



Year 3 Topic 1 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science Rocks	To be able to classify rocks based on their appearance	To be able to classify rocks based on their properties	To know how fossils are formed	To know how soils are formed	To recognise the work of scientists	To identify rocks and know how fossils are formed
Vertical links	To observe closely, using simple equipment To compare and group together a variety of everyday materials on the basis of their simple physical properties	To identify and classify To ask simple questions and recognise they can be answered in different ways	To gather and record data to help in answering questions To describe and compare the structure of a variety of common animals To explore and compare the differences between things that are living, dead, and things that have never been alive	To ask simple questions To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy To explore and compare the differences between things that are living, dead, and things that have never been alive		
Horizontal links						



History Stone Age	To describe dates of, and order, significant events	To use evidence to describe the way of life and actions of people in the past	To use evidence to describe the way of life and actions of people in the past	To use evidence to describe buildings and structures from the past and their uses	To ask general what, how, when and where questions and find answers about the past	To recall key facts about the Stone Age
Vertical links	To understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me To use a timeline to place important events, objects or people To be able to place WWII and the Moon landing on a timeline	To talk, write and draw about things from the past, including events, people and places from children’s own locality To communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT – including events, people and places from children’s own locality To look at evidence to give and explain reasons why people in the past may have acted in the way they did	To describe the differences between then and now and where appropriate reveal aspects of change in national life To communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT – including events, people and places from children’s own locality	To describe the differences between then and now and where appropriate reveal aspects of change in national life To communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT – including events, people and places from children’s own locality To look at houses and buildings from the past and compare them to today	To ask general what, where and when questions about the past To use a wide range of information to answer questions To look at evidence to give and explain reasons why people in the past may have acted in the way they did	
Horizontal links			To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene			
Geography						
Vertical links						
Horizontal links						



Art and Design Texture - weaving	To understand how to weave	To know how to create a 3D sculpture using weaving	To understand how to weave with wool	To evaluate the techniques needed for weaving	To plan a woven piece of art	To understand how to weave with wool
Vertical links	To weave materials (paper weaving, pre-cut paper, cardboard frame)	To weave materials (paper weaving, pre-cut paper, cardboard frame) To learn how textiles create things To show an awareness of natural and man-made forms To replicate patterns and textures in a 3D form	To weave materials (paper weaving, pre-cut paper, cardboard frame) To learn how textiles create things	To weave materials (paper weaving, pre-cut paper, cardboard frame)	To weave materials (paper weaving, pre-cut paper, cardboard frame) To learn how textiles create things	To weave materials (paper weaving, pre-cut paper, cardboard frame)
Horizontal links						
Design Technology Cooking	To know that different seasons effect the growth of food	To research and evaluate different stews and their recipes	To design a recipe for a stew that is healthy and uses seasonal products	To use a variety of techniques to create our seasonal stew	To evaluate our stew based on our success criteria and opinions of others	To create a stew based on previous evaluation
Vertical links		To explore and evaluate a range of existing smoothies	To generate and develop ideas for a new smoothie through talking and drawing	To use the basic principles of a healthy and varied diet to prepare fruit and vegetable smoothies To use a range of small tools, including scissors, paint brushes and cutlery	To explore and evaluate a range of existing smoothies To evaluate their design against the design criteria	To use the basic principles of a healthy and varied diet to prepare fruit and vegetable smoothies
Horizontal links	To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy To know what their body needs to stay healthy To identify seasonal and daily weather patterns in the UK	To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene To know what their body needs to stay healthy	To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) To know what their body needs to stay healthy To know which foods give their bodies energy	To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene To know which foods give their bodies energy	To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) To know which foods give their bodies energy



Religious Education Hinduism – worship and pilgrimage	To know how Hindus worship at home and in the mandir	To know the internal features of a mandir	To know how Hindus worship at a mandir	To know what a shrine is and how Hindus worship at home	To know what pilgrimage is and why it is important to Hindus	To understand a Hindu place of worship
Vertical links	To know how Christians use symbols in everyday life, places of worship and celebrations To know how and why a vicar, priest or minister is important to Christians To know how Jewish people use their synagogues	To know how Jewish people use their synagogues	To know what Jewish people learn about God, people and the natural world from the Tenakh To know the special texts used in synagogues To know how Jewish people use their synagogues	To know what Jewish people learn about God, people and the natural world from the Tenakh	To know how important Jewish symbols are in celebrations and Jewish life in general	To know the special texts used in synagogues To know what a rabbi does To know how and why a vicar, priest or minister is important to Christians
Horizontal link	To know that it is important to listen to other people and understand that their own views are valuable To know that friends can be different and still be friends			To understand that they are special and that their views are important To know that friends can be different and still be friends	To know that it is important to listen to other people and understand that their own views are valuable	
Computing						
Vertical links						
Horizontal links						



