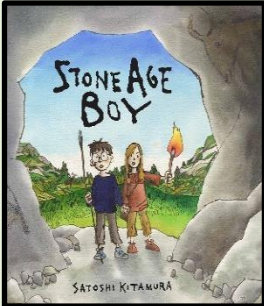
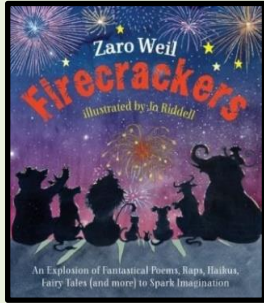
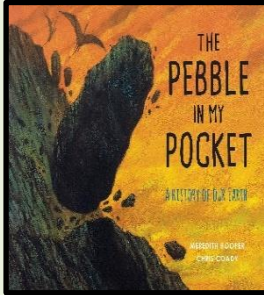
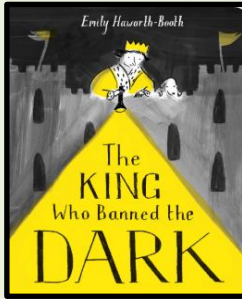
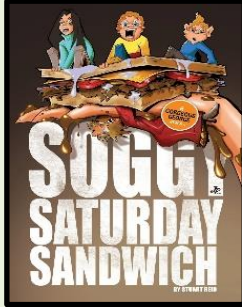
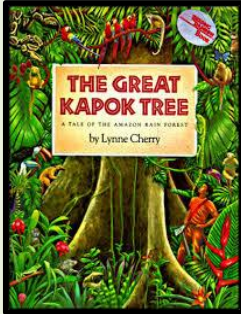
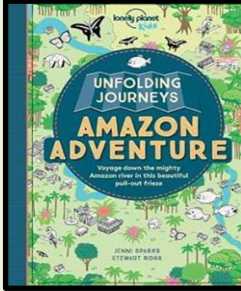
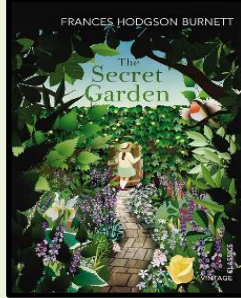




Broadwood Primary School

Year 3

Yearly Overview

	Autumn Term	Spring Term	Summer Term
English (Texts) Quotes	<u>Stone Age Boy</u> <i>By Satoshi Kitamura.</i> 'An amazing thing once happened to me.'  <u>Firecrackers</u> <i>By Zaro Weil</i> 'Firecrackers tonight A sky volcano of colour Wave after wave Rousing the stratosphere.'  <u>The Pebble in my Pocket:</u> <u>The History of our Earth</u> <i>By Meredith Hooper.</i> 'Every pebble has its own story...' 	<u>The King who Banned the Dark</u> <i>By Emily Haworth-Booth</i> 'From now on the dark will be banished from this land.'  <u>Soggy Saturday Sandwich</u> <i>By Stuart Reid</i> 'Come on. Own up! Have you ever dropped a whopper in class, and pretended it wasn't you? Yeah, we've all done it.'   World Book Day Performance.	<u>The Great Kapow Tree</u> <i>By Lynne Cherry</i> "Generations of my ancestors have lived in this tree."  <u>Unfolding Journey: Amazon Adventure</u> 'Unfold the adventure of a lifetime as you take a trip down the Amazon River.'  <u>The Secret Garden</u> <i>By Frances Hodgson Burnett</i> 'If you look the right way, you can see the whole world is a garden.' 
Science	<u>Forces, Friction and Magnets</u> 1: What makes it move? 2: How long does a top spin on different surfaces? 3: How well can an object slide on different surfaces? 4: How do magnets affect each other? 5: Which materials are magnetic?	<u>Light and Shadows</u> 1: What do we need to see? 2: Which object is the most reflective? 3: How are shadows made? 4: Is my shadow like me? 5: How can we change the size of a shadow?	<u>Plants – Flowering Plants and Plant Growth</u> 1: What do leaves do? 2: What do roots and stems do? 3: What are the functions of the parts of a flowering plant? 4: What happens if plants do not have enough space? 5: How are plants different?

