

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)	Sci-Fi Narrative – Direct Speech Instructions – How to make a Christmas stocking.	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	Aprendo español (I Am Learning Spanish)		La Fruta (Fruits)		La Fecha (The date)	
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?
<u>Knowledge</u> • 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. • <u>Knowledge of artists:</u> Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. • <u>Evaluating and analysing:</u> People use art to help explain or teach things. People make art to explore big ideas, like death or nature.	<u>Knowledge</u> 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	<u>Knowledge</u> 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.
<u>Vocabulary</u> abstract, arrangement, blend, botanical, botanist, composition, cut, dark, even, expressive, form, frame, frottage, geometric, gestural, grip, light, line, magnified, organic, object, pressure, rubbing, scale, scientific, shading, shape, smooth, surface, tear, texture, tone, tool,	<u>Vocabulary</u> 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.	<u>Vocabulary</u> cross stitch, running stitch, felt, fabric, function, visual appeal and trim.

viewfinder		
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?
<u>Knowledge</u> I know the bible is divided into books, chapters and verses, and arranged in two 'Testaments.' I know the Bible is a big best seller because it is an important book to millions of people. I know Christians use the Bible to help guide themselves and to learn about important things in life. I know what the 'big story' of the Bible is. I know about the ways Christians think of God and see the world. I know the similarities and differences between my own ideas about God and some Christian ideas.	<u>Knowledge</u> <u>I understand where and when the Ancient Egyptians existed and what their lives were like.</u> • 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. <u>I know Howard Carter discovered the tomb of Tutankhamun, a pharaoh, in 1922.</u> • 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. <u>I know that looking after the dead was important to people during ancient Egyptian times.</u> • 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. <u>I know how the Rosetta Stone allowed us to understand Egyptian writing.</u> • The Rosetta Stone was discovered by Pierre Bouchard. • It was decoded because it was also written in other known languages. • Hieroglyphics uses symbols instead of letters. • It took 20 years for the Rosetta Stone to be decoded.	<u>Knowledge</u> To find Spain on a map and recall at least 1 Hispanic country Children can locate Spain on a map and understand that there are other countries around the world that use Spanish as their national language. 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. To recognise and recall 10 colours Children can recognise and recall 10 different colours in Spanish. Azul/ blue Amarillo/yellow verde/green negro/black blanco/ white gris/ grey naranja/orange morado/purple marron/brown
<u>Vocabulary</u>	<u>Vocabulary</u>	

God, Bible, old testament, new testament, bible reference.	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 We will know: How to stay safe and respectful online; Use passwords and privacy settings to protect personal information; Communicate safely using online tools such as email; Recognise online advertising and its purpose; Understand the opportunities and risks of online communities.	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**We will know:**

Algorithms are a set of instructions used to solve problems and control programs.

Scratch uses different coding blocks that can be combined to create programs.

Sequences of blocks can be used to create, test and debug algorithms.

Loops and repetition can make programs more efficient by repeating instructions automatically.

Problems can be broken down into smaller parts (decomposition) to help design and create programs.

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
<u>Declarative Knowledge</u> • Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance. • Describe how your body feels when exercising.	<u>Declarative Knowledge</u> • Employ simple tactics in game situations. • Recognise and explain good performances. • Understand the link between heart rate and breathing when exercising.	<u>Declarative Knowledge</u> Improve decision making skills and choose the right skills that meet the needs of the situation. • Play simple tag rugby games with an understanding of the basic rules. • To follow the rules of the game.	<u>Declarative Knowledge</u> • Compete with others – Keeping and following the rules of the game. • Identify what you do well and what you find difficult. • Understand the link between heart rate and breathing when exercising.
<u>Procedural Knowledge</u> • 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	<u>Procedural Knowledge</u> • Move with a ball keeping it under control. • Perform basic skills needed for games with control and accuracy.	<u>Procedural Knowledge</u> • 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.	<u>Procedural Knowledge</u> • Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. Perform a basic forehand action.

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.	• 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).		• Throw/ Send a ball using a variety of techniques. • Take up space/ positions that make it difficult for opponents. • Keep a rally going.
<u>Vocabulary</u> Teamwork, straddle, experiment, pathway, level, point, front, support, quality, pike, control, routine, combine, apparatus, arabesque, practise, describe	<u>Vocabulary</u> Speed, dribble, movement, shoot, space, marking, attack, defend, decision, accuracy, tackle, strike, power, receive, position, experiment	<u>Vocabulary</u> Rugby balls, cones, tag belts, marker spots, bibs, hoops	<u>Vocabulary</u> 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
- I know being kind helps others feel safe and welcome at school. -I know our Learning Charter helps everyone follow rules so we can learn, play, and get along. -I know helping people feel included will make them feel better about coming to school.	-I know jealousy can make people unkind or begin to spread rumours about friends. -I know friends can feel worried or frustrated, and it is good to ask a teacher for help to solve friendship problems.

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 - Muslims	What were the greatest achievements of the Ancient Civilisations?	How do we talk about food in Spanish?

