

Doddiscombsleigh Primary School
YEAR C: Year 3 Long Term Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English (Genre and Babcock English Texts)	Fiction Narrative A Wizard of Earthsea by Ursula Le Guin Puffin (free text online) Setting description and introduction Non-fiction Explanation texts Dragonology by Dugald Steer, Helen Ward, et al. Templar	Non-fiction Vocabulary The Dictionary of Difficult Words by Jane Solomon, illustrated by Louise Lockhart Frances Lincoln Fiction Multi clause sentences Spanish Lottery Christmas Advert	Fiction Beowulf by Kevin Crossley Holland Oxford This classic story sequence focuses around a fight Non-fiction Letter writing Persuasive letter: RSPB	Fiction Story Path by Madalena Matoso Templar and Jonathan Swift's Gulliver by Martin Jenkins Walker Non-fiction Reports (about discovery of a new island) Archipelago: An Atlas of Imagined Islands ed. Huw Lewis-Jones Thames and Hudson Ltd	Non-fiction A Drove of Bullocks by PatrickGeorge Fiction Commas, brackets, dashes Inside the Villains by Clotilde Perrin Gecko Press	Non-fiction Expanded noun phrases including relative clauses Animalium by Jenny Broom Big Picture Press
Guided Reading	Whole Class Guided Reading is taught every morning from 9.00 – 10.00am. The groups are split into Year 3&4 and Year 5&6.					
Maths (See White Rose Overviews)	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division		Number: Multiplication and Division Measurement: Length, Perimeter & Area Number: Fractions Measurement (Y3): Mass and Capacity Number (Y4): Decimals		Number: Decimals (including money) Measurement: Time Number: Statistics Geometry: Properties of Shape	
Science Knowledge and Understanding	Electricity & Circuits Could we cope without electricity for one day? Can I ask relevant questions and use different types of scientific enquiries to answer them? Can I set up simple practical enquiries, comparative and fair tests? Can I use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions? Can I Identify common appliances?	Light & Shadow How far can you throw your shadow? Can I report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions? Can I use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions? Can I identify light Sources, including the Sun. How do I Protect my eyes from the Sun?	Rocks & Fossils What do rocks tell us about the way earth was formed? (THIS ONE) Can I identify difference, similarities or changes related to simple scientific ideas and processes? Can I used straightforward scientific evidence to answer questions or to support findings? Can I identify how rocks are formed? Can I identify different kinds of rocks? Can I explain how fossils	Rocks & Fossils What do rocks tell us about the way earth was formed? (THIS ONE) Can I identify difference, similarities or changes related to simple scientific ideas and processes? Can I used straightforward scientific evidence to answer questions or to support findings? Can I identify how rocks are formed? Can I identify different kinds of rocks? Can I explain how fossils are formed? Can I explain how soil is	Habitats Which wild animals and plants thrive in your locality? Can I make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers? Can I 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?	Life Cycle of a Human (SRE) How different will you be when you are as old as your grandparents? Can I identify difference, similarities or changes related to simple scientific ideas and processes? Can I used straightforward scientific evidence to answer questions or to support findings?

	<p>Can I construct simple circuits?</p> <p>Can I identify Common conductors and insulators?</p> <p>Can I identify alternative sources of energy?</p>	<p>How are shadows formed?</p> <p>Can I explain reflection /mirrors?</p>	<p>are formed?</p> <p>Can I explain how soil is formed?</p>	<p>formed?</p>	<p>Can I recognise that living things can be grouped in a variety of ways?</p> <p>Can I explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment?</p> <p>Can I recognise that environments can change and that this can sometimes pose dangers to living things?</p>	
<p>Science Skills</p>	<p>Working scientifically (runs across all topics)</p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 					
<p>History</p>	<p>Theme of British History: Social Impact of World War II</p> <p>How could Hitler have convinced a nation like Germany to follow him?</p> <p>A study of an aspect or theme in British history that extends pupils' chronology beyond 1066: Hitler's invasion of Europe and its impact on Britain.</p> <p>Can they identify and give reasons for different ways in which the past is represented?</p> <p>Can they distinguish between different sources – compare different versions of the same story?</p> <p>Can they look at representations of the period – museum, cartoons?</p> <p>Can they use dates and historical language in their work?</p>	<p>Ancient Mayans</p> <p>Who were the Mayans and what have we learnt from them?</p> <p>A non European society that provides contrast with British history - Mayan civilization around 900AD</p> <p>Can they use dates and terms related to the study unit and passing of time?</p> <p>Can they sequence several events or artefacts?</p> <p>Can they place a specific event on a timeline by decade?</p> <p>Can they place features of historical events and people from past societies and periods in a chronological framework?</p>	<p>Anglo-Saxons</p> <p>Were the Anglo-Saxons really smashing?</p> <p>Can they use dates and terms related to the study unit and passing of time?</p> <p>Can they sequence several events or artefacts?</p> <p>Can they use their mathematical skills to work exact time scales and differences as need be?</p> <p>Can they describe historical events from the different period/s they are studying/have studied?</p> <p>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Can they explain the role that Britain has had in</p>			

	<p>Can they communicate their knowledge through: Discussion, Drawing pictures, Drama/role play, Making models, Writing and Using ICT?</p> <p>Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</p> <p>Can they use their mathematical skills to work exact time scales and differences as need be?</p> <p>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Do they appreciate that significant events in history have helped shape the country we have today?</p> <p>Do they have a good understanding as to how crime and punishment has changed over the years?</p>	<p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</p> <p>Can they describe features of historical events and people from past societies and periods they have studied?</p> <p>Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p> <p>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</p>	<p>spreading Christian values across the world?</p> <p>Do they appreciate that significant events in history have helped shape the country we have today? • Do they have a good understanding as to how crime and punishment has changes over the years?</p> <p>Can I identify Anglo-Saxons, Scots and Britain's settlements?</p> <p>Can I recount Anglo-Saxon invasions?</p> <p>Can I identify different settlement types?</p> <p>Can I explain how the Anglo- Saxons influenced, kingdoms; names and places; art and culture and Christian conversion?</p> <p>Can they use dates and historical language in their work?</p>
<p>Geography</p>	<p>Sustainable Energy</p> <p>Will we ever run out of energy?</p> <p>Can I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America?</p> <p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p>Can I describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy?</p>	<p>Life in Another Country: South America</p> <p>Why is Brazil in the news again?</p> <p>Can they collect information about a place and use it in a report?</p> <p>Can they find possible answers to their own geographical questions?</p> <p>Can they plan a journey to a place in another part of the world, taking account of distance and time?</p> <p>Can they explain why many cities of the world are situated by rivers?</p> <p>Can they explain how a location fits into its wider geographical location; with reference to physical features?</p> <p>Can they explain why people are attracted to live by rivers?</p> <p>Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</p> <p>Can they locate and name the main countries in South America on a world map and atlas?</p>	<p>Mountains</p> <p>Can you make a mountain out of a (mole) hill?</p> <p>Do they use correct geographical words to describe a place and the events that happen there?</p> <p>Can they identify key features of a locality by using a map?</p> <p>Can they begin to use 4 figure grid references?</p> <p>Can they accurately plot NSEW on a map?</p> <p>Can they use some basic OS map symbols?</p> <p>Can they make accurate measurement of distances within 100Km?</p>

	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.							
Art	Drawing & Painting		Masks/Totems		Sewing			
	Architectural Theme		South American Theme					
	Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils will be taught: to create sketch books to record their observations and use them to review and revisit ideas, to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Children will learn about great artists, architects and designers. in history.							
DT		Electrical-Build a battery powered, 3D model vehicle		Textiles			Cooking	
	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].							
MFL (Twinkl Units)	Getting to Know You (Y3)	All About Me (Y3)	Food Glorious Food (Y3)	Family and Friends (Y3)	Our School (Y3)	Time (Y3)		
	Getting to Know You (Y5)	All About Ourselves (Y5)	That's Tasty (Y5)	Family and Friends (Y5)	School Life (Y5)	Time Travelling (Y5)		
	<p>In Key Stage Two, pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Languages – key stage 2 3 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 							
Computing (Purple Mash)	Coding & Computational Thinking	Online Safety	Spreadsheets	Writing & Presenting Touch Typing	Communication & Networks	Communication & Networks Branching Databases	Coding & Computational Thinking	Communication & Networks
	Coding	Online Safety	Spreadsheets	Touch Typing	Email	Branching Databases	Computational Thinking	Networks
	Unit 3.1 (6 weeks)	Unit 3.2 (3 weeks)	Unit 3.3 (3 weeks)	Unit 3.4 (4 weeks)	Unit 3.5 (6 weeks)	Unit 3.6 (4 weeks)	Simulations Unit 3.7 (3 weeks)	Hardware Investigators Unit 3.8 (3 weeks)
	<ul style="list-style-type: none"> To design algorithms using flowcharts. To design an algorithm that represents a 	<ul style="list-style-type: none"> To know what makes a safe password. Methods for keeping passwords safe. 	<ul style="list-style-type: none"> To use the symbols more than, less than and equal to, to compare values. To use 2Calculate to collect data and 	<ul style="list-style-type: none"> To introduce typing terminology. To understand the correct way to sit at the keyboard. To learn how to use 	<ul style="list-style-type: none"> To think about different methods of communication. To open and respond to an email using an 	<ul style="list-style-type: none"> To sort objects using just 'yes' or 'no' questions. To complete a branching database using 2Question. 	<ul style="list-style-type: none"> To consider what simulations are. To explore a simulation. To analyse and 	<ul style="list-style-type: none"> To enter data into a graph and answer questions. To solve an investigation and present the results

