

## YEAR OVERVIEW 2022-23 for Year Group Y3

Subject	HT1 (4 days + 6 weeks)	HT2 (7 weeks)	HT3 (3 days + 5 weeks)	HT4 (6 weeks)	HT5 (5 weeks+ 4 days)	HT6 (7 weeks)
<b>English Writing:</b>	<p><b>Narrative story writing based on: Lucky Dip</b> (assessment)</p> <p><b>Character description: Stig of the Dump</b> (focus on grammatical terms)</p> <p><b>Historical Narrative: Stone Age Boy</b> (story structure and grammar)</p>	<p><b>Instructions:</b> Start with familiar things e.g. How to brush your teeth etc. Move on to 'How to trap a mammoth'</p> <p><b>Poem: The Hunt</b> (memorise &amp; perform)</p> <p>Analyse and compose poems</p>	<p><b>Non-chronological reports: France</b> Information booklet</p> <p><b>Persuasive letter writing</b> (letter to parents about France)</p>	<p><b>Descriptive writing</b> Mythical settings and creatures</p> <p><b>Story writing: Myths and Legends</b> Creating own mythical tale</p>	<p><b>Science-based non-chronological report</b> (plants)</p> <p><b>Recount: Botanical Gardens Trip</b></p>	<p><b>Narrative story writing: Dangle</b> Telling the same story from different points of view</p> <p><b>Story writing – extended narrative</b> (based on own ideas)</p>
<b>English reading</b>	<p><b>Novel Study: Bill's New Frock</b> by Anne Fine</p>	<p><b>Novel Study: Bill's New Frock</b> by Anne Fine</p>	<p><b>Novel Study: The Iron Man</b> by Ted Hughes</p>	<p><b>Novel Study: The Iron Man</b> by Ted Hughes</p> <p><b>VIPERS focus</b> on dragons and myths</p>	<p><b>VIPERS focus</b> through differentiated texts</p>	<p><b>Novel Study: Operation Gadget Man</b> by Malorie Blackman</p>
<b>Maths</b>	<p><b>Recap number fluency</b> Wk1</p> <p><b>Power Maths 3A Unit 1</b> Place value within 1,000 Wks 2, 3, 4</p> <p><b>Unit 2</b> Addition and subtraction (1) Wks 5, 6, 7</p>	<p><b>Power Maths 3A Unit 3</b> Addition and subtraction (2) Wks 1, 2, 3</p> <p><b>Unit 4</b> Multiplication and division (1) Wks 4, 5, 6, 7</p>	<p><b>Power Maths 3B Unit 5</b> Multiplication and division (2) Wks 1, 2, 3</p> <p><b>Unit 6</b> Money Wk4</p> <p><b>Unit 7</b> Statistics Wk5</p> <p><b>Consolidation</b> Wk6</p>	<p><b>Power Maths 3B Unit 8</b> Length Wks 1, 2</p> <p><b>Unit 9</b> Fractions (1) Wks 3, 4, 5</p> <p><b>Power Maths 3C Unit 10</b> Fractions (2) Wk 6</p>	<p><b>Power Maths 3C Unit 10</b> Fractions (2) Wks 1, 2</p> <p><b>Unit 11</b> Time Wks 3, 4, 5</p> <p><b>Unit 12</b> Angles and properties of shape Wk 6</p>	<p><b>Power Maths 3C Unit 12</b> Angles and properties of shape Wk 1</p> <p><b>Unit 13</b> Mass Wk 2</p> <p><b>Unit 14</b> Capacity Wk 3</p>

						<b>Assessment and consolidation</b> Wks 4, 5, 6 <b>Transition</b> Wk 7
<b>Calculation</b>  <b>Codes from DFE maths guidance</b>	2NPV-1  3NPV-2  2NF-1	3NF-1.  Y2 money & statistics	2AS-3  2AS-4  3AS-2  Y2 fractions	3NF-3  Y2 time & shape	2MD-2  3NF-2 10, 5, and 2 multiplication tables  Y2 measures	3NF-2 4 and 8 multiplication tables
<b>Science</b>	<b>Animals including humans -nutrition</b>	<b>Animals including humans -bones and muscles</b>  <b>Forces and Magnets</b>	No Science this half-term	<b>Rocks</b>	<b>Rocks &amp; soils</b>  <b>Plants</b>	<b>Light</b>
<b>Art and design</b>	<b>Drawing:</b> cave paintings with pencil and charcoal	<b>Sculpture:</b> Coil pot with textured design	No Art this half-term	<b>Painting:</b> Colour mixing (focus on limited colour palette of secondary colours)	<b>Painting:</b> Learning about different painting styles (Van Gogh, O'Keefe, Marianne North) Colour mixing – secondary colours, tones and tints (painting in the style of Georgia O'Keefe)	No Art this half-term
<b>Computing</b>  <b>Sheffield E-learning documents</b>	No Computing this half-term	<b>Unit 1.3</b> <b>What makes a good poster?</b> <b>Communicating: Text and Images</b>  Infographic and picollage (Bronze Age Houses)	<b>Unit 3.3</b> <b>Understanding &amp; Sharing Data</b>  How do we use databases to find out information? French and Scottish landscapes	<b>Unit 4.3</b> <b>Programming A</b> <i>Repetition, Selection and Events</i>  How do I draw complex shapes in Logo?	<b>Unit 5.3</b> <b>Programming B</b> <i>Repetition, Selection and Events</i>  How do I design simple programs? Scratch	<b>Unit 2.3</b> <b>Communicating: Multimedia</b>  How do I use a computer as a musician?  Garage band

