Year 3 Overview

YEAR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subjects						
Enhancements	Formby Trip	Xmas Cinema Trip	Church Easter trip?	Author visit	Wider Ops Music	Tatton Park Trip
Maths	Review strategies for adding and subtracting across 10 Securing place value to 100 and applying to addition and subtraction Bridging 100: counting on and back in 10s, adding/subtracting multiples of 10 Measuring length and recording in tables Representing 3-digit numbers, comparing and positioning on number lines Measures: mass and capacity		Informal and mental strategies for adding and subtracting two 3-digit numbers Understand additive relationships and apply them to rearrange equations Column addition 2, 4 and 8 times tables: using times tables to solve problems Column subtraction Unit fractions as part of a whole		Identify parts and wholes in different contexts Compare and order unit fractions Calculate the value of a part (fractions as operators) Non-unit fractions Composition of non-unit fractions: addition and subtraction Parallel and perpendicular sides in polygons (and perimeter) Tell the time to the nearest minute and compare units of time	
Writing Focus	Setting descriptions POV story writing (a fifth voice)	Recount Sci-Fi Narrative	Narrative (Adventure) Persuade	Non-chronological report Poetry	Narrative (Fantasy) Instructions	Non-chronological report Poetry
Reading Focus	Voices In The Park	The Iron Man	Pugs Of the Frozen North	Mythical Creatures	Journey	The Invisible by Tom Percival
Science	<u>Animals including humans</u> What is in our bodies and what should we put in them?		<u>Rocks</u> Who was Mary Anning and what did she discover?	<u>Forces and magnets</u> Which materials are magnetic?	<u>Light</u> Is the sun the same brightness all day?	<u>Plants</u> Which conditions help seeds germinate faster?
History		<u>Ancient Egypt</u> What did the Ancient Egyptians believe?		<u>Broader History Study</u> What were the greatest achievements of the Ancient Civilisations?		<u>Changes in Britain from the Stone Age to the Iron Age</u> Was it better to live in the Stone Age, Bronze Age or Iron Age?
Geography	<u>Coasts</u>		<u>Europe</u>		<u>Climate and weather</u>	

	What are the features of a coastal area?		Who are our neighbours in Europe?		What is the difference between climate and weather?	
Art	Drawing growing artists		Sculpture and 3D		Craft and Design- Ancient Egyptian Scrolls	
D and T		Textiles – Christmas Stockings		Mechanism – Mechanical Posters		Food – Sandwich Snacks
Music	Harvest Festival	Traditional Instruments and Improvisation	Developing Singing Technique (Vikings)	Pentatonic Melodies and Composition	Wider Ops Ukulele	Wider Ops Ballads
RE	Why is the Bible so important to Christians today?	Why is the Bible so important to Christians today?	Why are festivals important to religious communities?	Why are festivals important to religious communities?	What does it mean to be a Christian in Britain today?	What does it mean to be a Christian in Britain today?
PE	Gymnastics/Football Tennis	Football/Gymnastics Netball	Dance/Volleyball Golf	Volleyball/Dance Hockey	Cricket/Rounders Athletics Swimming	Rounders/Cricket Athletics Swimming
PSHCE	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Spanish		Meet and Greet		Time to Eat		Tell me When
Computing	E-Safety How do I stay safe online?	Coding with Scratch: Learning Loops How do you program a sprite?	NCCE Computing systems and networks – Connecting computers How do computers connect to make networks?	NCCE Branching data base How do you organise data?	TWINKL Presentation skills How do you make a branching story presentation?	Make a poster advertising your Sandwich (DT) (Green Screen)
Outside Learning Opportunities	Outdoor drawing/rubbings (Art)	Re-tell Iron Man narrative around fire pit	Outdoor multi-sensory lesson to support writing unit	Outdoor measurement length and perimeter	Outdoor shadow experiment (Science)	Outdoor human timeline (History)

Please find below the year groups sticky knowledge. The skills progression for each subject can be found within the website under 'Our Learning'. Information about Maths and English knowledge are sent out separately. Please note the order of topics may change due to cohorts/term length.

