Broadwood Primary School
Year 3
Yearly Overview

	Autumn Term	Spring Term	Summer Term
English (Texts)	**The Time-Travelling Cat and the Egyptian Goddess** 	**Nothing to see here Hotel** 	 **Midsummer Night's Dream** **The Tempest** 
Science Knowledge and Skills	**Animals, including humans** 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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement **Skills** Ask relevant questions and using different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, taking accurate **Plants – exploring the world of plants** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers **Skills** Ask relevant questions and using different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests	**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 an opaque object Find patterns in the way that the size of shadows change **Skills** Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Use straightforward scientific evidence to answer questions or to support their findings **Scientific Enquiry** Children learn the scientific skills they will need to apply during each unit of learning during key stage 2. Specifically, they will learn how to: • **ask relevant questions and use different types of scientific enquiries to answer them** • **set up simple practical enquiries, comparative and fair tests** • **make systematic and careful observations and, where appropriate, take accurate measurements using standard units, and use a range of equipment, including thermometers and data**	**Forces** Compare how things move on different surfaces Notice that some forces need contact between 2 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 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing **Skills** Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support their findings **Rocks** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

		loggers • **gather, record, classify and present data in a variety of ways to help in answering questions** • **record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables** • **report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions** • **use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions** • **identify differences, similarities or changes related to simple scientific ideas and processes** • **use straightforward scientific evidence to answer questions or to support their findings.** • **The lessons have been written in sequence and are designed to challenge children to recall the knowledge and skills they have covered in the previous lesson(s).** **Skills** Ask relevant questions and using different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests	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 **Skills** Set up simple practical enquiries, comparative and fair tests Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
History	**Ancient Egypt** What can we quickly find out to add to what we already know about Ancient Egypt? How can we discover what Ancient Egypt was like over 5,000 years ago? What sources of evidence have survived and how were they discovered? What does the evidence tell us about everyday life for men, women and children? What did the Ancient Egyptians believe about life after death and how do we know? What did Ancient Egypt have in common with other civilizations from that time?	**Stone Age to Iron Age** Was Stone Age man simply a hunter and gatherer, concerned only with survival? How different was life in the Stone Age when man started to farm? What can we learn about life in the Stone Age from a study of Skara Brae? Why is it so difficult to work out why Stonehenge was built? How much did life really change during the Iron Age and how can we possibly know? Can you solve the mystery of the 52 skeletons of Maiden Castle?	

Geography	**Villages, towns and cities** 1: Where do people live? 2: What affects where people live? 3: How do human settlements differ? 4: What makes up a city? 5: Can you design your own settlement?	**Mountains volcanoes and earthquakes** 1: What is the Earth made of? 2: How are mountains and volcanoes formed? 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?	**Rivers** 1: Where are the major rivers of the world? 2: What are erosion, transportation and deposition? 3: Why is the Volga River important to people? 4: Why are rivers important to people? 5: How do rivers shape the land around them?
ICT Knowledge and Skills	**Computing systems and networks – Connecting computers** Use sequence, selection and repetition in programs; work with variables and various forms of input and output 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 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Explain whether a resource they are using is on the internet, the school network their own device. **Creating Media – Animation** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Combine a mixture of text, graphics and sound to share their ideas & learning Create different effects with different technology tools **E-Safety - Be internet Legends** Use technology safely, respectfully and responsibly Recognise acceptable/unacceptable behaviour Identify a range of ways to report concerns about content and contact	**Creating Media - Desktop Publishing** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Use appropriate keyboard commands to amend text, including making use of a spellchecker Evaluate their work and improve its effectiveness Use an appropriate tool to share their work online **Data and information – Branching Databases** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Use technology safely, respectfully, and responsibly How different ways data can be organised Search a ready-made database to answer questions Collect data to help them to answer a question. Can add to a database **Digital Wellbeing** Positive and Negative effects of screen time Mental and physical effects of screen habits	**Programming – Sequence in music** Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Programming – Events and actions** *Consolidate objectives from above.* Understand what a command and a sequence is. Read, design and write programs to achieve specific goals on a range of devices and applications. Read, design, write and debug a program to simulate physical systems. Plan and run a sequence of simple commands to achieve a specific goal. Read, design, write and debug a program to achieve specific goals and to simulate physical systems. Use evaluation to identify and make attempts at improving their Program by ensuring their sequence is as effective as possible
PSHE	**Me and My Relationships**	**Keeping Myself Safe**	**Being my Best**

