

**YEARLY OVERVIEW**

**YEAR 3**

	TOPIC	VISIT	SCIENCE	HISTORY	GEOGRAPHY	ART	DT	MUSIC	FRENCH	PE	Computing	RSE
Autumn 1	Our Country		<p><b>ANIMALS INCLUDING HUMANS</b>                      identify that humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat                      identify that humans have skeletons and muscles for support, protection and movement.                      -Ask relevant questions when prompted.                      -Set up simple and practical enquiries, comparative and fair tests.                      -Use standard units when taking measurements.                      -With prompting, suggest conclusions from enquiries,                      suggest how findings could be reported, gather and record data about similarities, differences and changes.                      -With prompting, suggest conclusions that can be drawn from data.                      -With prompting, suggest possible improvements or further questions to investigate</p>	<p><b>GEOG: WHY DO WE HAVE CITIES?</b>                      Describe and understand key aspects of human geography, including types of settlement and land use                      Name and locate counties and cities of the United Kingdom                      Use maps, atlases, globes and digital/computer mapping to locate and describe features studied                      - Name and locate some 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), and land-use patterns; and understand how some of these aspects have changed over time                      - Use 4 figure compasses, and letter/number co-ordinates to identify features on a map                      - Locate the UK on a variety of different scale maps                      - Name &amp; locate some of the counties and cities of the UK</p>		<p><b>DT: CONSTRUCTION</b>                      CHRISTMAS BISCUITS IN A BOX                      Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.                      Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.                      select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.                      Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work                      Apply understanding of how to strengthen, stiffen and reinforce more complex structures.                      - Model their ideas using prototypes and pattern pieces                      - Gather information about the needs and wants of individuals and groups                      - Measure, mark out, cut and shape materials and components with some accuracy                      -Measure, mark out, cut and shape materials and components with some accuracy                      - Assemble, join and combine materials and components with some accuracy                      -Follow safety procedures                      - Investigate existing products - how well products have been designed, how well products have been made                      - Understand how to construct a box using the correct tools and methods</p>		<p>ALL ABOUT ME                      -Listen, respond to simple rhymes, stories &amp; songs                      -Perform simple communicative tasks, using single words, phrases and short sentences                      -Recognise words and respond to sound patterns                      -Listen attentively and understand instructions, everyday classroom language and praise.                      -Recognise some familiar words in written form                      -Make links between some phonemes and spellings and read aloud familiar words                      -Experiment with writing simple words                      -Recognise question forms                      -Identify specific sounds, phonemes and graphemes.                      -Look at the face of the speaker                      -Use gesture and mime</p>	<p>Gymnastics                      Perform a sequence – change speed, types of balance and travel.                      Develop upper body strength. Explore balancing on combinations of body parts.                      Travel at different speeds and in different pathways                      Develop control when rolling on floor and using apparatus.                      Ball Skills                      Practise skills of throwing and catching in isolation, with greater accuracy.                      Apply basic principles of attacking and defending.</p>	<p>Digital Literacy                      Programming</p>		
Autumn 2	Stone Age to Iron Age		<p><b>ANIMALS</b>                      identify that animals need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat                      identify that animals have skeletons and muscles for support, protection and movement.                      -Ask relevant questions when prompted.                      -Record findings in various ways.                      -With prompting, use various ways of recording, grouping and displaying evidence</p>	<p><b>HIST: STONE AGE TO IRON AGE</b>                      Changes in Britain from Stone Age to Iron Age                      - Begin to develop chronological knowledge and understanding of history, local, British and world                      -Understand that knowledge about the past is constructed from a variety of sources                      -Identify and give reasons for historical events, situations and changes</p>		<p><b>ART: Animal Prints</b>                      to create sketch books to record their observations and use them to review and revisit ideas                      to improve their mastery of art and design techniques, including painting about great artists, architects and designers in history                      to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials                      -Use a range of stimulus for print trying to show more abstract ways of showing views.                      -Develop group and individual pieces working on a range of scales                      -Blend two colours when printing                      -Use sketch books to record observations                      -Include increased detail</p>			<p>Dance                      Perform dances using a range of movement patterns. Develop movement using action, space, relationships and dynamics.                      Show beginning, middle and end and link to music.                      Music – Animals / The Jungle</p>	<p>Digital Literacy                      Communication, Publishing and Collaborating                      Digital Imagery</p>	<p>GET UP!                      THE SACRAMENTS                      JESUS, MY FRIEND</p>	
