



<div>  <div>College Town Primary School - Year 3 Overview</div>  </div>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working Scientifically	<p>Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus).</p> <p>Set up simple practical enquiries, comparative and fair tests (Year 3 focus).</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 3 focus).</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions (Year 3 focus). Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus).</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 3 focus).</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 3 focus).</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus).</p>					
Science	<p>Light</p> <p>Recognise that he/she needs light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>Animals including Humans</p> <p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Rocks</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Forces and Magnets</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify</p>	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore and describe 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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants,</p>	<p>Revision and Expansion</p> <p>Suggested Science Unit: <u>Climate change: melting icecaps and Greenhouse gases.</u> What will happen when the icebergs finally melt? And other questions answered by scientists. Investigate the rate of melting of ice. Climate change clock. Look into the life of a polar bear -> WWF</p> <p>Science Week</p>

				<p>some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>including pollination, seed formation and seed dispersal.</p>	
Art		Greek Pottery	Cave Paintings		Ancient Egyptian Art	
	<p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.</p> <p>Explain what he/she likes or dislikes about their work.</p> <p>Know about some of the great artists, architects and designers in history and describe their work.</p> <p>Explore shading, using different media.</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.</p> <p>Compare and recreate form of natural and manmade objects.</p> <p>He/she is able to create a collage using overlapping and layering.</p> <p>Create printing blocks using relief or impressed techniques.</p> <p>Add detail to work using different types of stitch, including cross-stitch.</p>					
Computing	<p>E- safety</p> <p>Use technology safely and respectfully, keeping personal information private.</p> <p>Use technology safely and recognise acceptable and unacceptable behaviour.</p>	<p>Using ICT – Embedded in all subjects</p> <p>With support select and use a variety of software to accomplish goals.</p> <p>Recognise familiar forms of input and output devices and how they are used.</p> <p>Make efficient use of familiar forms of input and output devices.</p>	<p>Programming – Use and understand algorithms</p> <p>Design write and debug programs that control or simulate virtual events.</p> <p>Use logical reasoning to explain how some simple algorithms work.</p>	<p>Net – Searching and Networks – What is the internet</p> <p>Use simple search technologies.</p> <p>Use simple search technologies and recognise that some sources are more reliable than others.</p>	<p>Using ICT – Embedded in all subjects</p> <p>With support select and use a variety of software to accomplish goals.</p> <p>Recognise familiar forms of input and output devices and how they are used.</p> <p>Make efficient use of familiar forms of input and output devices.</p>	<p>Using ICT – Embedded in all subjects</p> <p>With support select and use a variety of software to accomplish goals.</p> <p>Recognise familiar forms of input and output devices and how they are used.</p> <p>Make efficient use of familiar forms of input and output devices.</p>

				<p><i>Understand that computer networks enable the sharing of data and information.</i></p> <p><i>Understand that the internet is a large network of computers and that information can be shared between computers.</i></p>		
Design and Technology	<p>Design a pizza</p> <p><i>Talk about the different food groups and name food from each group.</i></p> <p><i>Understand that food has to be grown, farmed or caught in Europe and the wider world.</i></p> <p><i>Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</i></p>			<p>British Inventors</p> <p><i>Use knowledge of existing products to design his/her own functional product.</i></p> <p><i>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes.</i></p> <p><i>Safely measure, mark out, cut, assemble and join with some accuracy.</i></p> <p><i>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</i></p> <p><i>Investigate and analyse existing products and those he/she has made, considering a wide range of factors.</i></p> <p><i>Strengthen frames using diagonal struts. Understand how mechanical systems such as levers and linkages or pneumatic</i></p>		<p>Building a 3D Landscape</p> <p><i>Use knowledge of existing products to design his/her own functional product.</i></p> <p><i>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes.</i></p> <p><i>Safely measure, mark out, cut, assemble and join with some accuracy.</i></p> <p><i>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</i></p> <p><i>Investigate and analyse existing products and those he/she has made, considering a wide range of factors. Strengthen frames using diagonal struts.</i></p> <p><i>Understand how mechanical systems such as levers and linkages or pneumatic</i></p>

