Year 3 – Yearly Overview 2021/22						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning umbrella	British History – Anglo-Saxons and Vikings up to 1066		Americas – Maya Civilisation		Americas – Civil Rights Movement	
Spelling	I can spell words ending in -tion. (Y2) I can add suffixes (ing, ed) to words of more than one syllable. I can use further prefixes and suffixes and understand how to add them to root words.-ly/ily,ation,	I can use the /i/ phoneme spelt -y I can use the /u/ phoneme spelt -ou I can use the prefix dis- mis-	I can use /k/ spelt ch (Greek origin) I can use /sh/ spelt ch (French origin)	I can use /s/ spelt sc (Latin origin) I can use /ay/ as –ei, -eight, or -ey	I can spell further homophones.	Possessive apostrophe for plural nouns. I can write from memory simple sentences including words and punctuation taught so far.
Grammar/punctuation	Understand what a verb, adjective and noun are and use them appropriately. Identify and use the determiners a and an correctly. Understand statements, questions, exclamations and commands and	Use inverted commas to punctuate speech. 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.	Use apostrophes for omission. Use apostrophes for possession, including singular and regular nouns. Understand when not to use an apostrophe and understand the difference between plural and possessive “s”.	Understand that in standard English we need consistency in tense, subject-verb agreement, and avoidance of slang. Use and identify adverbs where “ly” has been added to an adjective. Use and identify adverbs which are not simply the “ly” suffixes and understand adverbs for time: then, next, soon	Recognise and use words from the same word families and use prefixes and suffixes to change word class (solve, solution, solver). Understand that some words belong to more than one-word class and use the sentence to help identify which	

	punctuate them correctly. Can use question marks, exclamation marks and commas in a list correctly.	Identify main and subordinate clauses. Use expanded noun phrases to describe and specify.	Use the perfect form of verbs: has/hasn't/haven't. Recognise and use different verb tenses: simple past, simple present, past progressive and present progressive.		word class it has been used for(orange/play).	
Composition	Able to organise paragraphs around themes: build-up, main event and resolution. Create settings, characters, and plots in stories. Able to proofread for spelling and punctuation errors.	Able to end and/or open writing appropriately. Able to use and recognise similes. Able to use planning to support the structure of their text.	Abel to identify which structure they need for the purpose of the text. Able to evaluate the effectiveness of their own and others' writing. Use a wider and more specific range of vocabulary for the purpose of the text.	Able to write non-fiction, using simple devices to organise their work: headings and subheadings. Use a wider range of grammatical structures in their writing	Able to read their writing to an audience using intonation. Able to edit and make improvements for their own and other' writing.	
Writing	Legends Play scripts	Legends Playscripts	Instructions: rules Blog	Non-chronological report Persuasive advert	Free verse-list poem Question/ answer poem	Free verse-list poem Question/answer poem
Key words	thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, Monday, Tuesday, Wednesday Thursday, Friday,	group, guard, guide, heard, heart, height, history, yourself, we ekend, toothbrush	February, forward(s), fruit, often, opposite, everything, nobody, dow nstairs, afternoon, playground	Learn, length, library, weight, woman/women, special, straight, strange	Possible, potatoes, pressure, though/although, thought, through	Bicycle, breath, breathe, build, Island, early, earth, eight/eighth, enough

	Saturday, Sunday, January, February, March, April, May, June, July, August, September, October, November, December (Y2)					
Maths	**Place Value** **Addition and Subtraction** 1.17 Composition and calculation: 100 and bridging 100 Apply learning to: **Statistics** **Measure** **Money** **Multiplication and Division** Division (Y2) 10x table (Y2) 2.7 - 2x, 4x, 8x – looking at the relationship between the two	**Addition and Subtraction** 1.17 Composition and calculation: 100 and bridging 100 1.18 Composition and calculation: three-digit numbers Apply learning to: **Statistics** **Measure** **Money** **Multiplication and Division** 2.7 - 2x, 4x, 8x – looking at the relationship between the two	**Addition and Subtraction** 1.18 Composition and calculation: three-digit numbers. 1.19 Securing mental strategies: calculation up to 999 **Geometry** - Apply addition and subtraction learning to shape contexts - Measure the perimeter of simple 2-D shapes **Multiplication and Division** 2.8 - 3x, 6x, 9x – looking at the relationship between the two	**Addition** 1.20 Algorithms: column addition Apply learning to: **- Measures** **- Statistics** **- Money** **Fractions** 3.1 Preparing for fractions: the part–whole relationship 3.3 Non-unit fractions: identifying, representing and comparing **Multiplication and Division** 2.8 - 3x, 6x, 9x – looking at the relationship between the two	**Subtraction** Apply the finding the difference calculation procedure to numbers with three digits. Apply learning to: **- Measures** **- Statistics** **- Money** **Fractions** 3.3 Non-unit fractions: identifying, representing and comparing **Multiplication and Division**	**Time** - months and years - hours in a day - telling the time to 5 minutes - telling the time to the minute - Using a.m and p.m - 24-hour clock - finding the duration - comparing durations - start and end times - measuring times in seconds **Geometry** **Multiplication and Division** 2.9 - 7x and relationships between – multiplication and division