Spring 1	The Romans	Segedunum or Arbeia	<p><b>FORCES AND MOVEMENT</b>                      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.                      -Ask relevant questions when prompted.                      -Use standard units when taking measurements.                      -Record findings in various ways.                      -Make systematic observations, using simple equipment.                      -Use standard units when taking measurements.                      -With prompting, suggest conclusions from enquiries,                      suggest how findings could be reported, gather and record data about similarities, differences and changes.                      -With prompting, suggest conclusions that can be drawn from data.</p>	<p><b>HIST: THE ROMANS</b>                      The Roman Empire and its impact on Britain                      - Begin to develop chronological knowledge and understanding of history, local, British and world                      -Put events and people on a timeline                      -Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance                      -Understand that knowledge about the past is constructed from a variety of sources                      - Be aware that different versions of the past may exist and begin to suggest reasons for this                      - Identify and begin to describe historically significant people and events in situations                      -Identify and give reasons for historical events, situations and changes</p>		<p><b>DT: MECHANISMS</b>                      MAKE A FUNCTIONAL PRODUCT- CATAPULTS                      Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes                      Select from and use a wider range of tools and equipment to perform practical tasks.                      Investigate and analyse a range of existing products accurately understand how key events and individuals in design and technology have helped shape the world. Link to work in history (Romans).                      Understand and use mechanical systems in their products.                      - Share and clarify ideas through discussion                      - Select tools and equipment suitable for the task                      -Assemble, join and combine materials and components with some accuracy                      -Follow safety procedures                      - Identify the strengths and weaknesses of their ideas and products                      - Understand how levers and linkages or pneumatic systems create movement</p>		<p>GAMES AND SONGS                      -Listen, respond to simple rhymes, stories &amp; songs                      -Perform simple communicative tasks, using single words, phrases and short sentences                      -Recognise words and respond to sound patterns                      -Listen attentively and understand instructions, everyday classroom language and praise.                      -Recognise some familiar words in written form                      -Make links between some phonemes and spellings and read aloud familiar words                      -Experiment with writing simple words                      -Recognise question forms and negatives                      -Identify specific sounds, phonemes and graphemes.                      -Look at the face of the speaker                      -Use gesture and mime</p>	<p>Basketball                      Use running, jumping, throwing, catching in isolation and in combination.                      Play modified games (basketball) and apply basic principles suitable for attacking and defending.                      Work as a team and develop an understanding of fair play.</p>	<p>Digital Literacy                      Programming                      Communication and Publishing</p>	<p>FAMILY, FRIENDS AND OTHERS                      WHEN THINGS FEEL BAD</p>	

Spring 2	Invaders		<p><b>LIGHT</b> 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 a solid object find patterns in the way that the size of shadows change.</p> <p>-Ask relevant questions when prompted. -Set up simple and practical enquiries, comparative and fair tests. -Make systematic observations, using simple equipment. -With prompting, suggest conclusions from enquiries, suggest how findings could be reported, gather and record data about similarities, differences and changes. -With prompting, suggest conclusions that can be drawn from data. -With prompting, suggest possible improvements or further questions to investigate</p>	<p><b>HIST: INVADERS</b> <b>Britain's Settlement by Anglo-Saxons and Scots</b> -Begin to develop chronological knowledge and understanding of history, local, British and world</p> <p>-Put events and people on a timeline</p> <p>-Begin to use correct terminology to describe events in the past</p> <p>-Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance -Understand that knowledge about the past is constructed from a variety of sources - Be aware that different versions of the past may exist and begin to suggest reasons for this - Describe and begin to make links between main events, situations and changes within and across different periods and societies -Identify and give reasons for historical events, situations and changes</p>	<p><b>MUSIC:</b> Ukulele <b>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</b> <b>Listen with attention to detail and recall sounds with increasing aural memory.