				systems create movement.		systems create movement.
History		The Ancient Greeks <i>Use an increasing range of common words and phrases relating to the passing of time.</i> <i>Describe memories of key events in his/her life using historical vocabulary.</i>	The Bronze, Stone and Iron Age <i>Use an increasing range of common words and phrases relating to the passing of time.</i> <i>Describe memories of key events in his/her life using historical vocabulary.</i>		The Ancient Egyptians <i>Use an increasing range of common words and phrases relating to the passing of time.</i> <i>Describe memories of key events in his/her life using historical vocabulary.</i>	
Geography	Italy <i>Identify physical and human features of the locality.</i> <i>Recognise there are similarities and differences between places.</i> <i>Develop an awareness of how places relate to each other.</i> <i>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</i> <i>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</i> <i>Understand and use a widening range of geographical terms e.g.</i>			The United Kingdom <i>Identify where counties are within the UK and the key topographical features.</i> <i>Name and locate the cities of the UK.</i> <i>Recognise there are similarities and differences between places.</i> <i>Develop an awareness of how places relate to each other</i> <i>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?</i> <i>Understand and use a widening range of</i>		Village Settlers <i>Make more detailed fieldwork sketches/diagrams.</i> <i>Use fieldwork instruments, eg. camera, rain gauge.</i> <i>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.</i> <i>Use four figure grid references.</i> <i>Use the 8 points of a compass.</i> <i>Make plans and maps using symbols and keys.</i> <i>Develop an awareness of how places relate to each other.</i> <i>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil,</i>

	specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc			geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. Identify physical and human features of the locality including climate zones, biomes and the water cycle.		mountain, port, harbour, factory, office. Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.
Music	Out of the Ark harvest songs Harvest Samba Harvest song <i>Listen with direction to a range of high-quality music.</i> <i>Find the pulse within the context of different songs/music with ease.</i> <i>Sing songs with multiple parts with increasing confidence.</i>	Christmas Carol Concert songs <i>Listen with direction to a range of high-quality music.</i> <i>Confidently recognise a range of musical instruments.</i> <i>Find the pulse within the context of different songs/music with ease.</i> <i>Play and perform in solo or ensemble contexts with confidence.</i>	Composing using your imagination You're a shining star Music makes the world go round <i>Listen with direction to a range of high-quality music.</i> <i>Confidently recognise a range of musical instruments.</i>	Sharing musical experiences <i>Listen with direction to a range of high-quality music.</i> <i>Confidently recognise a range of musical instruments.</i> <i>Find the pulse within the context of different songs/music with ease.</i> <i>Sing songs with multiple parts with increasing confidence.</i>	Instruments: recorder course This is a course to properly introduce how to use a recorder <i>Listen with direction to a range of high-quality music.</i> <i>Find the pulse within the context of different songs/music with ease.</i> <i>Understand that improvisation is when a</i>	Recognising different sounds <i>Listen with direction to a range of high-quality music.</i> <i>Confidently recognise a range of musical instruments.</i> <i>Find the pulse within the context of different songs/music with ease.</i> <i>Understand that improvisation is when a composer makes up a tune within boundaries.</i>

