

YEARLY OVERVIEW YEAR 3

Quality/characteristic	colour
Respect	
Ambition	
Inquisitiveness	
God's love	
Resilience	
Independence	
Service	

	TOPIC	VISIT	CAREERS LINK	SCIENCE	HISTORY GEOGRAPHY	ART	DT	MUSIC	FRENCH	PE	Computing	RSE
Autumn 1	Our Country		Vet Focus on the physiology of animals	ANIMALS INCLUDING HUMANS 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	GEOG: WHY DO WE HAVE CITIES? 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 & locate some of the counties and cities of the UK	DT: CONSTRUCTION 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			ALL ABOUT ME -Listen, respond to simple rhymes, stories & 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	Fundamental Movement Begin to understand own and others' strengths and weaknesses Throw underarm and overarm at a target with some accuracy with either hand Receive a ball accurately Receive a ball whilst on the move Demonstrate some of the principles of attacking and defending Send and receive a ball under pressure	Online Safety and Digital Literacy Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact. Create and use a simple password Be able to log in and out of websites used at school Know which websites are useful and begin to understand all might not be trustworthy Know that some people on the internet should not be trusted Know that concerns about what they see on-line should be reported to a trusted adult. (Purple Mash – Unit 3.2 Online Safety)	Get Up! The Sacraments Children can explain that: We are created individually by God God made us with the desire to be loved and to love Every human life is precious from the beginning of life (conception) to natural death Personal and communal prayer and worship are necessary ways of growing in our relationship with God In Baptism God makes us His adopted children and 'receivers' of His love By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). It is important to make a nightly examination of conscience
			Autumn 2	Stone Age to Iron Age	Visitor in school	Historian	ANIMALS 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	HIST: STONE AGE TO IRON AGE 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	ART: PRINTING ANIMAL PRINTS 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			Games – Attack and Defence Begin to understand own and others' strengths and weaknesses Throw underarm and overarm at a target with some accuracy with either hand Receive a ball accurately Receive a ball whilst on the move Demonstrate some of the principles of attacking and defending Send and receive a ball under pressure