				(Maths perimeter and length)		
<b>Design and technology</b>	<b>Creating a healthy yoghurt:</b> Food theory, Cooking techniques, Origins of food	No DT this half-term	Evaluate the work of: <b>Millau Bridge designers:</b> French structural engineer Michel Virlogeux and English architect Norman Foster.  (Link to Geography)	<b>Design, make and evaluate a dragon trap:</b> All objectives for designing and making covered	<b>Stitched designs (flower based work)</b> All objectives for designing and making covered	<b>Fantastic Contraptions:</b> All objectives for designing and making covered but more emphasis is put on cause and effect – design, evaluate, improve. Individ contraption design determines the type of ‘make’ coverage.
<b>Geography</b>	<b>England Region focus:</b> <i>South West (Wiltshire – Stonehenge link to History)</i>  Focus on <b>Scotland and Wales</b> – counties linked to the stone age and romans	No Geography this half-term	<b>France study</b>  <b>Italy (Romans)</b>  <b>Place Knowledge:</b> Alps/Highlands comparison and other hills and mountain ranges in the UK  <b>Human:</b> Settlement terms and meanings Trade Exports from France	No Geography this half-term	No Geography this half-term	Identify the position of <b>Equator, Northern Hemisphere, Southern Hemisphere</b>  <b>Location of Pakistan</b> – link to the migration of our families. Key religions. Climate Landscape Capital city
<b>History</b>	<b>Pre-Roman Britain</b>  <b>The Stone Age</b>  Skara Brae study (Geography)	<b>Pre-Roman Britain</b>  <b>Bronze Age:</b> key changes to British Life  <b>Iron Age Britain:</b> Celts	<b>Roman Britain</b>  <b>The Roman Empire</b> by AD 42 and the power of its army	No History this half-term	No History this half-term	No History this half-term

		How did iron change the way people lived?  Visit Creswell Crags				
<b>MFL</b>	1: Greetings and French culture 2: Greetings and classroom instructions 3: Classroom instructions 4: Animals	6: Numbers and plurals 7: Connectives and simple sentences 8: Gender 10: Je m'appelle	12: Je suis and Ma maman story 13: Colours and aliens story 14: Colours and opinions 15: Word order of adjectives	18: Numbers 1-10 19: Numbers and j'ai 20: Age 21: Definite (le,le,les) and indefinite articles (un,une)	22: Je voudrais 23: The connective 'mais' 24: C'est & the Hare and the Tortoise	25: Aussi 26: numbers 1–15 27: Days of the week
<b>Music</b>	<b>Sounds</b>  Music Express 7-8 Unit 3	<b>Human Body</b>  Music Express 7-8 Unit 9	<b>Singing French</b>  Music Express 7-8 Unit 10	<b>Building</b>  Music Express 7-8 Unit 2	<b>Time</b>  Music Express 7-8 Unit 6	<b>Food &amp; Drink</b>  Music Express 7-8 Unit 12
<b>PE</b>	<b>Netball skills</b>	<b>Stone Henge Dance</b>  <b>Personal Challenges</b>	<b>Hockey skills</b>	<b>Gymnastics</b>  <b>Personal Challenges</b>	<b>Teambuilding</b>	<b>Rounders skills</b>  <b>Athletics</b>
<b>RE</b>	<b>Beliefs and questions</b>  <b>Christianity</b>  Explore links between bible stories of creation and Christian beliefs about God as the creator  Challenges of commitment  Impact of believing	<b>Beliefs and questions</b>  <b>Christianity</b>  Celebrations and commitments: Christmas, Pentecost & Easter  Explore 'big questions' about origin	<b>Religion, family and community: Prayer</b>  <b>Judaism and Islam</b>  Jewish and Islamic prayer and worship  Symbols, prayers and actions  Compare practices  Importance of community cohesion	<b>Religion, family and community: Prayer</b>  <b>Judaism and Islam</b>  Further explore the meaning of prayer in these communities: Who prays, Why some people believe God answers their prayers	<b>The journey of life and death</b>  <b>Christians, Hindus, Muslims, Buddhists</b>  Life as a journey study of evidence (scriptures)  Make connections between different features of the religions and world views	<b>The journey of life and death</b>  <b>Christians, Hindus, Muslims, Buddhists</b>  Compare how religions celebrate and acknowledge life's milestones and reflect on ideas of their own  Develop their understanding of beliefs about life

				Personal prayer – linking religions  Compare the church to a mosque and synagogue  (church visit)		after death in Islam and Buddhism  Develop an understanding of links between beliefs
<b>RSHE</b>	<b>Staying healthy</b> P1) How do I keep my body healthy? P2) How do I get a healthy diet?  <b>Online Safety</b> Os1) Online strangers	<b>Family</b> Fa1) Do Families always stay the same? Fa2) Are all families like mine?  <b>Online Safety</b> How am I treated online? How do I treat others?	<b>Friends</b> Fr1) What makes a good friend?  <b>Online Safety</b> Os2) Sharing Online	<b>Community</b> C1) How do we make the world fair? C2) Where do you feel like you belong?  <b>Online Safety</b> Os3) Friendship Online	<b>Understanding My Feelings</b> M1) How do I manage my feelings?  <b>Online Safety</b> Linked to the above	<b>Online Safety</b> Os4) Personal information (mention)  <b>Transition</b>
<b>Half Term Themes</b>	<b>Stone Age</b>	<b>Bronze Age and Iron Age</b>	<b>France &amp; The Romans</b>	<b>Myths &amp; Legends</b>	<b>Plants</b>	<b>Dangle</b>
		Creswell Crags	France Day	Church visit	Botanical Gardens	