

YEAR OVERVIEW 2021-22 for YEAR 3

Subject	HT1 (7 ½ weeks)	HT2 (7 weeks)	HT3 (6 weeks)	HT4 (6 weeks)	HT5 (6 weeks)	HT6 (7 weeks)
	Stone Age	Bronze Age & Iron Age	France & Romans	Myths & Legends: Dragons	Plants	Dangle (Short Film)
	Creswell Crags		France Day	Church visit	Botanical Gardens	
Literacy Links: History Science Geography Art DT	Narrative story writing based on: Lucky Dip (assessment) Historical Narrative: Stone Age Boy (story study) Individual innovated versions Character comparison: Stig of the Dump (extract)	Instructions: Start with familiar things e.g. How to brush your teeth etc. Move on to ‘How to trap a mammoth’ Poem: The Hunt (perform)	Non-chronological reports: France Information booklet Persuasive letter writing (From a Celtic or Roman soldier)	Descriptive writing Dragon based Vocabulary focus Story writing: Myths and Legends: George and the Dragon improvised sections plus newly created content (How to Train a Dragon)	Science-based non-chronological report (plants) Recount: Botanical Gardens Trip	Narrative story writing: Dangle
Maths	Recap number fluency Wk1 Power Maths 3A Unit 1 Place value within 1,000 Wks 2, 3, 4 Unit 2 Addition and subtraction (1) Wks 5, 6, 7	Power Maths 3A Unit 3 Addition and subtraction (2) Wks 1, 2, 3 Unit 4 Multiplication and division (1) Wks 4, 5, 6, 7	Power Maths 3B Unit 5 Multiplication and division (2) Wks 1, 2, 3 Unit 6 Money Wk4 Unit 7 Statistics Wk5 Consolidation Wk6	Power Maths 3B Unit 8 Length Wks 1, 2 Unit 9 Fractions (1) Wks 3, 4, 5 Power Maths 3C Unit 10 Fractions (2) Wk 6	Power Maths 3C Unit 10 Fractions (2) Wks 1, 2 Unit 11 Time Wks 3, 4, 5 Unit 12 Angles and properties of shape	Power Maths 3C Unit 12 Angles and properties of shape Wk 1 Unit 13 Mass Wk 2 Unit 14 Capacity

					Wk 6	Wk 3 Assessment and consolidation Wks 4, 5, 6 Transition Wk 7
Number Fluency	<p>2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.</p> <p>3NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.</p>	<p>2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice</p> <p>3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</p>	<p>2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number</p> <p>2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p> <p>3AS-2 Add and subtract up to three-digit numbers using columnar methods.</p>	<p>3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10), for example: $8 + 6 = 14$ and $14 - 6 = 8$ so $80 + 60 = 140$ and $140 - 60 = 80$ and $3 \times 4 = 12$ and $12 \div 4 = 3$ so $30 \times 4 = 120$ and $120 \div 4 = 30$</p>	<p>2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division)</p> <p>3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, and 2 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.</p>	<p>3NF-2 Recall multiplication facts, and corresponding division facts, in the 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.</p>

<p>Science</p> <p>Links: English Art DT History</p>	<p>Animals including humans</p> <p>Y2 content: Sc2/2.3a Notice that animals, including humans, have offspring which grow into adults. Know adult and offspring names for animals Know how we describe different ages of human</p> <p>Y3 content: Sc3/2.2a 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> <p>Sc3/2.2b Identify that humans and some other animals have skeletons and muscles for support,</p>	<p>Sc3/4.2 Forces and Magnets</p> <p>Sc3/4.2a Compare how things move on different surfaces</p> <p>Sc3/4.2b Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Sc3/4.2c Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Sc3/4.2d 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</p>	<p>No Science this half-term</p>	<p>Sc3/3.1 Rocks</p> <p>Sc3/3.1a Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Sc3/3.1b Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p>	<p>Sc3/3.1 Rocks</p> <p>Sc3/3.1c Recognise that soils are made from rocks and organic matter.</p> <p>Sc3/2.1 Plants</p> <p>Sc3/2.1a Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Sc3/2.1b 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</p> <p>Sc3/2.1c Investigate the way in which water is transported within plants</p>	<p>Sc3/4.1 Light</p> <p>Sc3/4.1a Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Sc3/4.1b Notice that light is reflected from surfaces</p> <p>Sc3/4.1c Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Sc3/4.1d Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Sc3/4.1e Find patterns in the way that the size of shadows change.</p>
---	--	--	----------------------------------	---	---	--

	protection and movement	<p>Sc3/4.2e Describe magnets as having 2 poles</p> <p>Sc3/4.2f Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>			<p>Sc3/2.1d Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	
<p>Art</p> <p>Links: English Science DT History</p>	<p>Ar2/1.2 To improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Drawing cave paintings with pencil and charcoal</p>	<p>Ar2/1.2 To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Textured clay bowls</p>	No Art this half-term	<p>Ar2/1.2 To improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Mythical creatures colour mixing (dragon scales)</p>	<p>Ar2/1.3 Learn about great artists, architects and designers in history. Work in the style of: Van Gogh, O'Keefe, Marianne North (flowers)</p> <p>Ar2/1.2 To improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Continue and innovate sections from the original</p>	No Art this half-term