Year 3 Autumn Term Overview

Art and Design	Geography	Design and Technology
How can we use shading and tone to create realistic, accurate drawings?	**Do we like to be beside the seaside?**	**Is appearance more important than function?**
Knowledge • Use shapes identified within in objects as a method to draw. • Create tone by shading. • Achieve even tones when shading. • Make texture rubbings. • Create art from textured paper. • Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing. • Make careful observations to accurately draw an object. • Create abstract compositions to draw more expressively. • Knowledge of artists: Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. • Evaluating and analysing: People use art to help explain or teach things. People make art to explore big ideas, like death or nature.	**Knowledge** How to locate UK coastal places on a map To introduce a region of the UK, and discover how varied its coastline is How to compare and contrast natural features found at the coast Family and economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features How to complete fieldwork at a local beach. To extend the children's knowledge and understanding beyond their local area to include a range of places in the UK	**Knowledge** I know how to name and identify the materials such as felt, fleece, cotton, hessian and cotton. I know the design features of different Christmas stockings such as sequins, shapes cut from felt and stitching. I know how to thread a needle, tie a knot and do a running stitch/over stitch. I know that adding different materials to my stocking will add decoration. I know how to use the key vocabulary to evaluate a product.
Vocabulary abstract, arrangement, blend, botanical, botanist, composition, cut, dark, even,	**Vocabulary**	**Vocabulary** cross stitch, running stitch, felt, fabric, function, visual appeal and trim.

expressive, form, frame, frottage, geometric, gestural, grip, light, line, magnified, organic, object, pressure, rubbing, scale, scientific, shading, shape, smooth, surface, tear, texture, tone, tool, viewfinder	Sea, waves, seaside, coast, coastline, strandline, compass point, N, NE, E, SE, S, SW, W, NW, beach, sand, dune, rocks, cliff, location, holiday, resort, tourist, tourism.	
RE	**History**	**Spanish**
L2.2 Why is the Bible so important for Christians today?	**What do archaeological findings tell us about Ancient Egyptians?**	**How do we meet and greet people in Spanish?**
Knowledge The bible is divided into books, chapters and verses, and arranged in two 'Testaments.' The Bible is a big best seller because it is an important book to millions of people. Christians use the Bible to helps guide themselves and to learn about important things in life. Know more about the ways Christians think of God and see the world. Compare similarities and differences between their own ideas about God and some Christian ideas	**Knowledge** **I understand where and when the Ancient Egyptians existed and what their lives were like.** • I know that Ancient Egypt civilisation lasted from 7500BC to 51BC • The River Nile was crucial to the Egyptians – helping them farm, travel and survive. • I know that artefacts have told us about how they lived. **I know Howard Carter discovered the tomb of Tutankhamun, a pharaoh, in 1922.** • Howard carter discovered the tomb in the Valley of Kings. • Many precious items were found in the tomb. • The tomb was not fully-decorated because Tutankhamun died so young. **I know that looking after the dead was important to people during ancient Egyptian times.** • It was important to them to look after dead people to help them get to the afterlife. • There were 8 steps to the mummification process. • The process aimed to help the dead to get to the afterlife with their body and possessions intact. • They had special objects that they used during the ritual. • Wealthy people (like pharaohs) got more lavish mummification. • Egyptian gods also helped get you to the afterlife. **I know how the Rosetta Stone allowed us to understand Egyptian writing.** • The Rosetta Stone was discovered by Pierre Bouchard. • It was decoded because it was also written in other known languages.	**Knowledge** **To greet people in different ways.** Children can say 'Hello', 'Good morning', 'Good afternoon', 'Good night' (Hola, Buenos dias, Buenas tardes, Buenas noches). **To exchange names in Spanish.** Children can ask what someone's name is ('Como te llamas?') Children can say what their name is ('Me llamo (insert name)') **To recognise and repeat numbers one to ten.** Children can count from 1-10 in Spanish and can be given a specific number and repeat it back in Spanish.

