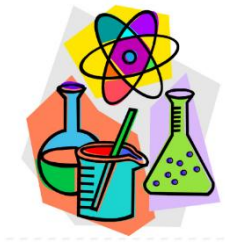
LONG TERM PLANNING | CURRICULUM OVERVIEW

Breckon Hill Primary School – Making the Most of Everyday.

Year 3

	Autumn Topic		Spring Topic	Summer Topic	
The 'Big Question' 	**Was life easier in the Iron Age than in the Stone Age?**		**Are techtonic hazards (volcanoes and earthquakes) helpful or harmful?**	**Are great civilisations rememberd because of their leaders, ideas or their buildings?**	
Rationale (Why this/Why now?) 	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. Geography consolidates UK and World knowledge and prepares them for Spring Term and later learning in KS2 in regards to climatic zones.		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 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.	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. Settlements and why people chose to settle is recapped and the importance of rivers is introduced ready for Y4.	
Career related learning **Local area links** **Personal development** **Cultural Capital**	Stone Age visitor		Career Day Volcanos VR workshop	Assembly with MP Gillian Bell, Senior Education & Engagement Officer (North East of England) Visit to Hancock Musueum – Ancient Egyptians	
Science 	**Rocks** To make careful and systematic observations and identify the physical properties of rocks Comparing and grouping rocks by their physical properties Create a mould fossil Create a cast fossil	**Forces and Magnets** Identify the forces acting on objects Investigate the effects of friction on different surfaces Explore magnets as a force that attracts materials	**Animals, Including Humans** Learn about different nutrients that are needed to create a balanced diet Perform a simple fair test Compare the amount of sugar in different drinks Identify and name bones in the human body and identify the functions of the skeleton Use scientific knowledge and vocabulary to explain answers Compare Vertebrates and invertebrates	**Plants** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	**Light** Know that light is needed in order to see To identify and sort light sources Understand and measure the amount of light reflected from a material Understand the danger of UV rays and how we can

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	Recognise that soils are made from rocks and organic matter by explaining how soil is formed	Learn that a magnet has a north and a south pole Explore magnetic and non-magnetic objects/materials To test the strength of different magnets	Compare animal and human skeletons Understand how muscles are attached to the bones	Water transportation in plants To explore different flowers and the role that they play in the life cycle of a plant Understand the process of pollination and seed dispersal	protect ourselves against them Explore shadows Plan and carry out an investigation on how shadows change
Geography 	**The World We Live In** Recognise features of a settlement Compare a range of stone age settlements. Name and label the continents and oceans of the world Explain the structure of the Earth Use an atlas to locate information Name and identify the worlds five climatic zones		**Volcanoes and Earthquakes** Learn about the layers of the Earth with tectonic plates Structure of a Volcano Name and locate Volcanoes of the world Understand what causes an earthquake Know where earthquakes most commonly occur Understand what happens when an earthquake occurs Explore how countries protect themselves from earthquakes	**Explore Egypt** Identify features of Egypt using a map Discover the Geographical features of Egypt To understand the impact of rivers on civilisations	
History 	**Stone Age to Iron Age** Understand where the Stone Age fits on a timeline Stone Age life and how it changed over time Learn about Archaeologists and their discoveries Learn how discoveries can change the way we think about periods of history Use evidence to answer a historical question Study artefact to gain information about historical events Identify the main changes that were brought about by bronze and iron		**Volcanoes and Earthquake** Roman God of fire - Vulcan Learn about famous volcanic eruptions Mount Vesuvius, Krakatoa San fransisco Earthquake	**Ancient Egypt** Name some of the earliest civilisation and where they came from Explore Ancient Egyptian Society Compare modern day and Ancient Egyptian life Discover the famous Egyptian pharaohs To understand why the Ancient Egyptians built pyramids Investigate some of the contents of Tutankhamun's tomb Discover Egyptian Gods and the process of Mummification Learn about the achievements of the Ancient Egyptians	

