



Year 3 Planning Overview			
	Autumn	Spring	Summer
Topic title	In My Element	The Ground Beneath my Feet	It's all Greek to me!
Drivers (past present future)	<p>Past: Why were elements/ materials important in the past? How have they helped us to live better lives?</p> <p>Present: What materials do we need to survive and why are we beginning to consider alternatives? (coal, gold etc) – link to Smart Meter</p> <p>Future: What would happen if we run out of resources? How can we prevent this?</p>	<p>Past: Pompei - what did we learn from the disaster?</p> <p>Present: Current natural disasters: Reykjavik volcano and the impact of the Ash Cloud</p> <p>Future: How are buildings constructed to protect themselves from natural disasters and how might this affect the way buildings look in the future.</p>	<p>Past: The right to vote: how did the vote change from being only available for men?</p> <p>Present: What is the UK voting system like? How do we have a voice?</p> <p>Future: How can we give everyone a voice? What new ways might be developed to help people to vote?</p>
Global themes covered	<p>Aspiration: how to better ourselves</p> <p>Equity and Diversity: linking to Iron Man text</p>	<p>Environment: Positive and negative effects of modern- day life on the environment</p> <p>Technology: house design</p>	<p>Human Rights : Democracy</p> <p>Being Healthy: Olympics (Health and Fitness)</p>
Charity Link	UNICEF		
Visit/ experience linked to the topic	Bradgate Park: ranger talk on Stone Age	Creswell Crags visit (social distancing dependent)	Greek workshop
Hook		Immerse and intrigue the children's imaginations/thoughts/experience by recreating a volcanic eruption, engaging the different senses and generating discussions about natural disasters. Drama/music activity.	Archaeological dig – piece together pictures or pieces of pottery to make a Greek Vase. Research what period and place this could be from. What do they think it was used for? Do we use the same thing today? Leads into designing their own vase. Mantle of the Expert – The Young Soldier

Overall outcome for topic (showcase)	Make promotional materials for parents about saving natural resources – recycle, reuse, reduce	Letter to architect/ scientists to help them to build successful skyscrapers to survive disasters	Archaeological dig – piece together pictures or pieces of pottery to make a Greek Vase. Research what period and place this could be from. What do they think it was used for? Do we use the same thing today? Leads into designing their own vase. Mantle of the Expert – The Young Soldier
Key Texts	The Iron Man The Stone Age Boy How to wash a woolly mammoth Explanation	The Pebble in my Pocket Recount of natural disasters earthquakes and volcanoes Explanation text: How a volcano works	Aesop’s fables/playscripts / myths and legends Short stories of myths and legends. Create their own mythical character and write a description. Comic strip About themselves/ transition to year 4 teacher. Non-fiction poster Olympics
English/Phonics	Character description and settings Instructions: How to wash a woolly mammoth Narrative: show not tell Non-chronological report about Present and Future driver	Drama – Class Performance Explanation text: How a volcano works Letter: to architect	Narratives: Myths and Legends Report – impact of Greeks on us today Persuasion – Linking to drivers (democracy)
Theme links to Maths			

5 subjects focussed on	Block 1	<p>History – Changes in Britain from the Stone Age to the Iron Age</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> • Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I can use my mathematical knowledge to work out how long ago events happened • I can research in order to find similarities and differences between two or more periods of history • I can use research skills to find answers to specific historical questions • I know when the Stone Age and Iron Age was • I can explain some of the changes to life between the Stone Age and the Iron Age • I can compare life in the Stone Age with life in the Iron Age • I know some of the key inventions from the Stone Age and Iron Age <p>Greater Depth</p>	<p>Geography</p> <p>National Curriculum Objectives Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: volcanoes and earthquakes <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I can describe how volcanoes are created • I can locate and name some of the world’s most famous volcanoes • I can describe how earthquakes are created • I can use research and map reading skills to locate and name volcanoes and capital cities of neighbouring European countries • I know what an earthquake is • I can describe why earthquakes happen and can talk about where they happen most often <p>Greater Depth</p>	<p>Geography</p> <p>National Curriculum Objectives Locational knowledge</p> <ul style="list-style-type: none"> • locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region in a European country <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I can use the correct geographical words to describe a place • I can use grid references on a map • I can use an atlas by using the index to find places • I can use a map to locate countries in Europe including Russia • I can identify physical and human characteristics of the countries I am learning about including their major cities • I can study the human and physical features of a region in a European country (Greece) • I understand the similarities and differences in a region of a European country (Greece) • I can use the correct geographical words to describe a place <p>Greater Depth</p> <ul style="list-style-type: none"> • I can make geographical inferences through a variety of geographical sources

				<ul style="list-style-type: none"> I can make links using prior knowledge and ask and answer geographical questions
Subject outcome 1	History: debate – which was most influential in shaping our lives today: Stone Age or Iron Age?	Geography: use maps to make a report about why some areas are more susceptible to natural disaster	Geography: using aerial images, identify key human features in Greece and their locations. What do you notice? Investigate and share as a news report.	
Block 2	Science – Light National Curriculum Objectives <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change. Granular Knowledge <ul style="list-style-type: none"> I can describe what dark is (the absence of light) I can explain that light is needed in order to see I can explain that light is reflected from a surface I can explain and demonstrate how a shadow is formed I can explore shadow size and explain I can explain the danger of direct sunlight and describe how to keep protected Greater Depth <ul style="list-style-type: none"> I can research how light and shadows have been used in everyday life 	PSHE: Diversity and Communities & Drug Education	History National Curriculum Objectives <ul style="list-style-type: none"> Pupils should understand how our knowledge of the past is constructed from a range of sources Ancient Greece – a study of Greek life and achievements and their influence on the western world Granular Knowledge <ul style="list-style-type: none"> I know what a timeline is I can use a timeline within a specific period of history to set out the order that things may have happened I can describe events from the past using dates when things happened I can talk about life in Ancient Greece I can explain some of the achievements of the Ancient Greeks I understand and can explain the influence of the Ancients Greeks on life today Greater Depth <ul style="list-style-type: none"> I can reflect and explain how events from the past have shaped my life today I can form reasoned arguments for why events from the past are interpreted in different ways 	
Subject outcome 2	Science (Light): working scientifically investigation: light sources to create shadows (using fire, torches, solar lights and other bulbs)	PSHE	History: Investigate the lifestyles of the Greeks and how they have influenced our lives today. Create a report to share with WH/ACC. Subject areas can include, Olympics, voting, food etc.	

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	Block 3	<p>PSHE: My Emotions</p>	<p>Science – Rocks</p> <p>National Curriculum Objectives Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I know what a fossil is • I can describe how fossils are formed in simple terms • I can describe how soil is made from rocks and organic matter • I can identify some of the properties of rocks and soils • I can compare and group rocks based on their appearance and physical properties, giving a reason • I can describe and explain the difference between sedimentary and igneous rock <p>Greater Depth</p> <ul style="list-style-type: none"> • I can classify igneous and sedimentary rocks • I can begin to relate the properties of rocks with their uses 	<p>Science – Plants</p> <p>National Curriculum Objectives pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore 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 • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I know the parts of a flowering plant • I can describe the function of different parts of flowering plants and trees • I can explore and describe the needs of different plants for survival • I can explore and describe how water is transported within plants • I know what a life cycle is • I can describe the plant life cycle, especially the importance of flowers • I can explore and describe the needs of different plants for survival <p>Greater Depth</p> <ul style="list-style-type: none"> • I can classify living things and non-living things by a number of characteristics that they have thought of • I can explain how people, weather and the environment can affect living things • I can explain how certain living things depend on one another to survive
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	Subject outcome 3	PSHE: My Emotions	Science (Rocks): <i>investigate the most appropriate rock type to build a house on. Share findings on a ppt presentation to inform parents.</i>	Science (Plants): create a bee-friendly area in school by selecting the most appropriate plants.

	Block 4	<p>Science – Forces and Magnets</p> <p>National Curriculum Objectives Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I know what a magnet is • I can explore and describe how objects move on different surfaces • I can explain how some forces require contact and some do not, giving examples • I can explore how objects attract and repel in relation to objects and other magnets • I can predict whether objects will be magnetic and carry out an enquiry to test this out • I can describe how magnets work • I can explain how some forces require contact and some do not, giving examples • I can predict whether objects will be magnetic and carry out an enquiry to test this out • I can describe how magnets work • I can predict whether magnets will attract or repel and give a reason <p>Greater Depth</p> <ul style="list-style-type: none"> • I can explore how magnets are used in everyday life 	<p>Music</p> <p>National Curriculum Objectives</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 <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I know what a composition is • I can sing a tune with expression • I can play clear notes on instruments • I can use different elements in my composition • I can create repeated patterns with different instruments • I can improve my work; explaining how it has been improved <p>Greater Depth</p> <ul style="list-style-type: none"> • I can recognise changes in sounds that move incrementally and more dramatically 	<p>Music</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I can compose melodies and songs • I can create accompaniments for tunes • I can combine different sounds to create a specific mood or feeling • I can recognise the work of at least one famous composer • I can use musical words to describe a piece of music and compositions • I can use musical words to describe what I like and do not like about a piece of music <p>Greater Depth</p> <ul style="list-style-type: none"> • I can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse • I can compose a simple piece of music that I can recall to use again • I can understand metre in 4 beats; then 3 beats • I can compare repetition, contrast and variation within a piece of music
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	Subject outcome 4	Science (Forces and Magnets): investigation: what kind of metal can we feed Iron Man (magnetic metals) and record a cooking video of their recipes	Music: <i>Using a video clip of a volcano exploding, create a musical composition for the video.</i>	Music: <i>listen to a variety of Greek music/instruments and create a dance, showing a variety of rhythm and pitch.</i>
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	Block 5	<p>D&T</p> <p>National Curriculum Objectives Pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks • select from and use a wider range of materials and components <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <p>Granular Knowledge:</p> <ul style="list-style-type: none"> • I can follow a step-by-step plan, choosing the right equipment and materials • I can design a product and make sure that it looks attractive • I know how to join components • I can make a product which uses mechanical components • I can work accurately to measure, make cuts and make holes 	<p>Project</p> <p>Consolidation of the following skills:</p>	<p>PSHE: Personal Safety</p>
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		<ul style="list-style-type: none"> I can think about my ideas as I make progress and am willing to make changes if this helps me to improve my work I can select the most appropriate tools and techniques for a given task I can prove that my design meets some set criteria I can choose a textile for both its suitability and its appearance I can explain how I could change my design to make it better I can assess how well my product works in relation to the purpose <p>Greater Depth:</p>		
	Subject outcome 5	D&T: make an Iron Man with moving limb	Project: enterprise project to raise money for their chosen charity	
RE Unit		Hinduism – What does it mean to be a Hindu in Britain today? Autumn 1 What does it mean to be a Christian in Britain today? Autumn 2	Why do people Pray? Spring	What do people believe about God? Summer 1&2
RE Unit Outcome:				
ART/ D&T Unit (covered by expert teacher)	<p>Art</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas Pupils should 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 <p>Granular Knowledge Through Sketchbooks</p>	<p>Art 3D</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint] about great artists, architects and designers in history <p>Granular Knowledge 3D</p>	<p>Art – (CLAY)</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> to improve their mastery of sculpture with clay <p>Granular Knowledge Through Making</p> <ul style="list-style-type: none"> Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. 	

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	<ul style="list-style-type: none"> Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around... <p>Drawing</p> <ul style="list-style-type: none"> Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching, e.g. Using gesture in drawing Using observational drawing as a starting point, fed by imagination, design typography, e.g. Typography for children Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly. Drawing exercises <p>Drawing, Painting and Collage</p> <ul style="list-style-type: none"> Make larger scale drawing from observation and imagination, e.g. Cheerful-orchestra drawing project. Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome, e.g. Stencils composition and mark making <p>Greater Depth By Looking and Talking</p> <ul style="list-style-type: none"> Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist’s intention and reflect upon your response. 	<ul style="list-style-type: none"> Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture, e.g. Roald Dahl and Quentin Blake sculpture resource Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills, e.g. Clay fruit tiles Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick). Drawing and making flowers <p>One to One</p> <ul style="list-style-type: none"> Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time. <p>Greater Depth In small groups</p> <ul style="list-style-type: none"> Share work to others in small groups, and listen to what they think about what you have made. Make suggestions about other people’s work, using things you have seen or experienced yourself. Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media. 	<ul style="list-style-type: none"> Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal). <p>3D</p> <p>Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills, e.g. Clay fruit tiles</p> <p>Conceptual Knowledge As a class</p> <ul style="list-style-type: none"> Enjoy listening to other peoples views about artwork made by others. Feel able to express and share an opinion about the artwork. Think about why the work was made, as well as how <p>Greater Depth Drawing, painting, collage Explore painting on new surfaces using colour as decoration e.g. Paint clay tiles</p>
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	<ul style="list-style-type: none"> • Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. • Look at a variety of types of source material and understand the differences. • Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects. • Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> • Describe what you see • What do you like/dislike? Why • What is the artist saying to us in this artwork? • How does it make you feel? • How might it inspire you in making your own art? 		
Subject Outcome 6:			Art (Clay): <i>from the archaeological dig, design and create a Greek clay pot, including a Greek myth as the design.</i>
Computing (covered by expert teacher)			
Subject Outcome 7:			

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