	• Hieroglyphics uses symbols instead of letters. • It took 20 years for the Rosetta Stone to be decoded.	
Vocabulary God, Bible, old testament, new testament, bible reference.	**Vocabulary** Canopic jars, mummification, ritual, natron salt, artefacts, hieroglyphics, tomb, amulet, scarab beetle, senet, sarcophagus, pyramids, afterlife.	
Music	**Computing**	**Science**
Traditional Instruments and Improvisation	**How do I stay safe online?**	**What is in our bodies and what should we put in them?**
Knowledge - To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. - To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. - To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'. - To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. - To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.	**Knowledge** I know what cyberbullying is and how to address it. I know how to identify adverts online. I know how to identify a targeted advert. I know how companies use websites to promote products. I know how to create a strong password. I know why a strong password is important. I know what privacy settings are. I know email is a form of communication. I know email that I should not open. I know how to write an email with an address and subject. I know which online communities I am a part of. I know different forms of online communication. I know the positive and negative aspects of online communities. I know how to discuss what I have learnt about online safety. I know how to communicate my ideas with a group clearly and listen to others' contributions. I know what I know about online safety to plan a party using online methods.	**Knowledge** The names of the food groups and the nutrients that different foods provide. The nutritional values of different foods. The differences between certain animals' skeletons. How the human skeleton supports movement, including using the scientific names for human bones. Bones and muscles work together to create movement and how muscles often work in pairs.
Vocabulary Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, repeated rhythm, rhythm, rag, sarangi, sitar, tabla, tala, tempo	**Vocabulary** Email, comment, cyberbullying, secure, private, advert, settings	Vocabulary nutrition, nutrients, carbohydrates, protein, vitamins, minerals, fats, saturates, exoskeleton, endoskeleton, hydrostatic skeleton, vertebrates/invertebrates, clavicle, cranium, costal, thoracic cage, sternum, pelvis, patella, femur, fibula, tibia, metatarsals, metacarpals, phalanges, radius,

		ulna, humerus, biceps, triceps, hamstring, quadriceps, contract, relax.
	How do you program a sprite? **Knowledge** I know what an algorithm is. I know different types of coding blocks in Scratch and know where to find them. I know how to create a sequence of blocks to write an algorithm. I know what a loop is. I know how to customise repeat blocks to repeat an action a specified number of times. I know where in an algorithm repetition will be useful. I know how to customise a repeat block for a specific purpose. I know how to write algorithms to draw regular polygons. I know how to use forever loops in algorithms for a particular purpose. I know what happens in a repeat until loop, using the word until. I know how to add an Operators block into a repeat until loop. I know how to solve a problem by decomposing it into smaller parts. I know how to design, write and debug algorithms to solve problems. I know why loops are useful.	
	Vocabulary Game, user, loop, debug, decomposition, variable. Block code, repeat, repetition, count-controlled. debug, programming, sequence, test, algorithm, block, code, coding, Loop, regular polygon, repeat, repetition, customise, nested, customise, repeated until loop.	

Physical Education	**Physical Education**	**Physical Education**	**Physical Education**
Gymnastics	**Football**	**Tag Rugby**	**Tennis**
Declarative Knowledge • Learn how to evaluate and recognise your own success and areas for improvement, as well as the	**Declarative Knowledge** • Employ simple tactics in game situations. • Recognise and explain good performances.	**Declarative Knowledge** Improve decision making skills and choose the right skills that meet the needs of the situation.	**Declarative Knowledge** • Compete with others – Keeping and following the rules of the game. • Identify what you do well and what you find difficult.

