

YEARLY OVERVIEW PLAN: Year 3 2019/20

Term	Autumn		Spring		Summer	
Theme/ Topic: (with planned wks)	All around the (7 weeks)	STONE AGE (8 weeks)	ROMANS (6 weeks)	VOLCANOES & Earthquakes (6 weeks)	THEATRE (5 weeks)	LIVING THINGS (7 weeks)
<b>Literacy</b> (refer to SPSS overview)	Autobiography/presentation (1 week)  Trickster Stories & Fables NB (4 weeks)  World poems (1 week)  <b>Geog link</b> Non-fiction: mountains comparison Ben Nevis & Alps (1 week)	Stone Age Boy NB (3 weeks)  <b>DT link</b> Recount: making an axe/stone age day (1 week)  UG boy genius of the stone age (2 weeks)  <b>History link</b> Non-fiction: Prehistory books (2 weeks)	<b>History link</b> Interview an archaeologist and write up for newsletter/website (1 week)  Fight scene of Romulus and Remus NB (1 week)  Non-fiction texts about Romans (3 weeks)  Class assembly (1 week) Maya	Escape from Pompeii NB (3 weeks)  <b>Geography link</b> Volcanoes and earthquakes: newsletter (2 weeks)  <b>Science link</b> Fossils Non fiction (1 weeks)	The Boy, the Bear, the Baron and the Bard NB (4 weeks)  <b>Science link</b> Light non fiction text (1 week)	Author focus: Anthony Browne Voices in the Park & Gorilla NB (4 weeks)  <b>ICT &amp; geography link</b> Scriptwriting: Documentary on hills (3 weeks)
<b>Guided reading ideas</b>	World poems	Stig of the Dump	Rotten Romans Hannibal and the alps	Non fiction	Simplified Shakespeare plays	Anthony Browne texts
<b>Numeracy</b>	<b>White Rose Autumn blocks:</b> Place Value; Addition and Subtraction; Multiplication and division		<b>White Rose Spring blocks:</b> Multiplication and division; money; statistics; length and perimeter; fractions; Roman Numerals to 12		<b>White Rose Summer blocks:</b> Fractions; time; properties of shape; mass and capacity	
<b>Science</b>	<b>Physics</b> <b>Forces and Magnets</b> <b>FOCUS: classifying</b> Look at forces including friction and magnetic.  Testing, measuring: friction created by different materials (different groups with different materials?)  Observing: how magnets attract or repel each other.	<b>Biology</b> <b>Animals including humans</b> <b>FOCUS: classifying</b> Identify that animals can't make their own nutrition and must get it from food.  <b>History link</b> Diets in different periods of prehistory		<b>Chemistry</b> <b>Rocks</b> <b>FOCUS: observing</b> 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	<b>Physics</b> <b>Light</b> <b>FOCUS: fair testing</b> Recognise light is required in order to see. Notice light is reflected from different surfaces.  Recognize light from sun can be dangerous.  Shadow formation.  Find patterns in changing shadows.	<b>Biology</b> <b>Animals including humans</b> <b>FOCUS: classifying</b> Identify that humans and other animals have skeletons and muscles  <b>Plants</b> <b>FOCUS: carrying out a survey</b> Identify and describe parts of flowering plants.  Explore requirements of plants for life.

**YEARLY OVERVIEW PLAN: Year 3 2019/20**

Term  Theme/ Topic: (with planned wks)	Autumn		Spring		Summer	
	All around the (7 weeks)	STONE AGE (8 weeks)	ROMANS (6 weeks)	VOLCANOES & Earthquakes (6 weeks)	THEATRE (5 weeks)	LIVING THINGS (7 weeks)
	<p>Classifying: Group materials by magnetism.</p> <p>Discuss Earth's magnetic poles. (link to geog)</p>			from rocks and organic matter.		<p>Investigate water transport through plants.</p> <p>Explore part that flowers play in lifecycle.</p>
<b>Geography</b>	<p><b>Diversity week</b> Hills and mountains in different parts of the world/ where we come from?</p> <p>Know the names and locations of some major mountain ranges of the world: Himalayas, Alps, Andes, Rockies, Atlas</p> <p>Know the difference between a hill and a mountain</p> <p>Understand that getting higher means getting colder</p> <p>English link Compare Ben Nevis and Alps</p>	<p>The benefits and challenges of living on a mountain <b>History link</b> Hill forts</p> <p>Land use patterns that changes over time <b>History link</b> Development of farming and towns/hill forts</p>	<p>Name and locate counties and cities of the United Kingdom <b>History link</b> Roman vs modern names of UK cities</p> <p>Locate the world's countries, using maps to focus on Europe <b>History link</b> Countries covered by Roman Empire</p>	<p>Volcanoes and Earthquakes lead unit (see for details)</p> <p>Know how mountains are formed through the movement of tectonic plates</p>		<p>Know mountain habitats vary and a variety of animals live in them</p> <p>Understand that mountains are used differently in different seasons</p> <p>Understand How mountaineers stay safe in extreme conditions</p>
<b>History</b>		<p>NC <b>Why did people return to hunting in the Iron Age?</b> Changes in Britain from Stone Age to Iron Age. <i>See unit guidance</i></p>	<p>NC <b>How did the Romans conquer Britain?</b> Roman empire and its impact on Britain. <i>See unit guidance</i></p>			



## YEARLY OVERVIEW PLAN: Year 3 2019/20

Term	Autumn		Spring		Summer	
Theme/ Topic: (with planned wks)	All around the (7 weeks)	STONE AGE (8 weeks)	ROMANS (6 weeks)	VOLCANOES & Earthquakes (6 weeks)	THEATRE (5 weeks)	LIVING THINGS (7 weeks)
<b>PE</b>	PESSEN PESSEN Football skills	PESSEN PESSEN Football skills	PESSEN PESSEN Problem solving	PESSEN PESSEN Handball	Real PE unit 5 PESSEN Tennis	Real PE unit 6 PESSEN Athletics
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
<b>Music</b>	Music teacher	Music teacher	Music teacher	Music teacher	Music teacher	Music teacher
<b>MFL</b>	Greetings, numbers and colours	Animals and Christmas	Parts of the body	Fruits and vegetables	Food and drink	Songs, stories and sounds
<b>Extras/ Events</b>	Diversity week  Story teller?  Theatre?  British Library workshops  Parents evening  Synagogue	Stone Age Day	Guildhall  Parents evening	National history Museum – volcanoes & earthquakes gallery.  Visit from mountaineer	Trip to The Globe	Sports Week  Parents evening.