Knowledge and Skills	As a rule *(Explore why rules are different for different age groups, in particular for internet-based activities)* My special pet *(Explain some of the feelings someone might have when they lose something important to them*) Tangram team challenge *(Define and demonstrate cooperation and collaboration*) Looking after our special people *(Identify people who they have a special relationship with)* How can we solve this problem? *(Demonstrate simple strategies for resolving given conflict situations)* Dan's dare *(Understand that no-one has the right to force them to do a dare)* Thunks *(Express opinions and listen to those of others)* Friends are special *(Rehearse and use, now or in the future, skills for making up again)* **Valuing Difference** Family and friends *(Understand what is meant by 'adoption', 'fostering' and 'same-sex relationships.')* My community *(Recognise the benefits that come with belonging to a community)* Respect and challenge *(Give examples of how to challenge another's viewpoint, respectfully* Our friends and neighbours (*Explain that people living in the UK have different origins)* Let's celebrate our differences *(Recognise that repeated name calling is a form of bullying)* Zeb *(Understand and explain some of the reasons why different people are bullied)*	Safe or unsafe? *(Suggest strategies for keeping safe)* Danger or risk? *(Demonstrate strategies for dealing with a risky situation)* The Risk Robot *(Identify risk factors in given situations)* Alcohol and cigarettes: the facts *(Identify some key risks from and effects of cigarettes and alcohol)* Super Searcher *(Recognise potential risks associated with browsing online)* None of your business! *(Recognise and describe appropriate behaviour)* Explain what is meant by the term 'balanced diet' *o* Raisin challenge *(Demonstrate strategies for assessing risk)* Help or harm? *(Understand that medicines are drugs and suggest ways that they can be helpful or harmful)* **Rights and Responsibilities** Our helpful volunteers *(Identify people who are volunteers in the school community)* Helping each other to stay safe *(Identify key people who are responsible for them to stay safe and healthy)* Recount task *(Understand the difference between 'fact' and 'opinion')* Harold's environment project *(Evaluate and explain different methods of looking after the school environment)* Can Harold afford it? *(Recognise that there are times we can buy items we want and times when we need to save for items)* Earning money *(Understand that the amount people get paid is due to a range of factors)*	Derek cooks dinner! (healthy eating) *(Explain what is meant by the term 'balanced diet')* Poorly Harold *(Explain how some infectious illnesses are spread from one person to another)* For or against? *(Empathise with different view points)* I am fantastic! *(Identify their achievements and areas of development)* Getting on with your nerves *(Demonstrate how working together in a collaborative manner can help everyone to achieve success)* Body teamwork *(Name major internal body parts)* Top talents *(Recognise their own skills and those of other children in the class)* **Growing and Changing** Relationship Tree *(Identify different types of relationships)* Body space *(Identify when it is appropriate or inappropriate to allow someone into their body space)* Secret or surprise? *(Recognise how different surprises and secrets might make them feel)* My changing body *(Puberty)* Basic first aid
Art Knowledge and Skills	**Digital art** (style of Paul Klee) – use of smart notebook to create piece inspired by Castle and Sun, Red Bridge or Ancient Harmony Experiment with different brush effects in 'art' software Rotate images on a screen Use digital images as a starting point for creative work in different areas of art Use 'art' software to explore colour, pattern and texture,	**Rock sculpture** –create a zen garden–painted rocks (photograph)–concept of peace through sculpture Take digital photographs, carefully composing their shots Use tools appropriately Decorate using impressions printed on surface Use powder paint to experiment creating a range of textures Add finer detail with small brushes	**Van Gogh** (drawing and painting, focussing on still life, iris transforming) Control a pencil to produce a wide range of tones, patterns and textures Draw from observation in large and small scale Show light and shadow using pencil skills Make observation drawing of an object to show shape & pattern. Start to explore colour mixing with coloured pencils. Predict colour mixing and tinting and toning results with increasing accuracy

	line and tone, shape, form and space Use fabric appropriately in the design of a picture Combine different media to create a collage Handle materials, tear &cut shapesreasonably well Choose appropriate textures for subject matter Give idea of space & distance Use a sketchbook to plan and develop ideas Use a sketchbook to store information on colour mixing, brush marks, etc Express different feelings through drawing Create an imaginative drawing Select and work from direct observation Create an abstract design based on their observation drawings Share work and share opinions about other children's work, and that of other artists		
Design and Technology Knowledge and Skills		**Inventors of products that….** Use learning from science and maths to aid designing and making Functional and aesthetic qualities of materials Simple mechanical systems create movement Understand how electrical components contribute to working products Recognise that a 3D product can be assembled from a single 2D shape Generate and develop ideas through discussion Gather information about needs/wants of particular users Design for a purpose, indicating design features using annotated diagrams Begin to use prototypes Select materials, components, tools & equipment suitable to the task Order the main stages of making Improve accuracy of measuring, marking, cutting, shaping & assembling Apply some finishing techniques	**Food, making a quiche, designing packaging** Recognise where food comes from as Y2, understand "locally" "regionally" "nationally" Focus on savoury dishes with a heat source Prep as Y1 and Y2 plus slicing, mixing, spreading, kneading and baking Recognise variety and balance in a healthy diet Understand that food is needed to provide energy Identify strengths and areas for development in ideas & products using design criteria Think about: How well products are designed & made; how successful are materials and methods; whether the product achieved its purpose & met the needs of its users Select materials, components, tools & equipment suitable to the task Order the main stages of making Improve accuracy of measuring, marking, cutting, shaping & assembling. Apply some finishing techniques
Music Knowledge and Skills	**Developing Notation Skills** How does music bring us closer together? **Enjoying Improvisation** What stories does music tell us about the past?	**Composing using your imagination** How does music make the world a better place? **Sharing musical experiences** How does music help us get to know our community	**Learning more about musical styles** How does music make a difference to us every day? **Recognising different sounds** How does music connect us with our planet?
Religious Education	**Expressions of Identity** Know religious people belong to faith communities and	**Contents and Significance of the Bible** Know that the Bible is composed of a variety of writings from	**The Person of Jesus** Know that although there is no authentic visual image of Jesus