effectiveness and quality of a performance. • Describe how your body feels when exercising.	• Understand the link between heart rate and breathing when exercising.	• Play simple tag rugby games with an understanding of the basic rules. • To follow the rules of the game.	• Understand the link between heart rate and breathing when exercising.
Procedural Knowledge • Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end. • Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction. • Develop flexibility, strength, control, technique, and balance.	**Procedural Knowledge** • Move with a ball keeping it under control. • Perform basic skills needed for games with control and accuracy. • Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).	**Procedural Knowledge** • Know how to tag another player. • Develop attacking and defending skills within tag rugby. • To be able to pass the ball backwards to a teammate.	**Procedural Knowledge** • Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. Perform a basic forehand action. • Throw/ Send a ball using a variety of techniques. • Take up space/ positions that make it difficult for opponents. • Keep a rally going.
Vocabulary Teamwork, straddle, experiment, pathway, level, point, front, support, quality, pike, control, routine, combine, apparatus, arabesque, practise, describe	**Vocabulary** Speed, dribble, movement, shoot, space, marking, attack, defend, decision, accuracy, tackle, strike, power, receive, position, experiment	**Vocabulary** Rugby balls, cones, tag belts, marker spots, bibs, hoops	**Vocabulary** Swing, cooperative, cooperative movement, partner, direction, send, catch, court target, power, accuracy, space, free Space, control, bounce, aim

PSHCE	
Being Me in my World	Celebrating Difference
Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments

Responsible choices Seeing things from others' perspectives	

Year 3 Spring Term Overview

Art and Design	Geography	Design and Technology
How can you manipulate card to create a 3-D sculpture?	**Who are our neighbours in Europe?**	**How can moving mechanisms make a poster more appealing?**
Knowledge • Join 2D shapes to make a 3D form. • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan a sculpture by drawing. • Choose materials to scale up an idea. • Create different joins in card e.g. slot, tabs, wrapping. • Add surface detail to a sculpture using colour or texture. • Display sculpture. • Knowledge of artists: Artists make decisions about how their work will be displayed. Evaluating and analysing: Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative, or it can have a purpose. People use art to tell stories and communicate. People make art for fun and to make the world a nicer place to be.	**Knowledge** Where to locate Europe on a world map and find out about its features. How to identify and locate countries in Europe. The major capital cities of Europe. How to identify European countries according to their features. How Europe fuel their homes The fuel used within the UK.	**Knowledge** I know why it is important to investigate and evaluate mechanical systems. I know how to make mechanical systems which use levers and linkages. I know how to develop design criteria to help me design innovative product. I know I need to use prototypes to develop my ideas. I know to Accurately measure and cut materials such a cardboard, paper and corrugated card. I know how to following instructions to join mechanisms accurately.
Vocabulary abstract, found objects, negative space, positive space, sculptor, sculpture, structure, three-dimensional	**Vocabulary** Europe, fossil fuels, renewable energy, capital city, country, N, NE, E, SE, S, SW, W, NW, human features, physical features, climate.	**Vocabulary** mechanism, levers, linkages, input, output, split-pins, design brief, design criteria and prototypes.
RE	**History**	**Spanish**
L2.5 Why are festivals important to religious communities? • **Christians** • **Jewish people**	**What were the greatest achievements of the Ancient Civilisations?**	**How do we talk about food in Spanish?**