	<p><i>Play and perform in solo or ensemble contexts with confidence.</i></p> <p><i>Begin to listen to and recall sounds with increasing aural memory.</i></p>	<p><i>Begin to listen to and recall sounds with increasing aural memory.</i></p>	<p><i>Find the pulse within the context of different songs/music with ease.</i></p> <p><i>Understand that improvisation is when a composer makes up a tune within boundaries.</i></p> <p><i>Understand that composition is when a composer writes down and records a musical idea.</i></p> <p><i>Sing songs with multiple parts with increasing confidence.</i></p> <p><i>Play and perform in solo or ensemble contexts with confidence.</i></p> <p><i>Develop an understanding of formal, written notation which includes crotchets and rests.</i></p> <p><i>Begin to listen to and recall sounds with increasing aural memory.</i></p>	<p><i>Play and perform in solo or ensemble contexts with confidence.</i></p> <p><i>Develop an understanding of formal, written notation which includes crotchets and rests.</i></p> <p><i>Begin to listen to and recall sounds with increasing aural memory.</i></p>	<p><i>composer makes up a tune within boundaries.</i></p> <p><i>Understand that composition is when a composer writes down and records a musical idea.</i></p> <p><i>Play and perform in solo or ensemble contexts with confidence.</i></p> <p><i>Develop an understanding of formal, written notation which includes crotchets and rests.</i></p> <p><i>Begin to listen to and recall sounds with increasing aural memory.</i></p>	<p><i>Understand that composition is when a composer writes down and records a musical idea.</i></p> <p><i>Sing songs with multiple parts with increasing confidence.</i></p> <p><i>Play and perform in solo or ensemble contexts with confidence.</i></p> <p><i>Develop an understanding of formal, written notation which includes crotchets and rests.</i></p> <p><i>Begin to listen to and recall sounds with increasing aural memory.</i></p>
RE	<p>Christianity</p> <p><i>Explain the significance of religious leaders and sacred texts.</i></p>	<p>Christianity</p> <p><i>Describe a range of ways that believers express their core beliefs and make the links between belief and expression.</i></p>	<p>Hinduism</p> <p><i>Identify how core beliefs can guide lifestyle choices.</i></p> <p><i>Recognise how religious identity can be shaped by family, community and practice.</i></p>	<p>Hinduism</p> <p><i>To what extent do religious beliefs influence and encourage 'good' behaviour?</i></p> <p><i>How might beliefs and community shape a person's identity?</i></p>	<p>Christianity</p> <p><i>To what extent does participating in worship and/or prayer generate a sense of belonging?</i></p>	<p>Christianity</p> <p><i>How do religious leaders and sacred texts contribute to believers understanding of their faith?</i></p>

	<p><i>Develop Some Religious And Moral Vocabulary To Describe Key Features And Know Beliefs, Ideas And Teachings For Some Religions.</i></p> <p><i>Recognise What Influences Him/Her In His/Her Life - Identify The Influence Religion Has On Peoples, Lives, Including His/Her Own.</i></p> <p><i>Identify Ultimate Questions And Behavior That There Are No Universally Agreed Answers To These.</i></p> <p><i>Recognise And Begin To Ask Questions About How Religious And Moral Values, Commitments And Beliefs Can Influence Behavior.</i></p>					
Spanish	I'm Learning Spanish (EL)	Animals (EL)	Instruments (EL)	I Know How To (EL)	Fruits (EL)	Ice-Creams (EL)
	<p><i>Show that he/she recognises words and phrases heard by responding appropriately.</i></p> <p><i>Follow simple instructions and link pictures or actions to language.</i></p> <p><i>When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words.</i></p> <p><i>Recognise some familiar words and phrases in written form.</i></p> <p><i>Read some familiar words aloud using mostly accurate pronunciation.</i></p> <p><i>Learn and remember new words encountered in reading.</i></p> <p><i>Ask and answer simple questions, for example about personal information.</i></p> <p><i>Repeat sentences heard and make simple adaptations to them.</i></p> <p><i>Use mostly accurate pronunciation and speak clearly when addressing an audience.</i></p> <p><i>Use simple adjectives such as colours and sizes to describe things orally.</i></p> <p><i>Write some single words from memory.</i></p> <p><i>Use simple adjectives such as colours and sizes to describe things in writing.</i></p> <p><i>Record descriptive sentences using a word bank.</i></p>					
PSHE	Being Me in my world <i>Recognise my worth and can identify positive things about myself and my achievements.</i> <i>Can face new challenges positively, make responsible</i>	Celebrating Differences <i>Understand that everybody's family is different and important to them.</i> <i>Understand that difference and conflicts</i>	Dreams and Goals <i>Tell you about a person who has faced difficult challenges and achieved success.</i> <i>Identify a dream/ambition that is important to me.</i>	Relationships <i>Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</i> <i>Can identify and put into practice some of the skills friendship.</i>	Healthy Me <i>Understand how exercise affects my body and know why my heart and lungs are such important organs.</i> <i>Understand how exercise affects my body and know why my heart</i>	Changing Me <i>Understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby.</i>

