
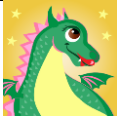






Long Term Curriculum Overview 2024-25

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’s Army – Hilary McKay	One plastic bag – Miranda Paul	The Leopard in the Golden Cage - Julia Edwards
Writing purpose	Writing to inform Recount writing Writing to entertain- Narrative	Writing to inform Information text Writing to give opinion - Narrative	Topic Writing Writing to inform - Instructions Writing for myself - Diary	Writing to inform Topic information Explanation text Writing to entertain - Playscripts	Writing to inform - Newspaper Report Writing to persuade -Persuasion	Writing to inform - Non chronological report Writing to inform - letter writing Writing to entertain - Narrative
Grammar and Punctuation	Identify and write comparative adjectives Identify and write superlative adjectives Identify and write adverbs that modify adjectives Present perfect verbs (<i>he has gone out to play</i>)	Identify and write adverbs of place within simple sentences Identify and write adverbial phrases of manner, time and place within simple sentences Identify and write adverbial phrases of manner, time and place that begin simple sentences Use of paragraphs to group related material	Coordinating conjunctions: <i>yet</i> Express time, place and cause using conjunctions (<i>when, before, after, while, so, because</i>) Distinguish between simple and compound sentences Identify and write a combination of simple and compound sentences (joined with the conjunctions <i>and, but</i> and <i>yet</i>)	Identify and write personal pronouns to replace nouns repeated as subjects in the second main clause of a compound sentence Identify and write personal pronouns to replace nouns repeated as objects in the second main clause of a compound sentence Prepositional phrases	Coordinating conjunction ‘so’ Identify and write a combination of simple and compound sentences (joined with the conjunctions ‘or’ and ‘so’) Identify and write adverbs and adverbial phrases of time, place and manner within and beginning compound sentences.	Convert spoken word into direct speech followed by a reporting clause ‘a’ or ‘an’ according to subsequent consonant or vowel Express time, place and cause using prepositions (<i>before, after, during, in, because of</i>) Expanded noun phrases Word families
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,	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.

					seed formation and seed dispersal.	
History			<p>How did life change for Ancient Britons during the Stone Age?</p> <p>Changes in Britain from the Stone Age</p>	<p>How do artefacts help us to understand the lives of people in the Bronze and Iron Age Britain?</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>		<p>How did the arrival of the Romans change Britain?</p> <p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> ➤ 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>Why do so many people live in megacities?</p> <p><u>Locational knowledge</u> South America <u>Place knowledge</u> A region within South America <u>Human geography</u> Settlement, Land Use, Economic Activity</p>	<p>Why do some earthquakes cause more damage than others?</p> <p><u>Locational knowledge</u> South America <u>Physical geography</u> Earthquakes and Volcanoes</p>			<p>How and why is my local area changing?</p> <p><u>Locational knowledge</u> United Kingdom <u>Place knowledge</u> A region within the United Kingdom <u>Human geography</u> Settlement, Land use, Economic Activity</p>	
RE	What is it like for someone to follow God?	Why is Baptism important to Christians?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What do Christians think about the world?	How and why do people try to make the world a better place?
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>Still life Pencil Tones Paul Cezanne and Max Ernst comparison</p> 		<p>STONE AGE TO IRON AGE ART Who were the first artists? Charcoal and paint</p> 		<p>ROMAN 3D Clay Pottery using coiling techniques Pencil Shading techniques</p> 
PE – Indoors	Ball Skills	Fundamentals	Dance	Gymnastics	Dodgeball	Athletics
PE - Outdoors	Tag Rugby	Football	Hockey	Basketball	Tennis	Cricket
RSHE	LIVING IN THE WIDER WORLD	LIVING IN THE WIDER WORLD	HEALTH AND WELL BEING	RELATIONSHIPS	RELATIONSHIPS	LIVING IN THE WIDER WORLD

	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 1. What is a greenhouse? 2. Stable structures 3. Materials 4. Designing a greenhouse 5. Make a mini greenhouse 6. Evaluating	
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
Whole-class Reading Time	“The Crocodile” by Lewis Carroll (poem) The Toffee Monster by Susan Gates <i>Alligators and Crocodiles</i> Book by Gail Gibbons	Getting to know the world’s greatest artists: Paul Cezanne by Mike Venezia The street beneath my feet by Charlotte Guillain The wild robot by Peter Brown	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)	Rebel Girls: Climate warriors	So You Think You've Got It Bad: A Kid's Life in Ancient Rome by Chae Strathie & Marisa Morea Ruthless Romans Horrible histories