Knowledge

Know festivals like Easter and Christmas are celebrated by Christians.

Know 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.

Knowledge

I can explain when and where the Shang Dynasty, Indus Valley, Egyptian and Sumerian civilisations were in existence and describe similarities between their locations.

- 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.

I can label and explain the main geographical features of the Shang Dynasty.

- 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.

I can explain how the Shang Dynasty developed bronze technology.

- The Shang Dynasty used bronze to make weapons (unlike the Indus Valley people)
- They made 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.

I can explain how artefacts like oracle bones help us know more about the Shang Dynasty.

- The Shang people believed they were writing on dragon bones.

To recognise and recall 10 different fruits with the correct articles and determiners.

Children can name, recognise and remember up to 10 fruits in Spanish and spell some of these nouns with their correct article/determiner.

Una manzana = An apple Una fresa = A strawberry Una naranja = An orange Una pera = A pear Una cereza = A cherry Una ciruela = A plum Un melocotón = A peach Un plátano = A banana Un kiwi = A kiwi Un albaricoque = An apricot

To be able to change singular nouns into the plural form

Children recognise how quantifiers change for single/plural amounts

Las manzanas = the apples Las fresas = the strawberries Las naranjas = the oranges Las peras = the pears Las cerezas = the cherries Las ciruelas = the plums Los melocotones = the peaches Los plátanos = the bananas Los kiwis = the kiwis Los albaricoques = the apricots

To give a preference for or against.

Children can say verbally and in writing that they like or dislike a food ('Me gusta _____' or 'No me gusta _____')

	• 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. <u>I can explain the greatest achievements of the Shang Dynasty.</u> 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.	
<u>Vocabulary</u> Easter, Hannukah, Passover, Peasch, plague, Seder plate, Palm Sunday, Good Friday, Maundy Thursday, symbols.	<u>Vocabulary</u> Dynasty, valley, bronze technology, dagger-axe, ji, arrowheads, oracle bones, archaeologists, government, civilisation.	
<u>Music</u> Developing Singing Technique (Vikings)	<u>Computing</u> How do computers connect to make networks?	<u>Science</u> What do rocks tell us about the past?
<u>Knowledge</u> - 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.	<u>Knowledge</u> We will know: The difference between inputs and outputs; Explain how digital devices are used for different purposes; Understand that networks connect devices to share information; Recognise the role and benefits of networks in everyday life.	<u>We will know...</u> <u>Rocks:</u> 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.
<u>Vocabulary</u>	<u>Vocabulary</u>	<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	Input, Output, process, device, wires, server, wireless access points, network switch, network sockets, network cables.	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. - 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.	<u>Knowledge</u> We will know: Data can be organised and sorted using yes/no questions. Objects can be grouped and classified according to their attributes. Branching databases use questions to identify and separate information. Effective questions help users classify and identify objects accurately. Branching databases can be tested and refined to improve their effectiveness.	<u>Knowledge</u> Some forces need contact between two objects. Objects move differently on different surfaces. 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.
<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>

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	Attribute, value, questions, table, objects, Branching database, database, attribute, value, questions, objects, equal, even, separate, structure, compare, order, organise, attribute, information, decision tree	friction, resistance, magnetic field, north and south pole, attract, repel
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Physical Education	Physical Education	Physical Education	Physical Education
Volleyball	Dance	Golf	Hockey
<u>Declarative Knowledge</u> • 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 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.	<u>Declarative Knowledge</u> • Describe and evaluate the effectiveness and quality of a dance. • Collaborate with others.	<u>Declarative Knowledge</u> • Explore and understand how correct putting techniques can create a successful shot.	<u>Declarative Knowledge</u> • Employ simple tactics in game situations. • Learn how to recognise your own success. • Describe how your body feels when exercising.
<u>Procedural Knowledge</u> • 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.	<u>Procedural Knowledge</u> • 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.	<u>Procedural Knowledge</u> • Begin to develop the chipping technique, consistently lifting the ball from the floor. (<i>golf</i>) • Apply putting skills into game situations. (<i>golf</i>) • Show control and control to make accurate shots. • Demonstrate good teamwork skills.	<u>Procedural Knowledge</u> • 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).

<u>Vocabulary</u> Dig, steady Position, watch, support, throw, control, watch, target, accuracy, power, speed, direction, set, wide, tactics, successful	<u>Vocabulary</u> Audience, canon, choreography, level, fluency, performance, phrase, position, control, tutting, emotions, expressions, rhythm, unison, count	<u>Vocabulary</u> Accuracy, chipping, rough, control, bunker, fairway, dominant, non-dominant, success, collision, competitive, consistent, course, encourage, increase, decrease, putting, receive, target	<u>Vocabulary</u> Balls, hockey sticks, cones, marker spots, bibs, relay batons
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PSHCE

Dreams and Goals	Healthy Me
-I know what I am good at and can challenge myself by trying new roles. -I know working together and including everyone's ideas feels good and helps overcome challenges. -I know remembering successes can help me face challenges in the future.	-I know I should stay safe online and not chat privately with strangers, and I can tell an adult if someone pressures me. -I know my body tells me when I am scared or unwell, like having a dry mouth, upset tummy, or headache.