	6: How strong are the magnets? 1-6: Knowledge Catcher.  Links to DT (Mechanical Systems). <u>Rocks</u> 1: How are rocks different and what rock is this? 2: What are rocks used for? 3: How are soils different? 4: Which solids hold water? 5: What is this fossil? 6: Who was Mary Anning and how did she become a paleontologist? 1-6: Knowledge Catcher.  Links to Class Text (The Pebble in my Pocket) and Geography (Mountains, Volcanoes and Earthquakes).	1-5: Knowledge Catcher.  Links to the Class Text (The King who Banned the Dark).  Science Week. <u>Animals, including Humans - Movement and Nutrition for the Human Body</u> 1: What nutrients do we get from our food? 2: Which nutrients are in school midday meals? 3: What is in a human skeleton? 4: How do muscles help humans to move? 5: How are vertebrate and invertebrate bodies supported? 6: How are human skeletons different to other vertebrates? 1-6: Knowledge Catcher.	1-5: Knowledge Catcher.  Links to the Class Text (The Secret Garden). <u>Plants – Flowering Plants Life Cycle</u> 1: What is inside a flower? 2: What is animal pollination? 3: What is wind pollination? 4: What are fruits? 5: How are seeds dispersed? 1-5: Knowledge Catcher.  Visit to Scotswood Garden.
History  Our KS2 History curriculum builds on skills and knowledge in chronological order within each year group.	<u>Prehistoric Britain</u> What were the major differences between the eras of the stone age? 1: What was life like during the Ice Age? 2: What tools did early humans use? 3: What was life like in a Stone Age settlement? 4: Why was bronze used for tools and weapons? 5: What can we learn from Skara Brae and other Stone Age sites? 6: Unit Checkout - What were the major differences between the eras of the stone age?  Links to Class Text (Stone Age Boy) and Art (Prehistoric Art).	<u>Shang Dynasty</u> What do we know about the Shang Dynasty? 1: How did the Shang Dynasty begin? 2: Who was Fu Hao, and how do we know about her? 3: How did the Shang Dynasty end? 4: How did the Shang Dynasty create and use Chinese writing? 5: What was life like for people in the Shang Dynasty? 6: Unit Checkout - What do we know about the Shang Dynasty?	<u>Ancient Greece</u> Which ideas from the Ancient Greece have lasted until today? 1: What do we know about Ancient Greece? 2: What did the Ancient Greeks believe? 3: Who was Alexander the Great? 4: How has Ancient Greece influenced our lives? 5: How equal was society in Ancient Greece? 6: Unit Checkout - Which ideas from Ancient Greece have lasted until today?
Geography	<u>Mountains, Volcanoes and Earthquakes</u> Imagine you were in charge of a town. How would you plan for a volcanic eruption? 1: What is the Earth made of? 2: How are mountains and volcanoes formed?	<u>Villages, Towns and Cities</u> ‘There are more advantages to living in the city than disadvantages.’ Do you agree? 1: Where do people live? 2: What affects where people live?	<u>Water and Weather</u> Why does it rain? 1: Where is Earth’s water? 2: Why does it rain? 3: Why do we have seasons? 4: What is the weather forecast?

	3: How do earthquakes and volcanic eruptions happen? 4: What are the effects of earthquakes and volcanic eruptions? 5: Do the benefits of living near a volcano outweigh the risks? 6: Unit Checkout – Imagine you were in charge of a town. How would you plan for a volcanic eruption?  Links to Class Text (Pebble in my Pocket) and Science (Rocks).	3: How do human settlements differ? 4: What makes up a city? 5: Can you design your own settlement? 6: Unit Checkout – ‘There are more advantages to living in the city than disadvantages.’ Do you agree?  Links to PSHE (Melva – Scratchie Town).	5: Why is the weather in the UK unpredictable? 6: Unit Checkout – Why does it rain?  Cap-a-Pie’s Climate Change Catastrophe.