<p>Physical Education Gymnastics Invasion Games – Handy Ball</p>	<p>To demonstrate and hold the 10 basic shapes with control</p> <p>To retrieve and carry a ball one handed, travelling in a variety of different ways</p>	<p>To perform contrasting balances with a change of speed and level</p> <p>To demonstrate the correct catching technique</p>	<p>To land a variety of jumps with control</p> <p>To perform a one handed over arm throw</p>	<p>To perform matching actions with a partner using contrasting shapes</p> <p>To pass and move into a space</p>	<p>To perform rolls that move in a circular way</p> <p>To know the 3 step rule</p>	<p>To transfer weight from hands to feet with rhythm and control</p> <p>To pass the ball then move into a space to receive the ball</p>
<p>Vertical links</p>	<p>To make their body tense, relaxed, curled and stretched To master basic movements, including running, jumping, throwing, and catching, as well as developing balance, agility, and coordination, and begin to apply these in a range of activities</p>	<p>To control their body when balancing To plan and show a sequence of movements To master basic movements, including running, jumping, throwing, and catching, as well as developing balance, agility, and coordination, and begin to apply these in a range of activities</p>	<p>To control their body when travelling To master basic movements, including running, jumping, throwing, and catching, as well as developing balance, agility, and coordination, and begin to apply these in a range of activities</p>	<p>To be able to plan and show a sequence of movements To master basic movements, including running, jumping, throwing, and catching, as well as developing balance, agility, and coordination, and begin to apply these in a range of activities</p>	<p>To roll in different ways To master basic movements, including running, jumping, throwing, and catching, as well as developing balance, agility, and coordination, and begin to apply these in a range of activities</p>	<p>To use movements that are controlled To master basic movements, including running, jumping, throwing, and catching, as well as developing balance, agility, and coordination, and begin to apply these in a range of activities</p>
<p>Horizontal links</p>	<p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene To know what their body needs to stay healthy</p>	<p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene To know what their body needs to stay healthy</p>	<p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene To know what their body needs to stay healthy</p>	<p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene To know what their body needs to stay healthy</p>	<p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene To know what their body needs to stay healthy</p>	<p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene To know what their body needs to stay healthy</p>

PSHE Being Me	To recognise their self-worth	To face new challenges positively, make responsible choices and ask for help when they need it To recognise how it feels to be happy, sad or scared and to identify if other people are feeling these emotions	To understand why rules are needed and how they relate to rights and responsibilities To know how to make others feel valued	To understand that their actions affect themselves and others and care about other people's feelings To understand that their behaviour brings rewards or consequences	To make responsible choices and take appropriate action To know how to work cooperatively	To understand their actions affect others and try to see things from their points of view To choose to follow the Learning Charter
Vertical links	To know that positive choices impact positively on self-learning and the learning of others and that there are rewards and consequences linked to their choices	To know that positive choices impact positively on self-learning and the learning of others and that there are rewards and consequences linked to their choices	To understand the rights and responsibilities of class members and how to make their class a safe and fair place	To understand the rights and responsibilities of class members and how to make their class a safe and fair place	To know that positive choices impact positively on self-learning and the learning of others and that there are rewards and consequences linked to their choices	To know that positive choices impact positively on self-learning and the learning of others and that there are rewards and consequences linked to their choices
Horizontal links						
Music Let Your Sprit Fly	To learn to sing the song "Let Your Sprit Fly"	To play C, A, F and G on a glockenspiel to accompany the song	To play the recorder to accompany the song using the notes	To improvise with the song "Let Your Sprit Fly"	To compose with the song	To perform the song
Vertical links	To play a part in time with a steady pulse	To discuss the rhythm, pulse and pitch of music		To know how to hold and blow a recorder	To know that different sounds can be made with voices	
Horizontal links						
MFL A New Start	To know where Germany is	To be able to greet one another	To ask and answer questions about how we are feeling	To ask and answer questions about our names	To learn to read and say numbers	To review reading, saying and writing German numbers
Vertical links						
Horizontal links	To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage		To know what bullying means and who to tell if someone, including themselves, is being bullied or is feeling unhappy		To count, read and write numbers to 100 in numerals	To count, read and write numbers to 100 in numerals