

Year 3 Long Term Overview 2016-2017

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Volcanoes and earthquakes		Early Britain		Roundheads and Cavaliers	
Literacy	Genres which will be covered: <ul style="list-style-type: none"> • Stories with familiar settings • Poetry - Poems to perform • Non-chronological reports • Persuasive writing - letters • Instructions • Diaries 		Genres which will be covered: <ul style="list-style-type: none"> • Recounts - newspaper • Historical stories • Stories of adventure and mystery • Explanation texts • Poetry - shape poems and calligrams 		Genres which will be covered: <ul style="list-style-type: none"> • Myths and legends • Focus on work of a named author • Information texts • Discussion texts • Poetry - identify figurative language 	
Texts	My mouth is a volcano - Julia Cask Vacation under the volcano - Mary Pope Osborne Volcano Adventure - Willard Price Astrosaurs Academy: Volcano Invaders - Steve Cole Earthquake in the early morning - Mary Pope Osborne		Asterix in Britain Ug - Raymond Briggs Stone Age Sentinel (newspaper) Whitestone stories - John R Barrett Horrible Histories; The Savage Stone Age - Terry Deary Stone Age boy - Satoshi Kitamura Stick and Stone Age; Cartoon History - Jaqui Bailey		Newport Pagnell historical society website	
Numeracy – thematic links		Money - Linked with the Christmas fayre	Weight and measures - Food tech		4 points of the compass	
Science	Switched on Science - Earth Rocks Obj: To explore different rocks and their properties. To recognise that soil comes from rock. To find out how fossil are formed. Skills: To collect and record data from observations and tests. Carry out fair tests. Questioning- suggest improvements or new questions.	Switched on Science - Opposites Attract Obj: To observe the forces that magnets produce. To name materials that magnets attract. To explain what a magnetic pole is and what it can do. Skills: Report and present findings from enquiries. To use prediction skills.	Switched on Science - Food and our Bodies Obj: To find out about healthy and balanced diets. To describe the basic parts of the skeletal system. To look at joints, and how bones and muscles help us move. Skills: To gather, record and present data in different ways. To make systematic and careful observations. To explain and describe.	Switched on Science - How does your garden grow? Obj: To identify and describe the functions of the different parts of a flowering plant. To investigate how water is transported within plants. To explore the life cycle of plants. Skills: To set up simple practical enquiries. To ask relevant questions. Use scientific enquiry. To record findings using drawings and diagrams.	Switched on Science - Mirror Mirror Obj: To describe the reflections when light is reflected from surfaces. To describe how shadows are formed. Skills: To record observations and make sense of them. To carry out a fair test.	Switched on Science - we are Astronauts Obj: To observe and draw the moon. To make a model rocket and explain how it works. To identify which foods are best to take to space and explain why. Skills: Designing and building. To explain thoughts and findings. Use vocabulary to describe.

ICT	<p>We are programmers <u>Learning Expectation:</u> In this unit, the children create an animated cartoon using characters they design. They use a paint tool to create characters and backgrounds. They then create an animation by translating a storyboard into a series of scripted instructions (program) for graphic objects.</p>	<p>We are bug fixers <u>Learning Expectation:</u> In this unit, the children create an animated cartoon using characters they design. They use a paint tool to create characters and backgrounds. They then create an animation by translating a storyboard into a series of scripted instructions (program) for graphic objects.</p>	<p>We are Presenters <u>Learning Expectation:</u> Do your children love watching sport or other performances on TV? This unit gives them a chance to make a short narrated video of themselves practising a sport or other skill, and to use this to help improve their performance.</p>	<p>We are networkers <u>Learning Expectation:</u> . In this unit, the pupils investigate how computer networks work. They use a simulation and learn some simple command prompt (C:) tools for testing network connections.</p>	<p>We are communicators <u>Learning Expectation:</u> This unit allows the children to learn about a number of e-safety matters in a positive way. They will work with a partner in another class, learning how to use email and video conferencing safely.</p>	<p>We are Opinion Pollsters <u>Learning Expectation:</u> In this unit, the children create their own opinion poll, seek responses, and then analyse the results.</p>
History			<p>Britain from the Stone age to the Iron age (key facts, impact on society, innovations, key dates/timeline etc) Hunter gatherers and early farming</p>	<p>Local history connection to Oliver Cromwell and the Newport Pagnell muster Civil War Understanding the two sides of the civil war Biographies of Charles I and Oliver Cromwell</p>		
Geography	<p>Describe and understand volcanoes and earthquakes Plants that live in these environments (adaptations) Compare Iceland and Yellowstone National Park (volcanoes) Compare Europe and North America (earthquakes) Locate countries Use symbols and keys</p>		<p>Local fieldwork Symbols and keys</p>			
Art – skills teaching through theme	<p>Art based on theme of Northern Lights Recording ideas in sketchbooks photographs Art installations</p>	<p>Early art and cave painting Different techniques of applying paint e.g. with spatulas, lolly sticks etc Large scale art</p>	<p>Comparing architecture of different places of worship (stained glass windows)</p>			
DT	<p>Papier Mache volcanoes</p>	<p>Making weapons and shelters</p>	<p>Making shadow puppets with moving parts</p>			
Food Tech	<p>Food from countries studied. Rock cakes!</p>	<p>Food of the time - Stone age flapjacks</p>				
RE	<p>To explore the ritual of communion and other ways of</p>	<p>To understand the significance of</p>	<p>To explore the impact</p>	<p>To explore the</p>	<p>To explore the life of Jesus</p>	<p>To explore how Jesus</p>

	belonging to the church	light as a symbol of belief	Jewish/Hindu beliefs have on the life of a child.	connections between Easter and Passover, particularly the Last Supper	from the perspective of his authority	taught truths through story
PSHE	SEAL - New Beginnings QCA - Pupil Voice	SEAL - Getting on and Falling out Firework safety	SEAL relationships QCA - Keeping Ourselves healthy	SEAL - Going for Goals QCA- keeping ourselves and others safe	SEAL - Relationships QCA - Special People (Sex Relationships & Education Unit 1) Financial Capability	SEAL - Changes Fundraising - caring for others (India) Financial capability - cost of living in India and Newport Pagnell
MFL	Greetings/Introducing yourself	<u>Games and songs</u> Numbers 11-20 Simple questions Family	<u>Celebrations:</u> saying what you can do well Making simple Simple statements (about activities) *Expressing praise *	Months of the year *Writing an invitation *playing games (following instructions	<u>Our bodies</u> Parts of the body; colours; descriptions of people	Making simple statements (about appearance) •Giving a simple description of a person
Music	Exploring the composers Handel and Mozart		Exploring the composers Vivaldi and Elgar		Exploring the composers Beethoven and Strauss	
			Exploring Recorders with the MK Music Hub To sing in tune. (Lv 3 performing strand) Perform rhythmic parts using a limited number of notes. (Lv 3 performing strand) Improves own work by talking about how it was supposed to sound - redrafting. (Lv3 appraising strand) Improvise repeated patterns. (Lv3 composing) Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (NCT)			

PE	Gym- Balances and Jumps	Gym- Balances and Jumps	Games (Invasion) - Hockey	Gym- Sequences	Dance - Country Dancing	Athletics
	Dance- Topic (Volcanoes)	Dance	Games (Invasion) - Hockey	Games (Striking and Fielding)- Rounders	Games (Striking and Fielding) - Rounders	Athletics