Computing  Online safety is taught and revisited in each half-term.	<u>Computing systems and networks – Networks</u> 1: What is a Network? 2: A File’s Journey 3: How a Website Works 4: Routers 5: What is Packet Data? 6: E-Safety L1 – Beliefs, Opinions and Facts on the Internet. <u>Programming – Scratch</u> 1: Tinkering with Scratch 2: Using Loops 3: Making an Animation 4: Storytelling 5: Programming a Game 6: E-Safety L2 – Who Should I Ask?	<u>Computing systems and networks – Emailing</u> 1: Communicating with Technology 2: Sending an Email 3: Adding Attachments 4: Be Kind Online 5: Fake Emails 6: E-Safety L3 – When Being Online Makes me Upset	<u>Video Trailer – iPads</u> 1: <i>E-Safety L4 – Sharing of Information</i> 2: Planning a Book Trailer 3: Filming 4: Editing the Trailer 5: Transitions and Text 6: Video Reviews <u>Data Handling – Comparison Cards Databases</u> 1: Records, Fields and Data 2: Race Against the Computer 3: Sorting and Filtering 4: Representing Data 5: Planning a Holiday 6: E-Safety L5 – Rules of Social Media Platforms
PSHE	<u>Me and My Relationships</u> 1: As a rule (<i>Explore why rules are different for different age groups, in particular for internet-based activities</i>) 2: Looking after our special people (<i>Identify people who they have a special relationship with</i>) 3: How can we solve this problem? (<i>Demonstrate simple strategies for resolving given conflict situations</i>) 4: Friends are special (<i>Rehearse and use, now or in the future, skills for making up again</i>) 5: Thunks (<i>Express opinions and listen to those of others</i>) 6: Dan’s dare (<i>Understand that no-one has the right to force them to do a dare</i>) <u>Valuing Difference</u>	<u>Melva – Scratchie Town</u> 1: Unit Check-in: Melva Pre-Assessment 1: To initiate discussion about wellbeing and the different things that can affect it. 2: Introduce and explore the concept of building resilience 3: To discover how doing kind things for other people actually helps us to feel good too 4: To recognise at least one significant person in our lives who helps us feel better and who we can talk to about our worries 5: To learn ways of responding when someone is unkind to us that don’t harm ourselves or anyone else 6: To understand that physical activity is also important for our emotional and mental health 7: To learn practical mindfulness activities to help us manage big emotions and stop us feeling overwhelmed	<u>Being my Best</u> 1: Alcohol and cigarettes: the facts (<i>Identify some key risks from and effects of cigarettes and alcohol</i>) 2: Derek cooks dinner! (<i>Explain what is meant by the term ‘balanced diet’</i>) 3: Body teamwork (<i>Name major internal body parts</i>) 4: For or against? (<i>Empathise with different view points</i>) 5: I am fantastic! (<i>Identify their achievements and areas of development</i>) 6: Top talents (<i>Recognise their own skills and those of other children in the class</i>) 7: Getting on with your nerves (<i>Demonstrate how working together in a collaborative manner can help everyone to achieve success</i>)  Outdoor Learning with Mr. Mingstones.

	1: Respect and challenge (<i>Give examples of how to challenge another's viewpoint, respectfully</i>) 2: Family and friends (<i>Understand what is meant by 'adoption', 'fostering' and 'same-sex relationships.'</i>) 3: My community (<i>Recognise the benefits that come with belonging to a community</i>) 4: Our friends and neighbours (<i>Explain that people living in the UK have different origins</i>) 5: Let's celebrate our differences (<i>Recognise that repeated name calling is a form of bullying</i>) 6: Zeb (<i>Understand and explain some of the reasons why different people are bullied</i>)	8: To devise a personal daily wellbeing plan to support us after completing this programme. 8: Unit Checkout: Melva Post-Assessment  Links to Geography (Villages, Towns and Cities). <u>Keeping Myself Safe</u> 1: Safe or unsafe? (<i>Suggest strategies for keeping safe</i>) 2: Danger or risk? (<i>Demonstrate strategies for dealing with a risk</i>) 3: The Risk robot (<i>identify risk factors in given situations</i>) 4: Help or harm? (<i>Understand that medicines are drugs and suggest ways that they can be helpful or harmful</i>)  Links to Computing (E-Safety thread).	<u>Growing and Changing</u> 1: Relationship Tree (<i>Identify different types of relationships</i>) 2: Body space (<i>Identify when it is appropriate or inappropriate to allow someone into their body space</i>) 3: None of your business! (<i>Recognise and describe appropriate behaviour</i>) 4: Secret or surprise? (<i>Recognise how different surprises and secrets might make them feel</i>) 5: My changing body (<i>Puberty</i>) 6: Basic first aid