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Science	**Biology** Children know 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. Children know that humans and some animals have skeletons and muscles for support, protection and movement. WS -- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	**Chemistry** Children know simple physical properties of rocks. Children can compare and group together different kinds of rocks based on their appearance and physical properties. **Physics** Children can identify common appliances that run on electricity. Children can construct a simple series electrical circuit, identifying and naming the basic parts, including cells, wires, bulbs,	**Biology** Children can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers WS - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Children know 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. WS - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. **Chemistry** Children can observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius. WS- setting up simple practical enquiries, comparative and fair tests.		**Biology** Children can use classification keys to help group, identify and name a variety of living things in their local and wider environment. WS - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Children know that environments can change and that this can sometimes pose dangers to living things. **Physics** Children recognise that shadows are formed when the light from a light source is blocked by a solid object. Children can find patterns in the way that the size of shadows change. WS- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

		switches and buzzers. WS- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Children can identify whether or not a lamp will light in a simple series circuit, based on whether or not a lamp is part of a complete loop with a battery.	Children can compare and group materials together, according to whether they are solids, liquids or gases. **Physics** Children notice that some forces need contact between two objects, but magnetic forces can act at a distance. WS- Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings. Children observe how magnets attract or repel each other and attract some materials and not others. Children can describe the movement of the Earth and other planets relative to the sun in the solar system.	Children know that vibrations from sounds travel through a medium to the ear.
Geography	Children know and can find the capital cities of the countries in the UK		Children know the Northern and Southern hemispheres and the Equator	Children know that the capital of the U.S.A is Washington D.C

	Children know where North Yorkshire is on a map of the UK Children know the names of some other counties of the UK that were important during Anglo-Saxon/Viking times Children know what a county is Children know key aspects of rivers and the water cycle	Children know where North, Central and South America are on a map of the world. Children know the names of the main oceans around North and South America – Pacific, Atlantic Children know what modern countries make up the former Maya civilisation – Mexico, Guatemala, Belize Children know what seas surround the former Maya civilisation – Caribbean Sea, Gulf of Mexico Children know how to use the eight points of a compass Children know that generally the weather is warmer the closer to the equator Children know what is meant by Tropical Climate Zone and rainforest biome	Children can identify Alabama Children know some features of volcanoes – Mount Saint Helens - Washington
History	Children know why people may have wanted to travel from other lands. Children know why there were lots of invasions during this period of history. Children will suggest and give reasons for who they believe had the right to the throne in 1066.	Children know why the Maya people needed to trade and how they did it. Children know what was happening in Britain during the Maya Empire in Central America and can compare similarities and differences. Children know what Maya glyphs tell us about life in Maya times.	Children know why the Civil Rights Movement came about in USA. Children know what impact Rosa Parks and Martin Luther King Jnr had on the movement. Children know what key events led to the March on Washington of 1963.

	Children know what impact the Romans leaving Britain had on everyday life. Children can identify what impact invaders, during this time, had on life then and now. Children know what Primary sources of information we have from this time. Children can give reasons why the Bayeux Tapestry is not a reliable Primary Source.		Children can compare the differences between Maya ball courts and modern football stadia.			
Art	Viking inspired broaches Children know how to join more intricate pieces of clay by scoring and using slip. Children are using clay tools more confidently and know which tools will create desired results. Children replicate and take inspiration from		Water colour painting inspired by Randy Hale Children know how to use watercolour paint effectively to produce washes for backgrounds and then to add detail. Children can make and apply different tones of colour using watercolour paint. Children will practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes,		Frida Kahlo inspired self-portrait Children know how to thread a needle. Children know how to tie a knot. Children can use large eyed needles to sew. Children know and can apply the running stich and back-stitch to join	

	patterns popular during the Anglo-Saxon and Viking era. Children are able to plan, refine and alter their work, using sketchbooks effectively. Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually		drawing with gesture, and quick sketching. Children can replicate some of the techniques used by notable artists, designers and artisans. Children can draw landscapes from images with increasing accuracy and recognition of perspective.		materials and make simple patterns. Children know that changing the pressure on a pencil will give different shades. Children can use different grades of pencil to show line, tone and texture. Children can take inspiration from artists to create an individual piece. Children are beginning to understand the impact of different techniques 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		Children can follow a simple recipe. Children know that a healthy diet is made up from a variety and balance of different food and drink. Children know that food ingredients can be fresh, pre-cooked and processed. 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.		Children can cut materials accurately and safely by selecting appropriate tools. Children can measure and mark out materials to the nearest millimetre. Strengthen materials using suitable techniques. Design with purpose by identifying opportunities to design. Children can join textiles with appropriate stitching. Children understand why the earthquakes in San Franciso were so destructive.		Children use the work of an American inventor, designer, engineer, chef or manufacturer to generate ideas for designs. Children make products by working efficiently and carefully selecting suitable materials. Children can create series and parallel circuits. Children can explain how particular parts of their products work. Children can refine work and techniques as work progresses, continually evaluating the product design in their sketchbooks.