Knowledge and Skills	express their sense of faith identity in a variety of ways **Concept Progression: Self** – Helping others and reasons for doing this **Meanings within Christmas and Divali** Know the Christmas stories and the meanings they convey are very important to Christians **Concept Progression: Christmas** – Different perspectives in the Nativity story Understand the concept of belonging and be able to explain something of the importance of belonging to a faith community Understand the concept of identity within their own experience and know some ways in which they and religious people express their sense of identity Retell the nativity stories, recognising the significance and the symbolism of the key characters Understand the importance of journeys in the Christmas story Understand that religious beliefs and ideas can be conveyed through the arts	various sources collated over time **Concept Progression: The Bible** – structure **Meanings within Easter** Know that the events of the first Easter are the foundation upon which the Christian faith is built **Concept Progression: Easter** – the different perspectives of the characters Know about the compilation of the Bible including the existence of the Old and the New Testaments; some of the well-known characters in the Bible; Identify some of the types of writing, e.g. history, law, poetry, parable, letters Know that the Bible is important for Christians as a source of guidance and teaching Understand some of the ways in which the Bible is used by Christians in church, worship and at home	from his own time, over centuries artists have created a variety of images which reflect different aspects of him Know that evidence for what is known historically about Jesus comes mainly from the New Testament Know the people who knew Jesus had different views of him and explain the reasons why Know Jesus has been represented in many different ways **The Parables of Jesus** Know how the parables of Jesus are reflective of his personality. How does His message relate to the lives of the people he spoke to and how can we relate those messages today. **Concept Progression: God** – God as a Father and life director Jesus community and work
Physical Education Knowledge and Skills	**Dance** Demonstrate some agility, balance, coordination and precision Creatively change static actions into travelling movements Show different levels and pathways when travelling Communicate effectively with a partner/group, improving ideas Evaluate their own and others work	**Invasion Games Skills** While Dodging, be aware of environment and others Get in good positions to receive a ball Shield ball from an opponent Turn in different ways whilst in possession Dribble with control using hands and feet Deceive opponents by feinting/dummying/giving the eyes Close a space, wait for opponent to lose control Force opponent onto weaker side Communicate with team players	**Tag Rugby** Scoop a ball up from the floor Dodge to avoid being tagged by an opponent Pocket pass with accuracy from right and left Make a target to receive the ball Send and receive the ball under pressure Pass a rugby ball backwards, accurately and consistently Dummy a pass Create an overlap Pass, missing out players in a line Set up defensively opposite an opponent
Modern Foreign Languages Knowledge and Skills	**I Can** **Speaking** introduces the children to the Spanish verb 'poder' in the form of 'puedo' (I can). Using this verb in this form we will teach the children ten everyday activities (talking, eating, dancing etc.) **Listening** Appreciate and actively participate in traditional short stories. **Reading** Be able to identify when versions of the words heard	**Vegetables** **Speaking** To know key salutations s such as: 'hello' and 'goodbye' along with basic phrases and replies including: 'how are you?', 'I am fine', 'please' and 'thank-you' **Listening** Understand very short passages of spoken language that they hear Match the language they hear to images and/or words that they have been taught in their lessons **Reading** Gist read by “hunting” for key words in a	**Ice Creams** **Speaking** Learn to repeat and reproduce the language I hear with accurate pronunciation **Listening** Appreciate and actively participate in traditional short stories. **Reading** Be able to identify written versions of the words heard **The seasons** In this unit pupils will learn in Spanish how to say the four seasons, describe each season's key features and say which

	Fruits **Speaking** Build on previous year by creating short, spoken simple sentences Create simple sentences integrating 1st person singular of high frequency verbs Move from single words to short simple phrases **Listening** Understand very short passages of spoken language that they hear during the lesson **Reading** Gist read by "hunting" for key words in a sentence	sentence and by circling key nouns and articles in word puzzles and word searches **La historia de la antigua Gran Bretaña (Ancient Britain)** **Speaking** Focus on the three earliest ages of Ancient Britain - the Stone Age, the Bronze Age and the Iron Age. We will look at how to say "I am...", "I have..." and "I live..." (using the first person singular) throughout this unit. **Listening** Understand very short passages of spoken language that they hear during the lesson **Reading** Be able to identify written versions of the words heard	season is their favourite with an opportunity to justify their opinion. **Speaking** name (with accurate pronunciation) and remember the four seasons in Spanish with the correct article/determiner. learn how to say and/or write a short sentence about this season in Spanish. **Listening** Understand very short passages of spoken language that they hear during the lesson **Reading** Be able to identify written versions of the words heard