• **Muslims**		
<u>Knowledge</u> Festivals like Easter and Christmas are celebrated by Christians. There are similarities and differences between festivals. Know about Jewish festivals, including Hannukah and Passover, involving the story of the Peasch, the 10 plagues and the Seder Plate. Know some of the religious and non-religious symbols of Easter. Know why there are different days that make up the festival - Palm Sunday, Maundy Thursday, Good Friday -.and what those days are about.	**<u>Knowledge</u>** **<u>I can explain when and where the Shang Dynasty, Indus Valley, Egyptian and Sumerian civilisations were in existence and describe similarities between their locations.</u>** • All 4 civilisations were located near major rivers. • The Shang Dynasty were around at the same time as the Ancient Egyptians and the Ancient Sumerians • The Shang Dynasty existed from 1600BC-1046BC. **<u>I can label and explain the main geographical features of the Shang Dynasty.</u>** • The Shang Dynasty existed in the eastern part of China. • They existed near the Yellow River, in the Yellow River Valley. • The Yellow River was important to them, because it gave them water and good land to grow crops. **<u>I can explain how the Shang Dynasty developed bronze technology.</u>** • The Shang Dynasty used bronze to make weapons (unlike the Indus Valley people) • They mad bronze arrowhead, which travelled longer distances and spears and dagger axes which were stronger and sharper than ones made from stone. • The Shang Dynasty were able to win more battles because of their bronze weapons. **<u>I can explain how artefacts like oracle bones help us know more about the Shang Dynasty.</u>** • The Shang people believed they were writing on dragon bones.	**To give a preference for or against.** Children can ask what someone likes (‘Que te gusta?’) Children can ask for a specific food (‘Me gustaria una manzana’) Children can say they like or dislike a food (‘Me gusta _____’ or ‘No me gusta _____’) **To describe the colours of an object by modifying adjectives.** Children can ask what colour something is (‘De que color es?’) Children know the Spanish for black, white, red, blue, green, yellow, orange, brown, grey and purple (negro, blanco, rojo, azul, verde, Amarillo, naranja, marron, gris, violeta) Children can say what colour something is, adding if it’s light/dark/bright (Es de color _____ claro/oscuro/brilliante). **To have a short conversation about food** Children can use the knowledge above to have a short conversation about food.

	• They used to write questions to the gods on the bones, burn holes in them and then interpret the cracks to find the answer. • Most of what we know about the Shang Dynasty comes from oracle bones, as archaeologists could read what they wrote about. **I can explain the greatest achievements of the Shang Dynasty.** The Shang Dynasty were great at war, because of their use of bronze weapons. The Shang Dynasty invented some of the earliest Chinese writing, which was found on oracle bones. The Shang Dynasty had a government. Rich people worked for the king/government and ordinary people did harder jobs like farming or mining.	
Vocabulary Easter, Hannukah, Passover, Peasch, plague, Seder plate, Palm Sunday, Good Friday, Maundy Thursday, symbols.	**Vocabulary** Dynasty, valley, bronze technology, dagger-axe, ji, arrowheads, oracle bones, archaeologists, government, civilisation.	
Music	**Computing**	**Science**
Developing Singing Technique (Vikings)	**How do computers connect to make networks?**	**What do rocks tell us about the past?**
Knowledge - The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. - Different notes have different durations and crotchets are worth one whole beat. - That 'reading' music means using how the written note symbols look and their position to know what notes to play. - That written music tells you how long to play a note for.	**Knowledge** I know that digital devices accept inputs I know that digital devices produce outputs I know to follow a process I know how to classify input and output devices I know how to describe a simple process I know how to design a digital device I know how I use digital devices for different activities I know similarities between using digital devices and using non-digital tools I know how to suggest differences between using digital devices and using non-digital tools I know and recognise different connections I know how messages are passed through multiple connections	**We will know…** **Rocks:** You can compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and human-made rocks. You can group together different kinds of rocks on the basis of their simple physical properties. Fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process. Soils are made from rocks and organic matter.

