



LONG TERM OVERVIEW

YEAR 3

2017/2018

	Autumn 2017		Spring 2018		Summer 2018	
	1	2	1	2	1	2
CURRICULUM DRIVERS	ENTERPRISE – PROBLEM SOLVING – COMMUNITY – CULTURAL UNDERSTANDING					
THEME	<u>Tremors</u>	<u>Predators</u>	<u>Tribal Tales</u>	<u>Urban Pioneers</u>	<u>Scrumdiddly-umptious</u>	<u>Gods and Mortals</u>
STIMULUS	Show a range of clips from natural disasters	Birds of prey	Artefacts presentation	Learning walk	Food tasting	Mini Olympics Sporting Event
CURRICULUM ENRICHMENT	Magna visit	Birds of prey	Den Building	Walk round Mexborough	Ministry of Food	God and Goddess day
BRITISH VALUES	Mutual respect Tolerance of those of different faiths and beliefs	Tolerance of those of different faiths and beliefs Individual liberty	Mutual respect Tolerance of those of different faiths and beliefs	Tolerance of those of different faiths and beliefs Individual liberty	Tolerance of those of different faiths and beliefs Individual liberty	Democracy The rule of law
EXTENDED WRITING OPPORTUNITIES	Non-chronological reports Recounts Setting descriptions Newspaper article	Story retelling Non-chronological reports Newspaper article Letter	Diary entries Artefact instructions Den building Story telling	Non-chronological reports Recounts Setting descriptions Newspaper article Biography writing	Story retelling Non-chronological reports Instructions Persuasive writing	Diary entries Artefact instructions Story telling Myths and legends
REAL LIFE MATHS OPPORTUNITIES	Temperature Reading temperature Money Weather graph Using maps and co-ordinates Height and width	Venn diagrams Height and width	Understanding dates Money Ordering dates and events Venn diagrams	Using maps and co-ordinates Height and width Ordering dates and events Venn diagrams	Understanding dates Money Ordering dates and events Venn diagrams	Using maps and co-ordinates Height and width Understanding dates Money
ENGLISH COMMUNICATION AND LANGUAGE – SEE LONG TERM ENGLISH PLANS						
UNDERSTANDING MATHS – SEE LONG TERM MATHS PLANS						

SCIENTIFIC UNDERSTANDING	SCIENCE	<p>Rocks</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. 	<p>Animals</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat 	<p>Plants</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore 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 investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>Forces</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Animals</p> <ul style="list-style-type: none"> identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Light</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change.
HISTORICAL AND GEOGRAPHICAL	GEOGRAPHY	<ul style="list-style-type: none"> Climate zones Rivers Mountains Volcanoes Locate and name different volcanoes Earthquakes Map and atlas work After effects of natural disasters Extreme weather conditions around the world Mountains 		<ul style="list-style-type: none"> Understanding that we are part of a town, county, region, country, continent Locating key features on a map (human and physical) NSEW on a map Recognising 8 points of the compass 	<ul style="list-style-type: none"> Understanding that we are part of a town, county, region, country, continent Locating key features on a map (human and physical) NSEW on a map Recognising 8 points of the compass Map work and grid references Identifying seas of the World Differences in weather climate Explaining features Naming and locating countries in the Northern Hemisphere and their capital cities Recognising physical and human features 		<ul style="list-style-type: none"> Geographical comparisons Physical features Human features Features of Greece on a map Similarities and differences Weather and climate Comparing the lifestyles of people in Greece and England

	HISTORY	Pompeii		<ul style="list-style-type: none"> • Hunter gatherers • Early farming • Bronze Age • Iron Age • Understanding BC and AD • Timeline work • Early communication and diet • The role of archaeologists • Comparing modern day to a given period of history 	<ul style="list-style-type: none"> • How invaders fought to conquer Britain • Why people moved to Mexborough • Mining • Historic features • Physical change • Mining Legacy • Access to various sources • Researching specific events 		<ul style="list-style-type: none"> • A study of Greek life • Achievements • Olympics • Greece's influence on the western world • Timeline of events • Studies of invasions
EXPRESSIVE ARTS	MUSIC	How can music describe a movement?	What is a melody?	Would we win a rap battle?	What's so special about 5 notes?		How musical is our playground?
	DANCE AND DRAMA	Stormy weather sequence			Dance to local music		Traditional dance
	ART	Roseau	Famous European artists	Interpretations of art made by Ancient Britons	Banksy Lowry	Food sketches	Ancient Greece paintings
TECHNOLOGY	DESIGN TECHNOLOGY	Volcano making		Den building Necklaces		Making food	Greek play masks Clay pots
	COOKING AND NUTRITION		Trying food related to cultures Food festival	Finding food Trying Stone Age food	Rationing	Healthy diet	Greek feast
	COMPUTING	ICT and E-Safety	Programming (Game on 2!)	Graphics (Photoshopped)	Programming (The Classics / Playability)	Programming (Let's Race)	Presentations (I love it when a plan comes together)
PHYSICAL AND WELL BEING DEVELOPMENT	PE <i>Discrete</i> <i>Follow RCS schemes</i>	Games: Striking/Fielding Unit Gym: Lessons 1 - 5 Dance: Lessons 1 - 5		Games: Net Games Unit Gym: Lessons 6 - 10 Dance: Lessons 6 - 10		Games: Invasion Unit Athletics: Unit 2 Gym: Lessons 11 - 16 Dance: Lessons 11 - 16	
	PSHE / SEALS / CITIZENSHIP <i>Discrete</i>	We're all stars (Community, Rights and responsibilities, Getting to know each other, Working together)	Be Friendly, Be Wise (Making and sustaining friendships, Conflict resolution, Antbullying, Keeping safe at home and outdoors)	Living Long, Living Strong (SRE: Growing and caring for ourselves; Valuing difference and keeping safe; Puberty, Healthy eating and exercise, Goal setting and motivation)	Daring to be Different (Identity and self-esteem, Difference and diversity, Peer influence and assertiveness)	Dear Diary (Comfortable and uncomfortable feelings, Problems in relationships, Antbullying, Help and support)	Joining in and Joining Up (Needs and responsibilities, Participation, Local democracy, Voluntary groups, Fund-raising activities)

RELIGIOUS STUDIES	RELIGIOUS EDUCATION <i>Discrete</i>	Hinduism Ganesh Chaturthi	Sikhism Guru Nanak Gurburab	Christianity Lent	Buddhism Vesak	Judiasm Shavuot	Islam The Hajj
MfL	FRENCH <i>La Jollie Ronde SoW</i>	Y2 Scheme of Work Lessons: 2-6	Y2 Scheme of Work: Lessons: 15-18	Y3 Scheme of Work: Lessons: 1-4	Y3 Scheme of Work: Lessons: 5 - 8	Y3 Scheme of Work: Lessons: 9-12	Y3 Scheme of Work: Lessons: 13-16