









	Autumn Topic	Spring Topic		Summer Topic	
The 'Big Question' 	Who first lived in Britain and how did it change?	What makes the Earth Angry?		What was special about the Ancient Egyptians?	
Rationale (Why this/Why now?) 	<p>Beginning of the historical timeline in Britain. Children build on basic evidence and comparison work in KS1 and start to investigate different types of sources Children begin to understand why and where people chose to settle and provides a foundation from which to compare early civilisations.</p> <p>Geography consolidates UK and World knowledge and prepares them for Spring Term and later learning in KS2 in regards to climatic zones.</p>	<p>Children take what they have learnt about the structure of the Earth and climatic zones and begin to learn and understand how this affects the physical and human geography of our world. Children begin to learn how to use and navigate maps and atlases and how geographical information can be presented in different ways</p> <p>This also links into the Science topics which means children can also apply their knowledge across subjects. The topic also allows opportunities to build on KS1 learning regarding weather and to learn about other countries and compare them with their own.</p>		<p>Children have already learnt about the first people in Britain and this is expanded to look at what was going on around the world at the same time, focusing on the Ancient Egyptians, one of the longest lasting civilisations in the world. What children learn in this topic they will be able to use in Y6 during the Ancient Maya topic for comparison. They continue to ask and answer questions based on sources of evidence and begin to understand how the world was influenced by early civilisations.</p> <p>Settlements and why people chose to settle is recapped and the importance of rivers is introduced ready for Y4.</p>	
Enrichment	Cinema Town Hall	Visiting Geologist		The Hancock Museum visit	
Science 	Animals, Including Humans <p>Learn about different nutrients that are needed to create a balanced diet</p> <p>Perform a simple fair test</p> <p>Compare the amount of sugar in different drinks</p> <p>Identify and name bones in the human body and identify the functions of the skeleton</p> <p>Use scientific knowledge and vocabulary to explain answers</p> <p>Compare Vertebrates and invertebrates</p> <p>Compare animal and human skeletons</p> <p>Understand how muscles are attached to the bones</p>	Rocks and Soils <p>To make careful and systematic observations and identify the physical properties of rocks</p> <p>Comparing and grouping rocks by physical properties</p> <p>Create a mould fossil</p> <p>Create a cast fossil</p> <p>Recognise that soils are made from rocks and organic matter by explaining how soil is formed</p>	Forces and Magnets <p>Identify the forces acting on objects</p> <p>Investigate the effects of friction on different surfaces</p> <p>Explore magnets as a force that attracts materials</p> <p>Learn that a magnet has a north and a south pole</p> <p>Explore magnetic and nonmagnetic objects</p> <p>To test the strength of different magnets</p>	Plants <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Water transportation in plants</p> <p>To explore different flowers and the role that they play in the life cycle of a plant</p>	Light <p>To identify and sort light sources</p> <p>Understand and measure the amount of light reflected from a material</p> <p>Understand the danger of UV rays and how we can protect ourselves against them</p> <p>Explore shadows</p> <p>Plan and carry out an investigation on how shadows change</p>

				Understand the process of pollination and seed dispersal	
<p>Geography</p> 	<p>The World We Live In</p> <p>Recognise features of a settlement</p> <p>Name and label the continents and oceans of the world</p> <p>Explain the structure of the Earth</p> <p>Use an atlas to locate information</p> <p>Name and identify the worlds five climatic zones</p>	<p>Volcanoes and Earthquakes</p> <p>Learn about the layers of the Earth with tectonic plates</p> <p>Structure of a Volcano</p> <p>Name and locate Volcanoes of the world</p> <p>Understand what causes an earthquake</p> <p>Know where earthquakes most commonly occur</p> <p>Understand what happens when an earthquake occurs</p> <p>Explore how countries protect themselves from earthquakes</p>	<p>Explore Egypt</p> <p>Identify features of Egypt using a map</p> <p>Discover the Geographical features of Egypt</p> <p>To understand the impact of rivers on civilisations</p>		
<p>History</p> 	<p>Stone Age to Iron Age</p> <p>Understand where the Stone Age fits on a timeline</p> <p>Stone Age life</p> <p>Learn about Archaeologists and their discoveries</p> <p>Learn how discoveries can change the way we think about periods of history</p> <p>Use evidence to answer a historical question</p> <p>Study artefact to gain information about historical events</p> <p>Identify the main changes that were brought about by bronze and iron</p>		<p>Ancient Egypt</p> <p>Name some of the earliest civilisation and where they came from</p> <p>Explore Ancient Egyptian Society</p> <p>Compare modern day and Ancient Egyptian life</p> <p>Discover the famous Egyptian pharaohs</p> <p>To understand why the Ancient Egyptians built pyramids</p> <p>Investigate some of the contents of Tutankhamun's tomb</p> <p>Discover Egyptian Gods and the process of Mummification</p> <p>Learn about the achievements of the Ancient Egyptians</p>		