	I know why we need a network switch I know that a computer network is made up of a number of devices I can know how information can be passed between devices I know how to explain the role of a switch, server, and wireless access point in a network I know how devices in a network are connected together I know networked devices around me I know the benefits of computer networks	
<u>Vocabulary</u> accuracy, backing track, beat, body percussion, call and response, co-ordinated, crotchet, discipline, duration, dynamics, in-time, in-tune, layer, lyrics, key change, major key, minim, minor key, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, tension, tune, vocal warm-up	<u>Vocabulary</u> Input, Output, process, device, wires, server, wireless access points, network switch, network sockets, network cables.	<u>Vocabulary</u> igneous, sedimentary, metamorphic, human-made, permeable, durable, density, fossil, fossilisation, organic matter, decay.
Pentatonic Melodies and Composition	How do you organise data?	**Which materials are magnetic?**
<u>Knowledge</u> - To know that the word 'crescendo' means a sound getting gradually louder.	**<u>Knowledge</u>** I know how to investigate questions with yes/no answers. I know how to make up a yes/no question about a	**<u>Knowledge</u>** Some forces need contact between two objects. Objects move differently on different surfaces.

- To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.	collection of objects. I know how to select an attribute to separate objects into groups. I know how to create a group of objects within an existing group. I know how to select objects to arrange in a branching database. I know how to group objects using my own yes/no questions. I know how to create yes/no questions using given attributes. I know how to compare two branching database structures. I know how to independently create questions to use in a branching database. I know how to create questions that will enable objects to be uniquely identified. I know how to create a branching database that reflects my plan. I know how to work with a partner to test my identification tool.	That magnetic forces can act at a distance, attracting some materials and not others. Magnets have two poles and we can predict whether two magnets will attract or repel each other, depending on which poles are facing. How magnets attract or repel each other.
Vocabulary accuracy, crescendo, control, composition, duration, dynamics, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, timbre, tempo, untuned percussion	**Vocabulary** Attribute, value, questions, table, objects, Branching database, database, attribute, value, questions, objects, equal, even, separate, structure, compare, order, organise, attribute, information, decision tree	**Vocabulary** friction, resistance, magnetic field, north and south pole, attract, repel

Physical Education	Physical Education	Physical Education	Physical Education
Volleyball	**Dance**	**Golf**	**Hockey**
Declarative Knowledge • Employ simple tactics in game situations and explain why they have used the tactics. • Learn how to evaluate and recognise their own success. Identify what they	**Declarative Knowledge** • Describe and evaluate the effectiveness and quality of a dance. • Collaborate with others.	**Declarative Knowledge** • Explore and understand how correct putting techniques can create a successful shot.	**Declarative Knowledge** • Employ simple tactics in game situations. • Learn how to recognise your own success.

need to practice to improve their performance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing when exercising.			• Describe how your body feels when exercising.
Procedural Knowledge • Perform the basic skills needed for the games with control and accuracy. • Throw/send the ball using a variety of techniques. Choose the appropriate throwing technique to meet the demands of the task. • Send a ball into space at different speeds and heights to make it difficult for the opponent. • Take up space / positions that make it difficult for the opponents. Intercept and stop the ball consistently.	**Procedural Knowledge** • Explore and create narratives in response to a stimulus. • Show control, accuracy and fluency of movement when performing actions with a partner. • Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. • Communicate what you want through your dances and perform with control. • Combine actions and maintain the quality of performance when performing at the same time as a partner.	**Procedural Knowledge** • Begin to develop the chipping technique, consistently lifting the ball from the floor. *(golf)* • Apply putting skills into game situations. *(golf)* • Show control and control to make accurate shots. • Demonstrate good teamwork skills.	**Procedural Knowledge** •Move with a ball keeping it under control. • Develop control and technique • Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).
Vocabulary Dig, steady Position, watch, support, throw, control, watch, target, accuracy, power, speed, direction, set, wide, tactics, successful	**Vocabulary** Audience, canon, choreography, level, fluency, performance, phrase, position, control, tutting, emotions, expressions, rhythm, unison, count	**Vocabulary** Accuracy, chipping, rough, control, bunker, fairway, dominant, non-dominant, success, collision, competitive, consistent, course, encourage, increase, decrease, putting, receive, target	**Vocabulary** Balls, hockey sticks, cones, marker spots, bibs, relay batons

PSHCE	
Dreams and Goals	**Healthy Me**
Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off-line scenarios Respect for myself and others