	<p>choices and ask for help when I need it.</p> <p>Understand why rules are needed and how they relate to rights and responsibilities. Understand that my actions affect myself and others and I care about other people's feelings.</p> <p>Can make responsible choices and take action.</p> <p>Understand my actions affect others and try to see things from their point of view.</p> <p><u>British Values Covered</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>	<p>sometimes happen among family members.</p> <p>Know what It means to be a witness to bullying.</p> <p>Know that witnesses can make the situation better or worse by what they do.</p> <p>Recognise that some words are used in hurtful ways.</p> <p><u>British Values Covered</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>	<p>Enjoy facing new challenges and working out the best way for me to achieve them.</p> <p>Being motivated and enthusiastic about achieving a new challenge.</p> <p>Recognise obstacles which might hinder my achievement and can take steps to overcome them.</p> <p><u>British Values Covered</u> Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>	<p>Can use strategies for keeping myself safe. Explain how some of the actions and work of people around the world help and influence my life.</p> <p>Understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>Know how to express my appreciation to my friends and family.</p> <p><u>British Values Covered</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>	<p>and lungs are such important organs.</p> <p>Can you about my knowledge and attitude towards drugs.</p> <p>Can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>Understand that, like medicines, some household substances can be harmful if not used correctly.</p> <p>Understand how complex my body is and how important it is to take care of it.</p> <p><u>British Values Covered</u> Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>	<p>Understand how babies grow and develop in the mother's uterus.</p> <p>Understand what a baby needs to live and grow.</p> <p>Recognise stereotypical ideas about parenting and family roles.</p> <p>Identify what I am looking forward to in Year 4.</p> <p><u>British Values Covered</u> Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>
PE	<p>Hockey</p> <p>Set more challenging goals and evaluate his/her achievements.</p> <p>Create a 'step to success' approach to achieving success.</p> <p>Understand that determination and perseverance are needed to overcome a challenge.</p>	<p>Gymnastics</p> <p>Set more challenging goals and evaluate his/her achievements.</p> <p>Create a 'step to success' approach to achieving success.</p> <p>Understand that determination and perseverance are needed to overcome a challenge.</p>	<p>Dance</p> <p>Set more challenging goals and evaluate his/her achievements.</p> <p>Create a 'step to success' approach to achieving success.</p> <p>Understand that determination and perseverance are needed to overcome a challenge.</p>	<p>Netball</p> <p>Set more challenging goals and evaluate his/her achievements.</p> <p>Create a 'step to success' approach to achieving success.</p> <p>Understand that determination and perseverance are needed to overcome a challenge.</p>	<p>Striking and Fielding</p> <p>Set more challenging goals and evaluate his/her achievements.</p> <p>Create a 'step to success' approach to achieving success.</p> <p>Understand that determination and perseverance are needed to overcome a challenge.</p>	<p>Athletics</p> <p>Set more challenging goals and evaluate his/her achievements.</p> <p>Create a 'step to success' approach to achieving success.</p> <p>Understand that determination and perseverance are needed to overcome a challenge.</p>

	Share his/her own considered point of view and listen to and consider other people's opinions.	Share his/her own considered point of view and listen to and consider other people's opinions. Balance on one foot.	Share his/her own considered point of view and listen to and consider other people's opinions. Balance on one foot.	Share his/her own considered point of view and listen to and consider other people's opinions.	needed to overcome a challenge. Share his/her own considered point of view and listen to and consider other people's opinions.	Share his/her own considered point of view and listen to and consider other people's opinions.
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