Art	<u>Painting and Mixed Media - Prehistoric Art</u> 1: Exploring prehistoric art 2: Charcoal animals 3: Prehistoric palette 4: Painting on the cave wall 5: Hands on a cave wall 5: Unit Checkout – Knowledge Catcher.  Links to Class Text (Stone Age Boy) and History (Prehistoric Britain).  Outdoor Learning with Mr. Mingstones.	<u>Sculpture and 3D - Abstract shape</u> 1: Structural shapes 2: Constructing in 3D 3: Seeing space 4: Abstract structure 5: Surface decoration 5: Unit Checkout – Knowledge Catcher.  Outdoor Learning with Mr. Mingstones.	<u>Drawing – Developing Drawing Skills</u> 1: See like an artist 2: Shading 3: Take a closer look 4: Imagination in bloom 5: Paper to pixels 5: Unit Checkout – Knowledge Catcher.  Links to Science (Plants).
Design and Technology	<u>Mechanical Systems: Pneumatic Toys</u> 1: Exploring pneumatics 2: Designing a pneumatic to 3: Making pneumatic toys 4: Decorating and assembling my toy 4: Unit Checkout - Knowledge Catcher.  Links to Science (Forces, Friction and Magnets).	<u>Cooking and Nutrition: Eating Seasonally</u> 1: Chicken rice 2: Sausage pasta and pineapple crunch 3: Toasties and Eton mess 4: Packed wraps 5: Burritos 5: Unit Checkout – Knowledge Catcher.  Delivered as part of the Little Chef Project.	<u>Textiles: Cushions</u> 1: Cross-stitch and applique 2: Cushion design 3: Decorating my cushion 4: Assembling my cushion 4: Unit Checkout – Knowledge Catcher
Music	<u>I've been to Harlem</u> 1: Get to know the song.	<u>'March' from The Nutcracker</u> 1: Listening to 'March' from The Nutcracker by Tchaikovsky	<u>Band in a Box with 'Perri' teacher</u> 1-6: Lessons to follow Newcastle Music Service Band in a

 Our Music curriculum is not linked across the curriculum as it often leads to fragmented musical learning.	2: Sing I've been to Harlem showing the shape of the tune with voices and add an accompaniment using notes from the pentatonic scale. 3: Progression snapshot 1. Make a video recording of children singing. 4: Invent 3-note melodies to accompany I've been to Harlem. 5: Learn cup rhythms to I've been to Harlem. 6: Create and perform a class arrangement of I've been to Harlem. <u>Nao chariya de and Mingulay boat song.</u> 1: Listen to Mingulay boat song and sing Skye boat song. 2: Listen to Nao chariya de and sing Under the lemon tree. 3: Write a school folk song. <u>Sound Symmetry</u> 1: Recognise symmetrical patterns in songs – Dr Knickerbocker. 2: Improvise and sing simple melodies and rhythms. 3: Compose a simple symmetrical song	and interpreting the music through movement and art. 2: Exploring pattern and structure in response to 'March' from The Nutcracker. 3: Demonstrating the structure of rondo form using movement and performance. <u>From a Railway Carriage</u> 1: Create a piece of music using Benjamin Britten's Night mail as a starting point. 2: Compose a piece using a poem and a painting as inspiration. 3: Use word patterns to create a geographical rhythm rap. <u>Just Three Notes</u> 1: Rhythm patterns. 2: Just three notes. 3: Keep it minimalist <u>Samba with Sergio</u> 1: Introduction to Brazilian carnival, samba, and Sérgio Mendes. 2: Exploring beat with Magalenha. 3: Learning more about Afro-Brazilian music by exploring vocal percussion.	Box programme.  Delivered by 'Perri' at Newcastle Music Service. <u>Fly with the Stars</u> 1: Get inside the song structure 1. 2: Get inside the song structure 2. 3: Progression snapshot 3. Make a video recording of children singing. 4: Play note rhythms to the verse and chorus following the chord changes in the song. 5: Explore accompaniment ideas. 6: Create a class arrangement of Fly with the stars.