Managing feelings Simple budgeting	Healthy and safe choices

Year 3 Summer Term Overview

Art and Design	Geography	Design and Technology
How did the Egyptians use patterns and create new materials?	**Why is climate important?**	**Which foods need to be included to make a healthy sandwich?**
Knowledge • That layering materials in opposite directions make the handmade paper stronger. • Use a sketchbook to research a subject using different techniques and materials to present ideas. • Construct a new paper material using paper, water and glue • Use symbols to reflect both literal and figurative ideas. • Produce and select an effective final design. • Make a scroll. • Make a zine. • Use a zine to present information. • Knowledge of artists: Art from the past can give us clues about what it was like to live at that time. The meanings we take from art made in the past are influenced by our own ideas. Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists can work in more than one medium. Evaluating and analysing: Art can be purely decorative or it can have a purpose. People use art	**Knowledge** To know the main climate zones around the world and biomes. I know about the polar climate zone, and the tundra biome. To know where to find the hottest, driest places on Earth and I can describe this climate. I know about the tropical climate zone and I can locate tropical Rainforest between the tropics. I know about the temperate climate zone and the deciduous forest biome I know how climate and biomes affect the lives of the animals in these regions.	**Knowledge** I know that food can be divided into different groups and that sandwiches can form part of a healthy diet. I know a range of healthy sandwiches to appeal to a wide target audience. I know how to develop a design criterion to help me design a product I know to use prototypes to develop my ideas. I know the correct tools and equipment to use to make my finished product I know how to evaluate a finished product.

to tell stories and communicate. People can make art to express their views or beliefs. People use art to help explain or teach things.		
Vocabulary ancient, audience, civilisation, colour, composition, convey, design, Egyptian, fold, imagery, inform, layout, material, painting, papyrus, pattern, process, scale, scroll, sculpture, shape, technique, zine	**Vocabulary** *Biome, climate, equatorial zone, subtropical zone, hemispheres, arid deserts, monsoon, native deciduous, polar, tropical, tundra, aquatic*	**Vocabulary:** food groups, carbohydrates, protein, fats, fruit, vegetables, vitamins, minerals, design brief, design criteria and evaluate.
RE	**History**	**Spanish**
L2.7 What does it mean to be a Christian in Britain today? **Christian**	**How did the development of tools change how people lived from the Stone Age to the Bronze Age?**	**How do we talk about when things happen, in Spanish?**
Knowledge Know how Christians show their beliefs in the home and in church, including the parable of the talents and the parable of the sower. Learn how Christians make a difference in their local communities through charity. Understand how and why different Christians use music in worship, looking at hymns Understand why people stand up against injustice because of their religion, focussing on the 'Golden Rule'.	**Knowledge** Topic objectives have been modified – knowledge to be completed at end of term. **To understand the chronology of the Stone Age to the Iron Age** The Stone Age came first, with Bronze Age next and Iron Age after that. Stone Age is made up of Palaeolithic, Mesolithic and Neolithic periods. Stone Age covers from 3million years ago up to 2500BC. **To understand development in tools throughout the Palaeolithic, Mesolithic and Neolithic Stone Age eras** **To be able to understand the key developments in tools in The Bronze Age** **To be able to understand the key developments in tools The Iron Age** **To understand how tools helped people eat from the Stone Age to the Iron Age**	**Knowledge** **To be able to count to 31.** Children can count from 1-31 in Spanish. They can identify the correct number when it is said in Spanish. **To identify, say in order and respond to days of the week** Children know the Spanish words for the 7 days of the week. **To listen to, read and respond to vocabulary about months.** Children can recognise and say the questions 'What months is it?' (Qué mes es?) Children can recognise and say the 12 months in Spanish. **To ask/answer questions about birthdays.**

