li> </ul>
Geography	<p>Children know and can find the capital cities of the countries in the UK</p> <p>Children know where North Yorkshire is on a map of the UK</p> <p>Children know the names of some other counties of the UK that were important during Anglo-Saxon/Viking times</p> <p>Children know what a county is</p> <p>Children know key aspects of rivers and the water cycle</p>	<p>Children know the Northern and Southern hemispheres and the Equator</p> <p>Children know the significance of the Tropics of Cancer and Capricorn and what lies in the middle is known as the Tropics.</p> <p>Children can identify the continents of North and South America on a world map</p> <p>Children know the names of the main oceans around North and South America - Pacific, Atlantic</p> <p>Children know what modern countries make up the former Maya civilisation - Mexico, Guatemala, Belize and that they sit in what is known as Central America</p> <p>Children know what seas surround the former Maya civilisation - Caribbean Sea, Gulf of Mexico</p> <p>Children understand what trade is and its impact of their everyday lives</p> <p>Children learn the meaning of the terms import and export</p> <p>Children discuss positives and negatives for important produce</p> <p>Children know where the Amazon River is on a map of South America and know why it is important to people who live there</p>	<p>Children know that the capital of the U.S.A is Washington D.C</p> <p>Children know that the USA consists of 50 states</p> <p>Children can identify Alabama on a map of the USA and its capital city Montgomery</p>

		Children know the difference between freshwater and saltwater and seas and oceans		
History	<p>Children know why people may have wanted to travel from other lands</p> <p>Children know why there were lots of invasions during this period of history</p> <p>Children will suggest and give reasons for who they believe had the right to the throne in 1066</p> <p>Children know what impact the Romans leaving Britain had on everyday life</p> <p>Children can identify what impact invaders, during this time, had on life then and now</p> <p>Children know what Primary sources of information we have from this time</p> <p>Children can give reasons why the Bayeux Tapestry is not a reliable Primary Source</p>	<p>Children know why the Maya people needed to trade and how they did it</p> <p>Children know what was happening in Britain during the Maya Empire in Central America and can compare similarities and differences</p> <p>Children know what Maya glyphs tell us about life in Maya times</p> <p>Children can compare the differences between Maya ball courts and modern football stadia</p>		<p>Children know why the Civil Rights Movement came about in USA</p> <p>Children know what impact Rosa Parks and Martin Luther King Jnr had on the movement</p> <p>Children know what key events led to the March on Washington of 1963</p>
Art	<p><b>Viking Inspired Brooches</b></p> <p>Children know how to join more intricate pieces of clay by scoring and using slip.</p> <p>Children are using clay tools more confidently and know which tools will create desired results.</p> <p>Children replicate and take inspiration from patterns popular during the Anglo-Saxon and Viking era.</p> <p>Children are able to plan, refine and alter their work, using sketchbooks effectively.</p>		<p><b>Water Colour Landscape Painting</b></p> <p>Children know how to use watercolour paint effectively to produce washes for backgrounds and then to add detail.</p> <p>Children can make and apply different tones of colour using watercolour paint.</p> <p>Children can draw landscapes from images with increasing accuracy and recognition of perspective.</p>	<p><b>Frida Kahlo inspired Self-Portrait</b></p> <p>Children know that changing the pressure on a pencil will give different shades.</p> <p>Children can use different grades of pencil to show line, tone and texture.</p> <p>Children can take inspiration from artists to create an individual piece.</p> <p>Children are beginning to understand the impact of different techniques</p>

	Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually.			Children can replicate some of the techniques used by notable artists, designers and artisans.  Children will practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching.		Children can observe and draw faces with reasonable proportion.  Children are beginning to make independent choices when planning and developing a piece of work.
DT		<p><b>Make an Anglo-Saxon inspired soup and bread</b> Children can follow a simple recipe.</p> <p>Children know that a healthy diet is made up from a variety and balance of different food and drink.</p> <p>Children know that food ingredients can be fresh, pre-cooked and processed.</p> <p>Children know that food is grown reared and caught in the UK, Europe and the wider world and can give examples of food and where it comes from.</p> <p>Children know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p> <p>Children can prepare ingredients hygienically using appropriate utensils.</p> <p>Children think about what could be added or taken away from a meal to make it healthier.</p>	<p><b>Why was the San Francisco earthquake of 1906 so devastating?</b></p> <p>Children can measure and mark out materials to the nearest millimetre.</p> <p>Strengthen materials using suitable techniques.</p> <p>Design with purpose by identifying opportunities to design.</p> <p>Children can join textiles with appropriate stitching.</p> <p>Children understand why the earthquakes in San Francisco were so destructive.</p> <p>Children design and build a model of a building that would withstand an earthquake.</p> <p>Children can use software to design and represent product designs.</p> <p>Children recognise why structures are built the way they are to withstand natural</p>		<p>Children use the work of an American inventor, designer, engineer, chef or manufacturer to generate ideas for designs.</p> <p>Children make products by working efficiently and carefully selecting suitable materials.</p> <p>Children can create series and parallel circuits.</p> <p>Children can explain how particular parts of their products work.</p> <p>Children can refine work and techniques as work progresses, continually evaluating the product design in their sketchbooks.</p> <p>Children will disassemble products to help them understand how they work.</p> <p>Children can troubleshoot why a circuit may not be working and perform relevant checks.</p>	<p><b>Textile Skills Session</b> Children know how to thread a needle.</p> <p>Children know how to tie a knot.</p> <p>Children can use large eyed needles to sew.</p> <p>Children know and can apply the running stitch and back-stitch to join materials and make simple patterns.</p> <p>Children can join textiles with appropriate stitching.</p>