</b> - Keep a steady pulse in a group and solo, without musical accompaniment, demonstrating different time signatures (2/3, 3/4 and 4/4), using at least 3 different tempos. -Perform rhythms that are longer than two bars, using crotchets, quavers, minims and their rests. - Perform and compose, using at least 3 pitched notes or chords and simple rhythms (crotchets, quavers, minims and rests) - Create basic 3 note tunes and simple rhythms, using crotchets, quavers, minims and their rests.</p>		<p>Tag Rugby Use running, jumping, throwing, catching in isolation and in combination. Play competitive games (tag rugby) and apply basic principles suitable for attacking and defending. Work as a team and develop an understanding of fair play.</p>	<p>Digital Literacy Digital Media Digital Imagery</p>	<p>SHARING ONLINE CHATting SAFE IN MY BODY DRUGS, ALCOHOL AND TOBACCO FIRST AID HEROES</p>
Summer 1	Local Life	Newcastle-Discovery Museum	<p><b>PLANTS</b> 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> <p>-Ask relevant questions when prompted. -With prompting, use various ways of recording, grouping and displaying evidence -Set up simple and practical enquiries, comparative and fair tests. -Make systematic observations, using simple equipment. -Use standard units when taking measurements. -With prompting, suggest conclusions from enquiries, suggest how findings could be reported, gather and record data about similarities, differences and changes. -With prompting, suggest conclusions that can be drawn from data. -With prompting, suggest possible improvements or further questions to investigate</p>	<p><b>GEOG: WHY IS THE NORTH EAST SPECIAL?</b> <b>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water and the physical geography of rivers.</b> <b>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</b></p> <p>-Select views to photograph -Add titles and labels giving date and location information -Draw an annotated sketch from observation including descriptive / explanatory labels -Ask geographical questions -Use a simple database to present findings from fieldwork -Record findings from fieldtrips - Try to make a map of a short route experiences, with features in current order - Create a simple scale drawing - Use standard symbols, and understand the importance of a key</p>	<p><b>MUSIC:</b> Local Music- traditional songs <b>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</b> <b>Listen with attention to detail and recall sounds with increasing aural memory.</b> <b>Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians.</b> - Sing songs and folk rounds whilst accompanied by ostinatos from the group. - Use voices to create and control sounds, including tempo, volume and pitch. - Identify and describe musical features in pieces from different traditions - Sing or play back simple melodies that are heard</p>	<p><b>PORTRAITS</b> -Listen, respond to simple rhymes, stories &amp; songs -Perform simple communicative tasks, using single words, phrases and short sentences -Recognise words and respond to sound patterns -Listen attentively and understand instructions, everyday classroom language and praise. -Recognise some familiar words in written form -Make links between some phonemes and spellings and read aloud familiar words -Experiment with writing simple words -Recognise question forms and negatives -Identify specific sounds, phonemes and graphemes. -Look at the face of the speaker -Use gesture and mime</p>	<p>Tennis</p> <p>Swimming swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations.</p>	<p>Digital Literacy Communication and Publishing</p>	<p>A COMMUNITY OF LOVE WHAT IS THE CHURCH?</p>
Summer 2	Extreme Earth		<p><b>ROCKS</b> 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> <p>-Ask relevant questions when prompted. -Make systematic observations, using simple equipment.</p>	<p><b>GEOG: WHY DOES ITALY SHAKE, RATTLE AND ROAR?</b> <b>Describe and understand key aspects of volcanoes and earthquakes</b></p> <p>- Draw an annotated sketch from observation including descriptive / explanatory labels - Ask geographical questions - Create a simple scale drawing -Locate places using a range of maps including OS &amp; digital - Describe and understand key aspects of volcanoes and earthquakes</p>	<p><b>ART:</b> Jackson Pollock and Claude Monet <b>to create sketch books to record their observations and use them to review and revisit ideas</b> <b>to improve their mastery of art and design techniques, including painting about great artists, architects and designers in history</b> -Describe the work of Jackson Pollock -Experiment with different tones -Mix and match colours -Explore complimentary colours in creating patterns -Lighten and darken tones using black and white</p>		<p>Cricket Play competitive games Explore different styles of throwing. Use running, jumping, throwing, catching in isolation and in combination. Play modified games (cricket) and apply basic principles suitable for attacking and defending. Work as a team and develop an understanding of fair play.</p>	<p>Digital Literacy Handling Data Digital Media Communication and Publishing</p>	<p>HOW DO I LOVE OTHERS?</p>