	To summarise the impact of tool development on life in Britain during these times.	Children can recognise the question 'When is your birthday?' ('Cuándo es tu cumpleaños?') Children can say when their birthday is ('Mi cumpleaños es el tres de abril.').
Vocabulary Hymn, choir, parable, community, worship, golden rule, sower, justice.	Vocabulary	
Music	**Computing**	**Science**
Wider Ops - Musical Instruments with Trafford Music Service	How do you make a branching story presentation?	Is the sun the same brightness all day?
	Knowledge I know how to create a story with different outcomes. I know how to organise the different outcomes into different branches. I know how to create slide templates to match my story. I know how to copy the slide templates to create all the slides I need for my story. I know how to create the hyperlinks required from slide to slide. I know how to set the presentation theme. I know how to use slide transitions. I know how to use animations to introduce objects to a slide. I know how to create shapes. I know how to create a hyperlink to another slide. I know how to insert audio and video files (where possible). I know how to record audio onto a slide. I know how to change the audio button. I know how to complete slides so as to maintain the design and an effective layout. I know how to edit as required to maintain the design and an effective layout. I know how to evaluate how effectively my work meets the requirements.	**Knowledge** We need light in order to see things and that dark is the absence of light. Light is reflected from surfaces. Light from the sun can be dangerous and there are ways to protect our eyes. Shadows are formed when the light from a light source is blocked by a solid object. There are patterns in the way that the sizes of shadows change.

	Vocabulary template, link, text box, title, Object, link, hyperlink, button, shape, action settings. branching story, plan, link, image, picture, audio, video, Evaluate, text, colour, image, picture, audio, video, layout	**Vocabulary** reflect, opaque, transparent, translucent
Ballads		**Which conditions help seeds germinate faster?**
Knowledge - To know that a ballad tells a story through song. - To know that lyrics are the words of a song. -To know that in a ballad, a 'stanza' is a verse.		**Knowledge** The functions of different parts of flowering plants: The roots absorb nutrients from the soil, the leaves absorb light from the sun, flowers allow the plant to reproduce. The requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) How water is transported within plants. The part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Vocabulary ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume		**Vocabulary** roots, stem, flower, anther, stigma, style, stamen, filament, petal, anchor, nutrients, transport, seeds, carbon dioxide, sunlight, absorb, ovary, carpel, reproduction.

Physical Education	**Physical Education**	**Physical Education**	**Physical Education**
Athletics	**Rounders**	**Cricket**	
Declarative Knowledge • Recognise what they do well and what they find	**Declarative Knowledge** • Identify what you need to practice improving your performance.	**Declarative Knowledge** • Identify what you need to practice to improve your performance.	

difficult, identifying what they need to practice to improve their performance. • Understand the pace judgement when running over an increased distance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.	• Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Employ simple tactics in games. • Devise suitable warm up activities for upcoming activities	• Understand the link between heart rate and breathing when exercising. • Devise suitable warm up activities for upcoming activities.	
Procedural Knowledge • Apply and develop a broad range of athletic skills in different ways. • Show control, coordination and consistency when running, throwing, and jumping. • Choose the appropriate running speed to meet the demand of the task. • Enjoy competing with others.	**Procedural Knowledge** • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique. • Intercept and stop the ball consistently. • Work well as part of a team, e.g. when fielding to make it harder for the batter	**Procedural Knowledge** • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances. • Catch a ball with increasing consistency. • Hit a ball with correct technique. • Intercept and stop the ball consistently. • Work well as part of a team, particularly when fielding to make it harder for the batter.	
Vocabulary Develop, experiment, distance, combination, balance, co-ordination, movement, distance, pull, target, technique, accelerate	**Vocabulary**	**Vocabulary** Batting, control, feeder, fielder, grip, score, wickets, Communication, long Barrier, striking, teamwork, underarm, wicket Keeper, bowler, position, technique	

PSHCE	
Relationships	Changing Me
Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help	How babies grow Understanding a baby's needs Outside body changes Inside body changes

Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Family stereotypes Challenging my ideas Preparing for transition