<div>Art</div> <div></div>	<div>Investigating Patterns</div> <div>Explore patterns and artists who use patterns</div> <div>Create patterns using rotation, symmetry and reflection</div> <div>Use computing for design</div> <div>Create a pattern using stencils</div> <div>Use printing to create a pattern</div> <div>Design a pattern for a particular purpose</div>		<div>Portraying Relationships</div> <div>Explore paintings and photographs portraying relationships</div> <div>Investigate the content, ideas and subjects in relationship portraits</div> <div>Collect visual information to help develop ideas</div> <div>Sketch a relationship portrait</div> <div>Use a variety of painting techniques</div> <div>Evaluate your work and suggest ways in which it could be developed</div>		<div>Jewellery</div> <div>Explore the history of jewellery</div> <div>Investigate gemstones used in jewellery</div> <div>Explore Tiffany & Co., Bulgari, Van Cleef and Arpels jewellery</div> <div>Design and make your own piece of jewellery</div>	
<div>Design and Technology</div> <div></div>	<div>Cooking and Nutrition Project</div> <div>Design and make a healthy dip for a party</div> <div>Evaluate, investigate and analyse a range of existing products</div> <div>Investigate how ingredients can affect the taste and texture</div> <div>Understand dips can form part of a healthy diet</div> <div>Use tools safely and effectively.</div> <div>Design a successful product; identifying a purpose and establish criteria</div> <div>Plan, modify and evaluate work</div>		<div>Shell Structures</div> <div>Evaluate, investigate and analyse a range of existing products.</div> <div>Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</div> <div>Develop and use knowledge of how to construct strong, stiff shell structures.</div> <div>Design and make a simple shell structure e.g. gift box, desk tidy</div>		<div>Mechanisms- Levers and Linkages</div> <div>Investigate, analyse and evaluate books and, where available, other products which have a range of lever and linking mechanisms.</div> <div>Replicate modelled lever using accurate measuring, marking and cutting.</div> <div>Design a greetings card for a family or friend using levers.</div>	
<div>Computing</div> <div></div>	<div>Computer Science - Connecting Computer</div> <div>Explain how digital devices are used for different activities</div> <div>Recognise similarities between using digital and non-digital devices</div>	<div>Computer Science – Programming A</div> <div>Design, write and debug programs using scratch</div> <div>Build a set of commands and debug a programme</div> <div>Implement an algorithm as code</div>	<div>Information Technology - Creating Animation</div> <div>Select, use and combine a variety of software (including internet services) on a range of digital devices</div> <div>Design and create a range of content</div>	<div>Information Technology - Branching databases</div> <div>Group objects for a branching database using yes and no questions</div> <div>Explain why it is helpful for a database to be well structured</div>	<div>Information Technology - Desktop Publishing</div> <div>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</div>	<div>Computer Science – Programming A and B</div> <div>Design, write and debug programs using scratch</div> <div>Build a set of commands and debug a programme</div> <div>Implement an algorithm as code</div> <div>Use sequence in programs</div>

LONG TERM PLANNING | CURRICULUM OVERVIEW



Breckon Hill Primary School – Making the Most of Everyday.

Year 3



	<p>Explain how messages are passed through multiple connections</p> <p>Recognise that a computer network is made up of a number of devices</p> <p>Explain the role of a switch, server, and wireless access point in a network</p> <p>Identify network devices and how they are connected</p>	Use sequence in programs	Evaluate and present information	Use branching databases to answer questions	Select, use and combine a variety of software (including internet services) on a range of digital devices		
				Compare information in a branching database and a pictogram	Design and create a range of content		
				Collecting, analysing, evaluating and presenting data and information	Evaluate and present information		
<p>PE</p> 	Invasion Games	Gymnastics: Linking Movements Together	Health Related Fitness	Cricket	Dodgeball	Athletics	Hockey
	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>						
<p>PSHE</p> 	<p>Lessons</p> <p>Introducing Yasmine and Tom</p>	<p>Theme Days/Celebrations</p> <p>Harvest Festival</p> <p>Parliament Week</p> <p>Black History Month</p> <p>Remembrance Day</p>	<p>Lessons</p> <p>Gender Stereotypes and Aspirations</p>	<p>Theme Days/Celebrations</p> <p>Children’s Mental Health Week</p> <p>Internet Safety</p> <p>World Religion Day</p>	<p>Lessons</p> <p>What Makes a Good Friend?</p>	<p>Theme Days/Celebrations</p> <p>NSPCC Good Touch Bad Touch</p> <p>Sports Week</p> <p>Refugee Week</p>	

Year 3

		Inter-Faith Week Anti-Bullying Week				
RE 	Key Question 2.2: Why is the Bible important for Christians today?	Key Question 2.5: Why are festivals important to religious communities	Key Question 2.1: What do different people believe about God?	Key Question 2.4: Why do people pray?	Key Question 2.7: What does it mean to be a Christian in Britain today?	
Music 	Sing Education Performing: Reading Notation - Rhythm Reading Notation 1: Rhythm and Tempo	Sing Education Performing: Reading Notation – Pitch Exploring Staff Notation 1: High and Low (Glockenspiel)	Sing Education Performing: Instrumental Performance Ensemble Skills 1: Call and Response (Glockenspiel or Recorder)	Sing Education Composing and Improvising Composition Skills 1: Pitch, Rhythm and Structure	Sing Education Creating and Performing Exploring Musical Theatre: Forte and Piano	Sing Education Musicianship: Singing and Listening Becoming Musicians 1: Dynamics and Tempo
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 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 Develop an understanding of the history of music						
MFL	Unit 1: Bonjour	Unit 2: En Classe	Unit 3: Mon Corps	Rigolo Unit 4: Les Animaux	Unit 5 Ma Famille	Unit 6: Bon anniversaire!

Year 3



- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing