

Year 3

	Autumn 1 Around the world in half a term	Autumn 2 Local History – Pots & Pits	Spring 1 It's a small World...or is it?	Spring 2 Great British History	Summer 1 This is Our Earth – link to Location in Spring Term	Summer 2 People from the past
Science	Rocks	Forces & Magnets	Plants	Animals Including humans - bodies	Light	Animals Including humans - diet
Computing	Connecting computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks	Stop-frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story.	Branching databases Building and using branching databases to group objects using yes/no questions.	Sequencing sounds Creating sequences in a block-based programming language to make music.	Desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose.	Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions.
Geography	Location – Name and locate the Counties & Cities in UK		Location - Locate countries - Europe		H&P P – Volcanoes & Earthquakes	
History		Life in the pot banks Local History (Pottery)		Stone Age to Iron Age		Ancient Greece
D&T	Mechanical Systems - Levers and linkages <i>3c – Moving Monsters (pneumatics)</i>		Structures - Shell structures (including computer-aided design) <i>3a – Packaging (nets)</i>		Food - Healthy and varied diet (including cooking and nutrition requirements for KS2) <i>3b – Sandwich Snacks (making simple fillings – combining ingredients)</i>	
Art	Drawing Begin to show an awareness of objects having a third dimension and perspective. Create textures and patterns with a wide range of drawing implements. Developing intricate patterns/ marks with a variety of media. Ongoing: Explain some of the features of art from different cultures/ historical periods.		Painting Use light and dark within painting and begin to explore complimentary colours. Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Ongoing: Explain some of the features of art from different cultures/ historical periods.		Sculpture Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art. Ongoing: Explain some of the features of art from different cultures/ historical periods.	
PSHE	How can we be a good friend? <ul style="list-style-type: none"> Relationships Friendship Making positive friendships managing loneliness Dealing with arguments 	<ul style="list-style-type: none"> What makes a community? Living in the wider community Community Belonging to groups Similarities and differences Respect for others 	What keeps us safe? <ul style="list-style-type: none"> Health and wellbeing Keeping safe at home and school Our bodies: Hygiene Medicines and household products 	<ul style="list-style-type: none"> What are families like? Relationships Families Family life Caring for each other 	Why should we eat well and look after our teeth? <ul style="list-style-type: none"> Health and wellbeing Being healthy Eating well Dental care 	Why should we keep active and sleep well? <ul style="list-style-type: none"> Health and wellbeing Being healthy Keeping active Taking rest

Full Science & Foundation Overview – Crackley Bank Primary School

RE	2.6a: Exploring living by rules - <u>Explore</u> rules for living found in sacred writings and teachings and <u>ask questions</u> about their impact on the lives of believers	2.2a: Religion in the home - <u>Compare and contrast</u> the practice of religion in the home in different religious communities	2.3c: Symbols of Worship - <u>Compare and contrast</u> the use of symbols, actions and gestures used in worship by different communities	2.2c: Sharing Food and Religious Festivals - <u>Investigate</u> some features of key religious festivals and celebrations and <u>identify similarities and differences</u>	2.1d: The beginning of the World - Explore the meaning of a wide range of stories about the beginnings of the world and <u>reflect</u> upon their importance for believers	2.1c: Religious Leaders - <u>Explore</u> into the life of key religious figures and <u>make links</u> with teachings and practices of special significance to followers
PE	Gymnastics Invasion - football	Dance Ball games - netball	Invasion 3 x tag rugby/3 x hockey Striking & Fielding - fundamentals	Invasion 3 x football/3 x netball Striking & Fielding - cricket	Athletics Net - tennis	OAA Net - badminton
Music	Chilled out clap rap <ul style="list-style-type: none"> Create clapping patterns using the durations crotchet, crotchet rest, pair of quavers. Transfer clapping patterns to tuned instruments and as a group create a layered piece of music. Rap accurately and rhythmically with dynamic contrasts. Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes. 	Christmas Concert Performance - singing <ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs. 	Instrumental Unit: Recorder Enchanted Forest <ul style="list-style-type: none"> Hold the recorder correctly, control the sound, and start each note clearly with 'doo'. Play notes B A G clearly. Start and stop playing at the same time. Perform the chant, keeping a steady beat. Play as part of an ensemble, in smaller and larger groups, including singing and playing. Sing the <i>Enchanted forest</i> song from memory, expressing the lyrics. Improvise on one or more notes using word rhythms. Create owl sounds using the head joint of the recorder. Play one of the recorder parts for <i>Enchanted forest</i>. Listen with concentration and use descriptive words to talk about pieces of music. Listen to, appreciate, and be inspired by different styles of recorder music. 	Fly with the Stars <ul style="list-style-type: none"> Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole-class performance. Sing solo or in a pair in call-and-response style. Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song. 		
Spanish	Unit 1 Saying hello and goodbye Asking and saying your name Asking and saying how you are Numbers 1 – 10		Unit 2 Recap numbers 1-10 Numbers 1-20 Asking and saying your age Asking and saying where you live Colours – pink, red, blue, yellow, orange, brown, green, white, black, grey, purple		Unit 3 Describing hair and eyes using colours, long, short. I have ____ eyes. I have ____ hair. Days of the week Recap numbers 1-20	