	<p>physical system and code this representation.</p> <ul style="list-style-type: none"> To use selection in coding with the 'if' command. To understand and use variables in 2Code. To deepen understanding of the different between timers and repeat commands. 	<ul style="list-style-type: none"> To understand how the Internet can be used in effective communication. To understand how a blog can be used to communicate with a wider audience. To consider the truth of the content of websites. To learn about the meaning of age restrictions symbols on digital media and devices. 	<p>produce a variety of graphs.</p> <ul style="list-style-type: none"> To use the advanced mode of 2Calculate to learn about cell references. 	<p>the home, top and bottom row keys.</p> <ul style="list-style-type: none"> To practise typing with the left and right hand. 	<p>address book.</p> <ul style="list-style-type: none"> To learn how to use email safely. To add an attachment to an email. To explore a simulated email scenario. 	<ul style="list-style-type: none"> To create a branching database of the children's choice. 	<p>evaluate a simulation.</p>	<p>in graphic form.</p>
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E-Safety Children will learn about staying safe online through the Purple Mash unit, alongside 'Google Legends'. This will be a key focus in the Autumn Term and revisited at the beginning of every new half term.

R.E.	U2.1 – What does it mean if Christians believe God is holy and loving?	U2.8 – What does it mean to be a Muslim in Britain today?	U2.3 – Why do Christians believe Jesus was the Messiah?	U2.9 – Why is the Torah so important to Jewish people?	U2.4 – Christians and how to live: 'What would Jesus do?'	U2.10 – What matters most to Humanists and Christians? (C, M/J, NR)
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PSHE (Jigsaw)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<ul style="list-style-type: none"> Know their place in the school community Know what democracy is (applied to pupil voice in school) Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know that their own actions affect themselves and others 	<ul style="list-style-type: none"> Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Know what to do if they think bullying is or might be taking place Know that first impressions can change 	<ul style="list-style-type: none"> Know how to make a new plan and set new goals even if they have been disappointed Know how to work as part of a successful group Know how to share in the success of a group Know what their own hopes and dreams are Know that hopes and dreams don't always come true Know that reflecting on positive and happy experiences can help them to counteract disappointment Know how to work out the steps they need to take to achieve a goal 	<ul style="list-style-type: none"> Know that there are leaders and followers in groups Know the facts about smoking and its effects on health Know the facts about alcohol and its effects on health, particularly the liver Know ways to resist when people are putting pressure on them Know what they think is right and wrong Know how different friendship groups are formed and how they fit into them Know which friends they value most Know that they can take on different roles according to the situation 	<ul style="list-style-type: none"> Know some reasons why people feel jealousy Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe Know that jealousy can be damaging to relationships Know that memories can support us when we lose a special person or animal 	<ul style="list-style-type: none"> Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm Know that babies are made by a sperm joining with an ovum Know the names of the different internal and external body parts that are needed to make a baby Know how the female and male body change at puberty Know that change can bring about a range of different emotions Know that personal hygiene is important during puberty and as an adult Know that change is a

				<ul style="list-style-type: none"> • Know some of the reasons some people start to smoke • Know some of the reasons some people drink alcohol 		normal part of life and that some cannot be controlled and have to be accepted
Music (Charanga)	Living on a Prayer (Rock)	Classroom Jazz 1 (Jazz)	Make You Feel My Love (Pop Ballads)	The Fresh Prince of Bel Air (Hip Hop)	Dancing in the Street (Motown)	Reflect, Rewind, Replay
	<p>In Key Stage Two: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 					
P.E.	OAA – Team Building	Gymnastics	Inclusive Sports	Invasion Games	Athletics	Cricket
	<p>In Key Stage Two: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
Swimming and Water Safety	<p>In particular, pupils will be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 					
GLOBAL CITIZENSHIP	<ul style="list-style-type: none"> • Embedding Rights Respecting • Eco/School Council • British Values 					
CURRICULUM ENRICHMENT	Hello Yellow Black History Month	Children In Need Anti-Bullying Week Christmas Production	Safer Internet Day Children's Mental Health Week Eco-Summit Day	World Book Day Red Nose Day	Cultural Champion Visit	Key Stage Two Residential