Religious Education	<u>What makes us human?</u> 1: What are world views? 2: What is special about being human? 3: What is a soul and do we all have one? 4: What do some people think makes us human? 5: What is spirituality? 6: What do some Buddhists do to focus on their inner self? 7: Does anyone know what makes us human? 7: Unit Checkout – Knowledge Catcher. What makes us human? <u>Where do our morals come from?</u> 1: How do we know what is right and wrong? 2: What do some Christian and Jewish people believe about right and wrong?	<u>Is scripture central to religion?</u> 1: What do some people mean by revelation? 2: What's the difference between a scroll and a book? 3: How is scripture used by some Muslims? 4: How are some scriptures both similar and different? 5: What does the Bible mean to some Christians? 6: How and why are scriptures central to religion? 6: Unit Checkout – Knowledge Catcher. Is scripture central to religion? <u>What happens if we do wrong?</u> 1: Who decides what happens after we do wrong? 2: Why might confession be important after wrongdoing? 3: How do some people seek God's forgiveness? 4: How can wrongdoing affect the soul?	<u>Why is water symbolic?</u> 1: Why is water important? 2: How is water used in some rituals? 3: What can some religious stories suggest about water? 4: What is baptism? 5: How and why do some Hindus celebrate the River Ganges? 6: Why is water precious? 6: Unit Checkout – Knowledge Catcher. Why is water symbolic? <u>Why is fire used ceremonially?</u> 1: What can fire symbolise? 2: How is fire used in some Hindu ceremonies? 3: Can fire be divine? 4: What is an eternal flame?

	3: How do people remember the rules? 4: Is all religious guidance the same? 5: How do some Buddhists make moral decisions? 6: What helps you make moral decisions? 6: Unit Checkout – Knowledge Catcher. What happens if we do wrong?	5: How do some Christians ‘cleanse’ the soul from wrongdoing? 6: How might karma affect the soul? 6: Unit Checkout – Knowledge Catcher. What happens if we do wrong?	5: How is fire used to remember? 6: What happens in the Easter Vigil? 6: Unit Checkout – Knowledge Catcher. Why is fire used ceremonially? .
Physical Education	<u>Autumn 1 – Invasion Games: Football and Basketball</u> Invasion Games - Basketball: 1: To keep possession of the ball when dribbling. 2: To work as a pair to move forward and attack. 3: To use a defensive body position. 4: To perform a two-handed shot to perform baskets. 5: To use a jump ball to restart a game. 6: When to move to space to retrieve a ball. Invasion Games - Football: 1: To use the inside of the foot to pass the ball. 2: To trap a ball that is moving along the ground with control. 3: To pass the ball accurately into space over short distances. 4: To identify and move into space to receive the ball. 5: To use the outside of the foot to control the ball and dribble. 6: To cushion the ball when receiving.  Year 3 and 4 Invasion Games (Football) Competition. <u>Autumn 2 – Gymnastics and Swimming</u> Gymnastics – Unit 1: 1: To show full extension during a balance. 2: To move in and out of contrasting shapes with fluency. 3: To perform a sequence using different types of rolls. 4: To perform powerful jumps from an apparatus. 5: To perform in unison with a partner. 6: To create a group performance using contrasting actions.  Record and evaluate performances using the	<u>Spring 1 – Gymnastics and Striking and Fielding: Cricket</u> Gymnastics – Unit 2: 1: To perform a Japana with control and link it smoothly to other gymnastics actions. 2: To use bounces and broad jumps with power and control in a sequence. 3: To take weight through our hands and arms and attempt a half lever. 4: To transition from one element to another, demonstrating control 5: To control our body weight through our hands and perform a side support 6: To combine our body-management skills into a creative final performance.  Delivered alongside NEPSSS. Striking and Fielding - Cricket: 1: To hit a stationary ball into space using the straight drive. 2: To bowl underarm to a batter with some consistency. 