		Children know that to be active and healthy, food and drink are needed to provide energy for the body. Children know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health Children can prepare ingredients hygienically using appropriate utensils. Children can measure ingredients to the nearest gram accurately. Children think about what could be added or taken away from a meal to make it healthier.		Children design and build a model of a building that would withstand an earthquake. Children can use software to design and represent product designs. Children recognise why structures are built the way they are to withstand natural disasters, water damage and fire. Children improve upon existing designs, giving reasons for choices.		Children will disassemble products to help them understand how they work. Children can troubleshoot why a circuit may not be working and perform relevant checks.

		Children brainstorm different combinations of ingredients for a soup and decide which would be healthier and tastier.				
RE	Christianity and Humanism What do different people believe about God? • 'Seeing is Believing' – is it? What do I think about believing in God? • What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers • What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity? • What difference does it make to life if you believe there is no God? Finding out about Humanism • What are the similarities and differences between different ideas about God? • What have we learned about ideas of God from Christians and Humanists?		Why are festivals important to religious communities? • What is worth celebrating? • What do Christians celebrate at Easter? • What was the meaning of Jesus' last meal with his friends? • What does the crucifying of Jesus mean to Christians? • What do Christians believe happened on Easter Sunday morning? • What can we learn from celebrations and festivals?		What does it mean to be a Christian in Britain today? • How do Christians show their beliefs in the home? • What do Christians do to show their beliefs at Church? • How and why do different Christians use music in worship? • How and why do different Christians celebrate holy communion? • How do Christians make a difference in their local community? • Why do people stand up against injustice because of their religion?	

Music	Experiment with, create, select and combine sounds using the interrelated dimensions of music. • Use different elements in a composition. • Create repeated patterns with different instruments. Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Sing in tune and with expression • Control voice when singing Listen with concentration and understanding to a range of high-quality live and recorded music. • Use musical words (elements of music) to describe a piece of music and compositions		Improvise and compose music for a range of purposes using interrelated dimensions of music. • Compose melodies and songs • Create accompaniments for tunes • Combine different sounds to create a specific mood or feeling Play tunes and untuned instruments musically. • Play clear notes on tuned instruments • Create a piece of music using more than one instrument, with a partner. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Use musical words to describe what they like and dislike • Recognise the work of at least one famous composer • Tell whether a change is gradual or sudden Develop an understanding of the history of music. • Tell whether a change is gradual or sudden. Identify repetition, contrasts and variations.		Use and understand staff and other musical notations. • Combine different sounds to create a specific mood or feeling • Understand metre in 2 and 3 beats; then 4 and 5 beats • Understand how the use of tempo can provide contrast within a piece of music Listen with attention to detail and recall sounds with increasing aural memory • Sing with awareness of pulse and control of rhythm • Sing expressively with awareness and control at the expressive elements (timbre, tempo, dynamics) • Recognise simple structures (phrases) • Improve their work explain how it has improved.	
Computing	Computer systems and networks Children know how to explain how digital devices function.	Digital content – comic creation Children know how to add, resize and organise colour or	Data and information – Branching databases Children know how to create questions with yes/no answers.	Programming with Kodu Children know how to create a 3D place using various design tools.	Digital content – music creation Children know how to create ascending	Programming with Scratch Children know how to design, write and debug programs that

	Children know how to identify input and output devices. Children know how digital devices can change the way we work. Children know how to explain how a computer network can be used to share information.	picture backgrounds. Children know how to add, resize, organise characters/object to different panels. Children know how to add narration using text and direct speech using speech bubbles.	Children know how to identify the object attributes needed to collect relevant data Children know how to create a branching database.	Children know how to write a program to control using keyboard inputs. Children know how to write a program with conditions. Children know how to write a program with variables.	and descending scales. Children know how to add chords evenly across the scales. Children know how to add arpeggios and melodies. Children know how to create a steady and even rhythm. Children know how to use sampled sounds to create an effective mix. Children know how to build beats, melody (tones) and effects.	accomplish specific goals. (Including outputs) Children know how to use repetition in programs. Children know how to work with various form of inputs; keyboard, mouse and touch screen. Children know how to write programs to simulate physical systems.
Latin	Unit 3 Verbs and Adverbs	Unit 3 Verbs and Adverbs	Unit 4 Subject & Object Nouns	Unit 4 Subject & Object Nouns	Unit 5 Simple sentences in Latin	Unit 5 Simple sentences in Latin
PE	Gymnastics - Rotation and flight	Dance - Shape, artistry and circles	Coordination - Ball skills	Coordination – sending and receiving	Static balance – floor work	Athletics – jump, throw, track (sports day training)

			Dynamic balance – on a line	Counter balance – with a partner	Agility – reaction/response	
PHSE	Being Me in My World	Changing Me RHSE	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships
E-safety	Self Image & Identity	Online Relationships	Online Reputation	Managing Online Information	Health, Wellbeing & Lifestyle	Online Bullying
Coppice 50	**Coppice 50** - Visit an art gallery, museum, library or theatre (History)	**Coppice 50 -** dig and process own clay (Chemistry) **Coppice 50** - Splash in a river– fieldwork skills (Geography)			**Coppice 50 -** Persuade an environmental change (Biology)	