		<p>Children brainstorm different combinations of ingredients for a soup and decide which would be healthier and tastier.</p> <p><b>Christmas light boxes</b></p>	<p>disasters, water damage and fire.</p> <p>Children improve upon existing designs, giving reasons for choices.</p>		
RE	<p><b>Key questions: What do different people believe about God?</b></p> <p><u>Questions within this thread:</u></p> <p>'Seeing is Believing' – is it? What do I think about believing in God?</p> <p>What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers</p> <p>What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity?</p> <p>What do Muslims believe about Allah? (The Arabic word for God is Allah)</p> <p>What do Muslims believe about the Holy Quran, Allah's gift to humanity?</p> <p>How do Hindu people show what they believe about gods and goddesses?</p> <p>Why are three of the gods of the Hindu way especially important?</p> <p>What difference does it make to life if you believe there is no God? Finding out about Humanism</p> <p>What are the similarities and differences between different ideas about God?</p> <p>What have we learned about ideas of God from Hindus, Christians, Humanists and Muslims?</p> <p><u>Learning Objectives:</u></p>	<p><b>Key question: Why are festivals important to religious communities</b></p> <p><u>Questions within this thread:</u></p> <p>What is worth celebrating?</p> <p>What do Christians celebrate at Easter?</p> <p>What was the meaning of Jesus' last meal with his friends?</p> <p>What does the crucifying of Jesus mean to Christians?</p> <p>What do Christians believe happened on Easter Sunday morning?</p> <p>Why is Divali significant to Hindus?</p> <p>Why do Muslims celebrate at the end of Ramadan?</p> <p>Why do Jewish people celebrate Pesach every year?</p> <p>What can we learn from celebrations and festivals?</p> <p><u>Learning Objectives:</u></p> <p>I can make connections between stories, symbols, and beliefs with what happens in at least two festivals (A2).</p> <p>I can identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>I can ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</p> <p>I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p>	<p><b>Key question: What does it mean to be a Christian in Britain today?</b></p> <p><u>Questions within this thread:</u></p> <p>How do Christians show their beliefs in the home?</p> <p>What do Christians do to show their beliefs at Church?</p> <p>How and why do different Christians use music in worship?</p> <p>How and why do different Christians celebrate holy communion?</p> <p>How do Christians make a difference in their local community?</p> <p>Why do people stand up against injustice because of their religion?</p> <p><u>Learning Objectives:</u></p> <p>I can describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings (A1).</p> <p>I can describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</p> <p>I can suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>		

	<p>I can describe some of the ways in which Christians describe God (A1).</p> <p>I can identify how and say why it makes a difference in people's lives to believe in God (B1).</p> <p>I can suggest why having a faith or belief in something can be hard (B2).</p> <p>I can ask questions and suggest some of their own responses to ideas about God (C1).</p>					
Music	<p>I can listen to short extracts and respond to specific questions, e.g about the genre, structure.</p> <p>I can describe initial reactions and feelings to a piece of music trying to use some musical language.</p> <p>I can both oversee a group and take directions when working on a composition.</p> <p>I can become more skilled in improvisation using voices and instruments in whole class/group/individual teaching.</p> <p>I can sing in tune with expression (using dynamics, phrasing).</p> <p>I can perform a song on my own or as part of a group, to an audience, with increasing clarity (dictation).</p>		<p>I can recognise families of instruments and ensembles in pieces of music- orchestra, choir, etc.</p> <p>I can identify the beat in music.</p> <p>I use changes in pitch to communicate an idea.</p> <p>I can share ideas and listen to others when working on a composition.</p> <p>I take part in singing songs, following the melody well, with accurate pitch and using expression.</p> <p>I can perform and know what went well and how I can improve my next performance.</p>		<p>I recognise changes in timbre, dynamics and pitch.</p> <p>I can listen carefully and respectfully to other people's thoughts about the music.</p> <p>I can select a sound or instrument to achieve an effect.</p> <p>I can perform and know what went well and how I can improve my next performance.</p>	
Computing	Computing systems and networks - Connecting computers	Comic Creation	Data and information - Branching databases	Programming with Kodu	Music Creation	Programming with Scratch
Latin	<p><a href="#">Unit 3</a></p> <p>3.1 Recapping verbs</p> <p>3.1a Mosaics</p> <p>3.2 Adverbs</p> <p>3.3 Adverbs and curse tablets</p> <p>3.4 Story</p> <p>3.5 Summary and Assessment</p>		<p><a href="#">Unit 4</a></p> <p>4.1 Nouns in English</p> <p>4.2 Subject and object recap</p> <p>4.2a Roman board games</p> <p>4.3 'A' nouns</p> <p>4.3a</p> <p>The Roman Army</p> <p>4.4 'US' nouns</p>		<p><a href="#">Unit 5</a></p> <p>5.1 How to read a latin sentence</p> <p>5.2 Sentence practice</p> <p>5.3 More sentence practice</p> <p>5.3a Roman food</p> <p>5.4 Story Translation</p> <p>5.5 Summary and assessment</p>	

		4.5 Story Translation 4.6 Summary and Assessment				
PE	Gymnastics	Dance	Balance & Co-ordination	Co-ordination & Counterbalance	Agility & Static Balance	Athletics
PHSE	Becoming an Active Citizen	My Healthy Lifestyle	Changing Me RSHE	Celebrating Differences	Keeping Myself Safe	Me and My Future
E-safety	Self-Image & Identity	Online Relationships	Online Reputation	Managing Online Information	Health, Wellbeing & Lifestyle	Online Bullying
Coppice 50	<b>Splash in a river</b> – fieldwork skills  <b>Visit an art gallery, museum, library or theatre</b>					