# Year 3 Topic 1 Overview

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| **Science**<br>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<br>To compare and group together a variety of everyday materials on the basis of their simple physical properties | To identify and classify<br>To ask simple questions and recognise they can be answered in different ways | To gather and record data to help in answering questions<br>To describe and compare the structure of a variety of common animals<br>To explore and compare the differences between things that are living, dead, and things that have never been alive | To ask simple questions<br>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy<br>To explore and compare the differences between things that are living, dead, and things that have never been alive | | |
| **Horizontal links** | | | | | | |

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| **History**<br>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<br>To use a timeline to place important events, objects or people<br>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<br>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<br>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<br>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<br>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<br>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<br>To use a wide range of information to answer questions<br>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** | | | | | | |
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| **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)<br>To learn how textiles create things<br>To show an awareness of natural and man-made forms<br>To replicate patterns and textures in a 3D form | To weave materials (paper weaving, pre-cut paper, cardboard frame)<br>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)<br>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 affect 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<br>To use a range of small tools, including scissors, paint brushes and cutlery | To explore and evaluate a range of existing smoothies<br>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<br>To know what their body needs to stay healthy<br>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<br>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)<br>To know what their body needs to stay healthy<br>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<br>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)<br>To know which foods give their bodies energy |

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| **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<br>To know how and why a vicar, priest or minister is important to Christians<br>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<br>To know the special texts used in synagogues<br>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<br>To know what a rabbi does<br>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<br>To know that friends can be different and still be friends | | | To understand that they are special and that their views are important<br>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** | | | | | | |
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| **Physical Education**<br>Fitness<br><br>Parkour | To understand how balance helps them in everyday life<br><br>To explore different ways to move through space safely | To understand how co-ordination helps them in everyday life<br><br>To develop balance | To understand how strength helps them in everyday life<br><br>To develop jumping and landing with control and accuracy | To understand how speed helps them in everyday life<br><br>To explore changes in direction | To understand how agility helps them in everyday life<br><br>To explore taking their weight on their hands | To understand how stamina helps them in everyday life<br><br>To connect actions to create a simple parkour routine |
| **Vertical links** | To continue to develop co-operation and teamwork skills<br>To continue to explore different ways to move through space safely | To continue to develop movement skills<br>To continue develop balance | To continue to developing teamwork skills<br>To continue to develop jumping and landing | To continue to develop trust, listening to others and following instructions skills<br>To continue to explore changes in direction | | |
| **Horizontal links** | | | | | | |
| **PSHE**<br>Being Me | To recognise their self-worth | To face new challenges positively, make responsible choices and ask for help when we need it and recognise how it feels to be happy, sad or scared | To understand why rules are needed and how they relate to rights and responsibilities | To understand that their actions affect themselves and others and how their behaviour brings rewards and consequences | To make responsible choices, take appropriate action and know how to work cooperatively | To understand their actions affect others and try to see things from others' points of view |
| **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 | |
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| **Music**<br>Let Your Sprit Fly | To learn to sing the song "Let Your Spirit 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 Spirit 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**<br>A New Start | To know where Germany is | To be able to greet one another | To ask and answer questions about how they are feeling | To ask and answer questions about their 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 |