					pieces of art.	
Computing Unit 0.3 Key Skills Covered throughout the year	No Computing this half-term	Unit 1.3 What makes a good poster? Communicating: Text and Images Infographic and picollage (Bronze Age Houses)	Unit 3.3 Understanding & Sharing Data How do we use databases to find out information? French and Scottish landscapes	Unit 4.3 Programming A Repetition, Selection and Events How do I draw complex shapes in Logo? (Maths perimeter and length)	Unit 5.3 Programming B Repetition, Selection and Events How do I design simple programs? Scratch	Unit 2.3 Communicating: Multimedia How do I use a computer as a musician? Garage band
DT Links: Science Art English	Creating a healthy yoghurt: DT2/2.1a Food theory D2/2.1b 2.1c Cooking techniques DT2/2.1d Origins of food	No DT this half-term	DT2/1.3c Evaluate the work of: Millau Bridge designers: French structural engineer Michel Virlogeux and English architect Norman Foster. (Link to Geography)	Design, make and evaluate a dragon trap: All objectives for designing and making covered	Stitched designs (flower based work) All objectives for designing and making covered	Fantastic Contraptions: All objectives for designing and making covered but more emphasis is put on cause and effect – design, evaluate, improve. Indiv contraption design determines the type of ‘make’ coverage.

<p>Geography</p> <p>Links: History English</p>	<p>Ge2/1.1b Name and locate counties and cities of the United Kingdom</p> <p>England Region focus: <i>South West (Wiltshire - Stonehenge)</i></p> <p>(Focus on Scotland and Wales)</p>	<p>No Geography this half-term</p>	<p>Ge2/ 1.1a Locate the world's countries, using maps to focus on Europe</p> <p><i>France study Italy (Romans)</i></p> <p>Ge2/1.2a Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</p> <p>Ge2/1.1b Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p>	<p>No Geography this half-term</p>	<p>No Geography this half-term</p>	<p>Ge2/1.1c Identify the position of Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Ge2/1.1a Locational Knowledge</p> <p>Location of Pakistan – link to the migration of our families. Key religions. Climate Landscape Capital city</p>
--	---	------------------------------------	---	------------------------------------	------------------------------------	---

			<p>Locational knowledge: Scotland and Wales</p> <p>Place Knowledge: Alps/Highlands comparison</p> <p>Ge2/1.3a Physical Mountains in UK and Europe</p> <p>Ge2/1.3b Human Settlement terms and meanings Trade Exports from France and Scotland</p>			
<p>History</p> <p>Links: Geography English Art DT</p>	<p>Hi2/1.1 Pre-Roman Britain</p> <p>The Neolithic Stone Age What was 'new' about the New Stone Age?</p> <p>Visit Creswell Crags</p> <p>Skara Brae study (Geography)</p> <p>Stone Age Boy is used as an</p>	<p>Hi2/1.1 Overview of Bronze Age - key changes to British Life. 'Is bronze better than stone?'</p> <p>Pre-Roman Britain – Iron Age Britain: Celts How did iron change lives? Study of hill forts, understand tribal kingdoms, farming, art and</p>	<p>Hi2/1.2 Roman Britain</p> <p>The Roman Empire by AD 42 and the power of its army</p> <p>Empire expansion and the invasions(s) of Britain Resistance Cultural influence on Britain Hadrian's wall Roman site study</p>	No History this half-term	No History this half-term	No History this half-term

	historical vehicle. Stig – adds to the historical vocabulary and discussion.	culture. Archaeological evidence will be studied.				
MFL	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
Music	See AB for planning					
PE (Indoor)	PE2/1.1b Netball skills Develop the range and consistency of their skills in all games Improve their ability to choose and use simple tactics and strategies Keep, adapt and make rules for striking and fielding and net games	PE2/1.1d Stone Henge Dance I moves	PE2/1.1b Hockey skills The following skills should be developed: Ball control Passing Shooting Keeping goal Pitch positions Leadership and tactics	PE2/1.1c Gymnastics Shapes Static and Dynamic balances Movement Rolls Jumps (see Lowfield gymnastics curriculum)	PE2/1.1e Teambuilding Solving problems, e.g. 'cross the swamp' Working effectively with others: in pairs; in threes; in larger teams Leadership and strategies	PE2/1.1b Rounders skills The following skills should be developed: Striking Fielding (throwing, catching and fielding positions) Leadership and tactics
PE (Outdoor)	PE2/1.1b Netball: Team Games Develop the range and consistency of their skills in all	PE2/1.1a PE2/1.1f Personal challenges Use running, jumping, throwing	PE2/1.1b Hockey games Apply skills learned during indoor lessons to modified outdoor	PE2/1.1a PE2/1.1f Personal challenges Use running, jumping, throwing	PE2/1.1e Problem solving: team challenges Outdoor Challenges using Playground	PE2/1.1a Athletics 2 weeks each on: Running 50m Throwing (ball) Jumping (standing

<p>RSHE</p>	<p>Staying healthy P1) How do I keep my body healthy? P2) How do I get a healthy diet?</p> <p>Online Safety Os1) Online strangers</p>	<p>Family Fa1) Do Families always stay the same? Fa2) Are all families like mine?</p> <p>Online Safety How am I treated online? How do I treat others?</p>	<p>Friends Fr1) What makes a good friend?</p> <p>Online Safety Os2) Sharing Online</p>	<p>Community C1) How do we make the world fair? C2) Where do you feel like you belong?</p> <p>Online Safety Os3) Friendship Online</p>	<p>Understanding My Feelings M1) How do I manage my feelings?</p> <p>Online Safety Linked to the above</p>	<p>Online Safety Os4) Personal information (mention)</p> <p>Transition</p>
--------------------	--	--	--	---	--	---