3: To use the correct footwork to strike a bowled ball. 4: To stop a moving ball using the long barrier technique. 5: To throw longer distances overarm. 6: To perform as a wicketkeeper.  Delivered alongside Chance to Shine. <u>Spring 2 – Net/Wall Games: Tennis and Target Games: Dodgeball</u> Net/ Wall Games – Tennis: 1: To use the ready position to return a ball. 2: To hit the ball to different parts of the court using a forehand hit. 3: To perform an underarm serve to start a rally. 4: To move towards a ball to return it over the net.	<u>Summer 1 – Striking and Fielding: Rounders and Dance</u> Dance – Unit 1: 1: To represent the character of _ in our movements. 2: To represent _ magical powers in a duet. 3: To represent the character of _ in our movements. 4: To demonstrate _ in a duet. 5: To put our ideas together to create a class dance. 6: To perform a class dance.  Delivered alongside NEPSSS.  Dance performed to Year 4. Striking and Fielding – Rounders: 1: To get in the best body position to field the ball. 2: To bowl with consistency in the game. 3: To hit a moving ball with one hand. 4: To stop a moving ball using the long barrier technique. 5: To throw longer distances using the overarm technique. 6: To select and apply new skills in a competition.  KS2 Rounders Festival. <u>Summer 2 – Athletics and Outdoor Adventurous Activities (OAA)</u> Athletics: 1: Jumping and hopping sequences. 2: To run at different speeds. 3: To approach and jump hurdles. 4: To throw a javelin using the pull-throw technique. 5: A variety of skipping techniques. 6: To keep score accurately over a range of events.  Sports Day.

	ipads. Swimming: 1-6: Lessons will follow Swim England's Learn to Swim Framework, Stages 1 to 7.  Providers from Elswick Swimming Pool.	5: To play cooperatively with a partner to keep the ball moving over the net. 6: To perform forehand hits to score points in a competition. Target Games – Dodgeball: 1: To throw with power and accuracy to eliminate an opponent. 2: To catch a quick ball. 3: To use basic dodging techniques such as sidestep. 4: To block an oncoming ball. 5: To quickly decide whether to dodge or catch. 6: To use key skills and rules in a dodgeball game.  Year 3 Dodgeball Competition.	Outdoor Adventurous Activities: 1: To use clear communication, strength and flexibility to complete a task. 2: To work with others to complete map-reading tasks. 3: To draw and create a clear route on a map for others to follow. 4: To work with others and identify what went well and what we could do to improve. 5: To use the outside of the foot to control the ball and dribble. 6: To safely take part in trust-based activities.  Throughout the year, different groups of children will take part in West End Trust and School Games competitions.  Additional Swimming in Summer 2 for a Target Group.
British Sign Language  Our BSL curriculum is under development to meet the needs of our HIARP context.	<u>Ask and Answers Questions about Yourself</u> 1: Know the finger spelling alphabet. 2: Fingerspell a peer's name and respond to a finger-spelled name. 3: Greet a peer using 3 different signs (hello, good morning, good afternoon) and ask their name. 4: Numbers 1-30 5: Ask for an age 6: Talk about where you live <u>Emotions</u> 1: Positive emotions 2: Feeling blue 3: Feeling cross 4: Ask a peer how they are 5: Say why you feel that  Link to PSHE.	<u>Animals</u> 1: Know signs for some pets. 2: Describe pets using size and colour words. 3: Ask and answer questions about pets. 4: Sign some farm animals. 5: Describe some farm animals using size and colour. 6: Sign some zoo animals 7: Describe some zoo animals using size and colour 8: Talk about what animals like to do 9: Talk about a visit to a farm or zoo 10: Ask and answer questions about a trip to a farm/zoo  Links to Science.	<u>Healthy Eating</u> 1: Talk about favourite fruits 2: Talk about favourite vegetables 3: Ask for fruit and vegetables. 4: Talk about favourite foods. 5: Talk about school dinner foods 6: Ask for foods.  Links to PSHE, PE and Science. <u>Assessment</u> 1: Know how to talk about a calendar. 2-5: Assessment 6: Celebration – Deaf Awareness Week.  Deaf Awareness Week.