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?
<u>Knowledge</u> - 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.	<u>Knowledge</u> 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.	<u>Knowledge</u> 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.

- 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. <u>Knowledge of artists:</u> 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. <u>Evaluating and analysing:</u> Art can be purely decorative or it can have a purpose. People use art to tell stories and communicate. People can make art to express their views or beliefs. People use art to help explain or teach things.	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.	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.
<u>Vocabulary</u> ancient, audience, civilisation, colour, composition, convey, design, Egyptian, fold, imagery, inform, layout, material, painting, papyrus, pattern, process, scale, scroll, sculpture, shape, technique, zine	<u>Vocabulary</u> <i>Biome, climate, equatorial zone, subtropical zone, hemispheres, arid deserts, monsoon, native deciduous, polar, tropical, tundra, aquatic</i>	<u>Vocabulary:</u> 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?
<u>Knowledge</u>	<u>Knowledge</u> Topic objectives have been modified – knowledge to be completed at end of term.	To identify, say in order and respond to days of the week

Know how Christians show their beliefs in the home and in church, including the parable of the talents and the parable of the sower. Know how Christians make a difference in their local communities through charity. Know how and why different Christians use music in worship, looking at hymns Know why people stand up against injustice because of their religion, focussing on the 'Golden Rule'.	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 To summarise the impact of tool development on life in Britain during these times.	Children know the Spanish words for the 7 days of the week. Lunes/Monday martes/Tuesday miércoles/Wednesday jueves/Thursday Viernes/Friday sábado/Saturday Domingo/Sunday To identify and recall the 12 months of the year in Spanish. Children can recognise and recall all 12 months of the year in Spanish. Children can recognise and say the questions 'What month is it?' (Qué mes es?) and answer with Today is... (Hoy es ...) Enero/January febrero/February marzo/March Abril/April mayo/May junio/June julio/July Agosto/August septiembre/September Octubre/October Noviembre/November Diciembre/December 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 ask/answer questions about birthdays. 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.').
<u>Vocabulary</u> Hymn, choir, parable, community, worship, golden rule, sower, justice.	<u>Vocabulary</u>	
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?
	<u>Knowledge</u> <u>We will know:</u>	<u>Knowledge</u>

	Branching stories can be created with different pathways and outcomes. Presentation software can be used to organise and link content through hyperlinks. Design features such as themes, transitions, animations and shapes can improve presentations. Multimedia elements, including images, audio and video, can enhance communication. Presentations should be reviewed, edited and evaluated to ensure they are effective and meet their purpose.	We need light in order to see things and that dark is the absence of light. Light is reflected from surfaces. Shiny, light-coloured, metallic surface reflective light best. UV Light from the sun can be dangerous and there are ways to protect our eyes – sun cream, sunglasses, hats, shade, clothing. 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.
	<u>Vocabulary</u> 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	<u>Vocabulary</u> reflect, opaque, transparent, translucent
Ballads		Which conditions help seeds germinate faster?
<u>Knowledge</u> - 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.		<u>Knowledge</u> 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. Roots absorb water The requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) Water is transported through a plant by the stem. The part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Wind and animals can disperse seeds

<u>Vocabulary</u> 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		<u>Vocabulary</u> roots, stem, flower, anther, stigma, style, stamen, filament, petal, anchor, nutrients, transport, seeds, carbon dioxide, sunlight, absorb, ovary, carpel, reproduction.
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Physical Education	Physical Education	Physical Education	Physical Education
Athletics	Rounders	Cricket	
<u>Declarative Knowledge</u> • Recognise what they do well and what they find 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.	<u>Declarative Knowledge</u> • Identify what you need to practice improving your performance. • 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	<u>Declarative Knowledge</u> • Identify what you need to practice to improve your performance. • Understand the link between heart rate and breathing when exercising. • Devise suitable warm up activities for upcoming activities.	
<u>Procedural Knowledge</u> • 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.	<u>Procedural Knowledge</u> • 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	<u>Procedural Knowledge</u> • 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.	
<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>	

Develop, experiment, distance, combination, balance, co-ordination, movement, distance, pull, target, technique, accelerate		Batting, control, feeder, fielder, grip, score, wickets, Communication, long Barrier, striking, teamwork, underarm, wicket Keeper, bowler, position, technique	
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PSHCE

Relationships	Changing Me
-I know my siblings are special because they listen and help me when I have problems. -I know people from other countries produce things we need, and the money we spend supports their lives. -I know it is important to be respectful to everyone, even if they are different, because being disrespectful can hurt them.	-I know boys' and girls' bodies change on the outside during puberty so that when they grow up their bodies can make babies. -I know puberty can feel scary, and I can talk to an adult if I am worried.