Spring 1	The Romans	Segedunum or Arbeia	<p>Engineer / St Bedes support if needed</p>	<p>FORCES AND MOVEMENT 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> <p><i>-Ask relevant questions when prompted.</i> <i>-Use standard units when taking measurements.</i> <i>-Record findings in various ways.</i> <i>-Make systematic observations, using simple equipment.</i> <i>-Use standard units when taking measurements.</i> <i>-With prompting, suggest conclusions from enquiries,</i> <i>suggest how findings could be reported, gather and record data about similarities, differences and changes.</i> <i>-With prompting, suggest conclusions that can be drawn from data.</i></p>	<p>HIST: THE ROMANS The Roman Empire and its impact on Britain <i>- Begin to develop chronological knowledge and understanding of history, local, British and world</i></p> <p><i>-Put events and people on a timeline</i></p> <p><i>-Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</i> <i>-Understand that knowledge about the past is constructed from a variety of sources</i> <i>- Be aware that different versions of the past may exist and begin to suggest reasons for this</i> <i>- Identify and begin to describe historically significant people and events in situations</i> <i>-Identify and give reasons for historical events, situations and changes</i></p>	<p>DT: MECHANISMS 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.</p> <p><i>- Share and clarify ideas through discussion</i> <i>- Select tools and equipment suitable for the task</i> <i>-Assemble, join and combine materials and components with some accuracy</i> <i>-Follow safety procedures</i> <i>- Identify the strengths and weaknesses of their ideas and products</i> <i>- Understand how levers and linkages or pneumatic systems create movement</i></p>	<p>GAMES AND SONGS <i>-Listen, respond to simple rhymes, stories & songs</i> <i>-Perform simple communicative tasks, using single words, phrases and short sentences</i> <i>-Recognise words and respond to sound patterns</i> <i>-Listen attentively and understand instructions, everyday classroom language and praise.</i> <i>-Recognise some familiar words in written form</i> <i>-Make links between some phonemes and spellings and read aloud familiar words</i> <i>-Experiment with writing simple words</i> <i>-Recognise question forms and negatives</i> <i>-Identify specific sounds, phonemes and graphemes.</i> <i>-Look at the face of the speaker</i> <i>-Use gesture and mime</i></p>	<p>OAA <i>Communicate effectively with teammates</i> <i>Work as a team to solve a problem</i> <i>Follow the rules of an activity</i> <i>Navigate around an area by following directions</i> <i>Use a map to follow directions</i></p> <p>Gymnastics</p> <p><i>Children should learn to use a broader range of skills in isolation and combination, and begin linking them to make sequences of movement</i> <i>Travelling- Children should look at travelling in different pathways using apparatus and changing speeds</i></p> <p><i>Jumping- Children to show control when creating star shape and tuck shape in the air</i></p> <p><i>Balancing - Explore balancing on combinations of 1/2,3/4 points e.g. 2 hands and 1 foot</i> <i>Balance on floor and apparatus exploring which body parts are the safest to use.</i></p> <p><i>Rolling - Continue to develop control in the Pencil, Dish, Teddy Bear & Rock and Roll rolling actions on the floor, off and along apparatus or in time with a partner.</i> <i>Combine the phases of earlier rolling actions into complete movement</i></p> <p>Dance Respond to a variety of stimuli</p> <p><i>Explore and experiment with movement ideas and possibilities</i></p> <p><i>Create dance phrases and dances</i></p> <p><i>Perform their dance to an audience showing confidence</i></p> <p><i>Evaluate experiences and outcomes and set goals for their own development</i></p> <p><i>Show an awareness of different dance style and traditions</i></p> <p>Games – Net and Wall Games</p> <p><i>Begin to understand own and others' strengths and weaknesses</i> <i>Throw underarm and overarm at a target with some accuracy with either hand</i> <i>Receive a ball accurately</i> <i>Receive a ball whilst on the move</i> <i>Demonstrate some of the principles of attacking and defending</i> <i>Send and receive a ball under pressure</i></p>	<p>Computer Science</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts</p> <p><i>Use sequence, selection and repetition in programs, work with variables and various forms of input and output</i></p> <p><i>Be able to use a block programme to make a simple programme using sequencing and timing.</i></p> <p><i>Use repeat loops to create a programme to draw regular 2-D shapes</i></p> <p><i>Independently be able to debug basic mistakes</i></p> <p><i>Begin to use conditionals – if I click here then this happens</i></p> <p><i>(Purple Mash Unit 3.1 -Coding)</i></p>	<p>Friends, Family & Others When Things Feel Bad</p> <p><i>Ways to maintain and develop good, positive, trusting relationships</i> <i>Strategies to use when relationships go wrong</i> <i>That there are different types of relationships</i> <i>What good friendships are</i> <i>The difference between a group of friends and a 'clique'</i> <i>Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</i></p> <ul style="list-style-type: none"> • Harassment and exploitation in relationships, including physical and emotional abuse and how to respond
Spring 2	Invaders		<p>Artist – Potter – Saxon pottery</p>	<p>LIGHT 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><i>-Ask relevant questions when prompted.</i> <i>-Set up simple and practical enquiries, comparative and fair tests.</i> <i>-Make systematic observations, using simple equipment.</i> <i>-With prompting, suggest conclusions from enquiries,</i> <i>suggest how findings could be reported, gather and record data about similarities, differences and changes.</i> <i>-With prompting, suggest conclusions that can be drawn from data.</i> <i>-With prompting, suggest possible improvements or further questions to investigate</i></p>	<p>HIST: INVADERS Britain's Settlement by Anglo-Saxons and Scots <i>-Begin to develop chronological knowledge and understanding of history, local, British and world</i></p> <p><i>-Put events and people on a timeline</i></p> <p><i>-Begin to use correct terminology to describe events in the past</i></p> <p><i>-Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</i> <i>-Understand that knowledge about the past is constructed from a variety of sources</i> <i>- Be aware that different versions of the past may exist and begin to suggest reasons for this</i> <i>- Describe and begin to make links between main events, situations and changes within and across different periods and societies</i> <i>-Identify and give reasons for historical events, situations and changes</i></p>	<p>MUSIC: Ukulele Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><i>- 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.</i> <i>-Perform rhythms that are longer than two bars, using crotchets, quavers, minims and their rests.</i> <i>- Perform and compose, using at least 3 pitched notes or chords and simple rhythms (crotchets, quavers, minims and rests)</i> <i>- Create basic 3 note tunes and simple rhythms, using crotchets, quavers, minims and their rests.</i></p>			<p>Computer Science</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts</p> <p><i>Use sequence, selection and repetition in programs, work with variables and various forms of input and output</i></p> <p><i>Be able to use a block programme to make a simple programme using sequencing and timing.</i></p> <p><i>Use repeat loops to create a programme to draw regular 2-D shapes</i></p> <p><i>Independently be able to debug basic mistakes</i></p> <p><i>Begin to use conditionals – if I click here then this happens</i></p> <p><i>(NCCE Unit – Programming B – Events and Actions)</i></p>	<p>Sharing Online, Chatting Online, Safe in my body, Drugs, Alcohol & Tobacco, First Aid Heroes</p> <p><i>That their increasing independence brings increased responsibility to keep themselves and others safe</i> <i>How to use technology safely</i> <i>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</i> <i>How to report and get help if they encounter inappropriate materials or messages</i> <i>How to use technology safely</i> <i>That bad language and bad behaviour are inappropriate</i> <i>To judge well what kind of physical contact is acceptable or unacceptable and how to respond</i> <i>That there are different people we can trust for help</i> <i>That medicines are drugs, but not all drugs are good for us</i> <i>That alcohol and tobacco are harmful substances</i></p> <ul style="list-style-type: none"> • That our bodies are created by God, so we should take care of them and be careful about what we consume <p><i>How to help in an emergency using their First Aid knowledge</i></p>

