
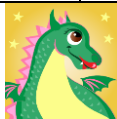


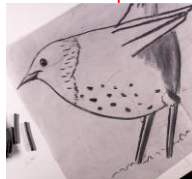



Long Term Curriculum Overview

Year group: Y3

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Megacities Geography	The Earth Geography / Science	The Stone Age to the Iron Age History		Our Planet PSHCE	Roman Empire History
Key Question	What are the advantages and disadvantages of living in a megacity?	When did the world begin?	What were the changes in Britain from the Stone Age to the Iron Age?		How can we protect the world?	What have the Romans ever done for us?
Text / stimulus	Krindlekrax – Philip Ridley	There is a pebble in my pocket: A history of our Earth – Meredith Cooper	Stone Age Boy - Satoshi Kitamura	Boudica – Claire Llewellyn, Laura Tolton	Dear Greenpeace – by Simon James	Escape from Pompei
Science	Animals including Humans (Skeleton and Muscles) Identify that humans and some other animals have skeletons and muscles for support, protection and movement -link to finding monster bones	Rocks and soils 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	Animals including Humans (nutrition) Identify that animals including humans need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	Forces and Magnets Compare how things move on different surfaces. Notice that some forces need contact between 2 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.	Plants 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.	Light and Shadow 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 over time.
History			How did life change for Ancient Britons during the Stone Age? Changes in Britain from the Stone Age	How do artefacts help us to understand the lives of people in the Bronze and Iron Age Britain? Changes in Britain from the Stone Age to the Iron Age		How did the arrival of the Romans change Britain? The Roman Empire and its impact on Britain ➤ Julius Caesar's attempted invasion in 55-54 BC ➤ the Roman Empire by AD 42 and the power of its army ➤ British resistance, for example, Boudica ➤ Romanisation of Britain.

Geography	<p><i>Why do so many people live in megacities?</i></p> <p><u>Locational knowledge</u> <i>South America</i> <u>Place knowledge</u> A region within <i>South America</i> <u>Human geography</u> <i>Settlement, Land Use, Economic Activity</i></p>	<p><i>Why do some earthquakes cause more damage than others?</i></p> <p><u>Locational knowledge</u> <i>South America</i> <u>Physical geography</u> <i>Earthquakes and Volcanoes</i></p>			<p><i>How can we live more sustainably?</i></p> <p><u>Place knowledge</u> <i>United Kingdom</i> <u>Human geography</u> <i>Economic activity</i> <i>Natural Resources</i></p>	
RE	<p>The journey of life and death</p> <p>Why do some people think life is like a journey? Describe and make connections between different features of the religions and world views they study, discovering more about worship, celebrations, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.</p>	<p>What can we learn from visiting sacred places?</p> <p>Mosque, Synagogue and Church.</p> <p>Leaders to come in and give talks.</p>	<p>What can we learn from visiting sacred places?</p> <p>Mosque, Synagogue, Church, Gurdwara and Mandir.</p> <p>Focused approach exploring questions, looking at artefacts and special places in one’s own life.</p>	<p>The journey of life and death.</p> <p>What do people think about life after death?</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>How do religious families and communities live out faith? How and why do Muslims and Jews pray?</p> <p>Learn about the forms, symbols and artefacts of different Jewish prayers. Think about the words Jewish people use in prayer.</p> <p>Pupils learn about the practice of prayer as a pillar of Islam and think about the strength it might give people.</p>	<p>How do people’s beliefs about God, the world and others impact on their lives?</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>
Music	 <p>Three Little Birds</p> <p>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.</p>		 <p>The Dragon Song</p> <p>A song about kindness, respect, friendship, acceptance and happiness.</p>		 <p>Reflect, Rewind and Replay</p> <p>Consolidation of the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>	
Art		<p>Cityscapes <i>Van Gogh, Monet,</i> Paint, pastels <i>Perspectives and architecture</i></p> 		<p>STONE AGE TO IRON AGE ART Who were the first artists? <i>Charcoal and paint</i></p> 		<p>ROMAN <i>3D Clay</i> Pottery using coiling techniques <i>Pencil Shading techniques</i></p> 
PE – Indoors	Ball Skills	Fundamentals	Dance	Guymnastics	Dodgeball	Athletics
PE - Outdoors	Tag Rugby	Football	Hockey	Basketball	Tennis	Cricket
RSHE	Community- Online Safety (OS1- Online strangers OS2- Sharing Online OS3- Friendship Online OS4- Personal Information)	Community- Online Safety (OS5- Digital Media OS6- Verifying content and echo chambers.)	Physical Health- Staying Healthy (P1- How do I keep my body Healthy? P2- How do I get a healthy diet? P3 How do I stop getting ill?)	Family- What makes a family? (Fa1- Do families always stay the same?	Family- What makes a family? (Fa2- Are all families like mine?)	Community- Our communities (C2- Where do you feel like you belong?)

DT	Mechanisms: Pneumatic toys – Crocodiles 1. Exploring pneumatics 2. Designing a pneumatic toy 3. Making my toy 4. Decorating and assembling		Food Technology: Eating seasonally 1. Where in the world? 2. British Seasonal Food 3. Rainbow Food 4. Making tarts		Structures: Mini greenhouses	
Computing	Computing systems and Networks- connecting computers	Creating Media-stop frame animation	Programming A- sequencing sounds	Data and information- branching databases	Creating media- desktop publishing	Programming B- events and actions in programs
French	Y3 ilanguages lessons 16- 23 Opinions Numbers 1-10 Age I would like...	Y3 ilanguages lessons 23- 29 Days of the week Numbers 1-15	Y3 ilanguages 30-Y4 lesson 5 Learn about Paris Revise animals and classroom instructions Body parts	Y4 ilanguages lesson 6- 10 Colours Big/small Food	Y4 ilanguages lesson 11- 15 Opinions about food Revision of previous learning	Consolidate years learning Revise years learning
Trips & Visits						
Whole-class Reading Time	“The Crocodile” by Lewis Carroll (poem) <i>Alligators and Crocodiles</i> Book by Gail Gibbons		Stone Age boy- Satoshi Kitamura Ug : Boy Genius Of The Stone Age And His Search For Soft Trousers – Raymond Briggs Stig of the Dump	<i>Clean Up!</i> by Nathan Bryon & Dapo Adeola <i>Stuff</i> by Maddie Moate & Paul Boston (2021)		So You Think You've Got It Bad: A Kid's Life in Ancient Rome by Chae Strathie & Marisa Morea Ruthless Romans Horrible histories