Summer 1	Local Life	Newcastle-Discovery Museum	Planning Officer	<p>PLANTS 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. -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>GEOG: WHY IS THE NORTH EAST SPECIAL? 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. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods -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>MUSIC: Local Music- traditional songs Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians. - 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>PORTRAITS -Listen, respond to simple rhymes, stories & 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>Gymnastics Children should learn to use a broader range of skills in isolation and combination, and begin linking them to make sequences of movement Travelling- Children should look at travelling in different pathways using apparatus and changing speeds Jumping- Children to show control when creating star shape and tuck shape in the air Balancing - Explore balancing on combinations of 1/2/3/4 points e.g. 2 hands and 1 foot Balance on floor and apparatus exploring which body parts are the safest to use. Rolling - Continue to develop control in the Pencil, Dish, Teddy Bear & Rock and Roll rolling actions on the floor, off and along apparatus or in time with a partner. Combine the phases of earlier rolling actions to perform the full forward roll</p> <p>Striking and Fielding Begin to understand own and others' strengths and weaknesses Throw underarm and overarm at a target with some accuracy with either hand Receive a ball accurately Receive a ball whilst on the move Demonstrate some of the principles of attacking and defending Send and receive a ball under pressure</p>	<p>Online Safety and Digital Literacy Understand computer networks including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (NCCE Unit – Computing systems and networks – Connecting Computers)</p>	<p>A Community of Love What is the Church? God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' The human family can reflect the Holy Trinity in charity and generosity The Church family comprises home, school and parish (which is part of the diocese)</p>
		Hamsterley Forest		<p>Geologist</p> <p>ROCKS 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. -Ask relevant questions when prompted. -Make systematic observations, using simple equipment.</p>	<p>GEOG: WHY DOES ITALY SHAKE, RATTLE AND ROAR? Describe and understand key aspects of volcanoes and earthquakes - 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 & digital - Describe and understand key aspects of volcanoes and earthquakes</p>	<p>ART: PAINTING & DRAWING Jackson Pollock and Claude Monet 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 -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>Athletics Run smoothly at different speeds Watch and describe specific aspects of running e.g. what arms and legs are doing Recognise and record how the body works in different types of challenges over different distances Perform combinations of jumps e.g. hop, step, jump showing control and consistency Choose different styles of jumping Watch and describe specific aspects of jumping e.g. what arms and legs are doing Explore different styles of throwing e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) Watch and describe specific aspects of throwing e.g. what arms and legs are doing</p>	<p>Information Technology Create a meaningful document that contains both pictures and text. Know how to sequence and add slides to make a simple presentation (PowerPoint) (Purple Mash Unit 3.9 - Presenting PowerPoint)</p>	<p>How do I love others? That God wants His Church to love and care for others Practical ways of loving and caring for others</p>	
Summer 2	Extreme Earth									