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Art 	**Growing Artists** Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.		**Pre historic painting** Paint on a rough surface. Create a textured background using charcoal and chalk. Make natural paints using natural materials		**Ancient Egyptian scrolls** Use a sketchbook to research a subject using different techniques and materials to present ideas. Use hands and tools confidently to cut, shape and join materials for a purpose.	
Design and Technology 	**Cooking and Nutrition Project** Evaluate, investigate and analyse a range of existing products. Understand tthat dips can form part of a healthy diet Know about the importance of hygienic food preparation and storage Use tools safely and effectively; Use research and develop design criteria to inform the design of appealing products that are fit for purpose Understand that different combinations of ingredients can affect the taste and texture of the product Design and make a healthy dip for a party Investigate how ingredients can affect the taste and texture Plan, modify and evaluate work		**Shell Structures** Evaluate, investigate and analyse a range of existing products. Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Develop and use knowledge of how to construct strong, stiff shell structures. Design and make a simple shell structure e.g. gift box, desk tidy Know that many food packaging are shell structures and that shell structures are hollow shapes made from nets. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project Know products need to be designed before they are made. Products need to be finished to a high quality to make them appealing		**Mechanisms- Levers and Linkages** Investigate, analyse and evaluate books and, where available, other products which have a range of lever and linking mechanisms. Know that lever and linkage mechanisms create movement. Know how to use lever and linkage mechanisms. Develop and use knowledge of how to construct lever and linkage mechanisms. That lever and linkage mechanisms have an input and an output Replicate modelled lever using accurate measuring, marking and cutting. Design a greetings card for a family or friend using levers. Understand that the order of making needs to be planned	
Computing	**Computer Science - Connecting Computer** Explain how digital devices are used for different activities	**Computer Science – Physical Programming** To explain that programs start because of an input.	**Information Technology - Creating Animation** To explain that an animation is made up of a sequence of images To plan an ainimation using a storyboard	**Information Technology - Branching databases** To identify attributes and ask yes/no questions about them	**Information Technology - Desktop Publishing** To recognise how images and text can be used together to convey information	**Computer Science – Programming in Scratch** To explain what a sequence is Identify that a program includes a sequence of commands

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	Recognise similarities between using digital and non-digital devices Explain how messages are passed through multiple connections Recognise that a computer network is made up of a number of devices Explain the role of a switch, server, and wireless access point in a network Identify network devices and how they are connected	To build and combine a sequence of commands To sequence commands to control a physical system (Lego Spike Prime) To understand the inputs and outputs of a physical system (Lego Spike Prime) To explain that the order of commands can affect a program's output	To use the onion skinning tools to review a subject position To recognise that smaller movements create a smoother animation To add media to enhance an ainimation To review and remove frames to improve an animation To review a completed project	Explain why it is helpful for a database to be well structured Use branching databases to answer questions To explain that a branching database is an identification tool To suggest real-world applications for branching databases	Add and remove images and text To recognise how different font styles and effects are used for particular purposes To consider the benefits of using desktop publishing Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour Understand ownership and consent around content	Order a set of commands and debug a programme Create a sequence of commands to produce a given outcome Design, write and debug simple programs using scratch
PE 	**Football** In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.	**Fitness** In this unit, pupils are exposed to a range of activities that explore and develop different areas of their health and fitness. Pupils will learn that being fit means having strong, healthy bodies and more energy for everyday life activities. They will practice various activities using fundamental movement skills, such as running and jumping to improve	**Gymnastics** In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. **Dodgeball** In this unit pupils will improve on key skills used in dodgeball such as throwing,	**Hockey** In this unit pupils develop their understanding of the attacking and defending principles of invasion games. Pupils will learn how to maintain possession of the ball whilst moving forward with the ball towards their opponents goal to score.	**Tennis** In this unit pupils will develop their understanding of net and wall games. Pupils will learn key skills such as racket control, hitting a ball and how to score points.	**Athletics** In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.

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		their strength and fitness	dodging and catching. They learn how to apply simple tactics to outwit their opponents.			
PSHE 	**Families and Relationships** Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist	**Citizenship** Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.	**Economic Wellbeing** Introduction to budgeting, learning about the different paying methods, the emotional impact of money, the ethics of spending, potential jobs and careers and learning that anyone can aspire to anything.	**Health and Wellbeing** Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.	**Safety and the Changing Body** Learning about: cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence.	
RE 	**What makes us human?** Christianity Hindu Dharma Humaism	**Where do our morals come from?** Christianity Hindu Dharma Humaism Judaism Islam	**Is scripture central to religion?** Judiasm Christianity Islam	**What happens if we do wrong?** Judiasm Christianity Islam Hindu Dharma Humaism	**Why is water symbolic?** Christianity Hindu Dharma Islam	**Why is fire used ceremonially?** Sikhi Hindu Dharma
Music 	**Performing: Reading Notation – Rhythm** **Reading Notation 1:** Rhythm and Tempo	**Performing: Reading Notation – Pitch** **Exploring Staf Notation 1:** High and Low (Glockenspiel)	**Performing: Instrumental Performance** **Ensemble Skills 1:** Call & Response (Glockenspiel)	**Composing and Improvising** **Composition Skills 1:** Pitch, Rhythm and Structure	**Creating and Performing** **Exploring Musical Theatre:** Forte and Piano	**Musicianship: Singing and Listening** **Becoming Musicians 1:** Dynamics and Tempo

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MFL	Phonics	I am learning French	Animals	Instruments	Fruits	Ice creams
	Listen attentively to spoken French and show understanding by joining in and responding Explore and apply phonics patterns to support accurate pronunciation, reading and spelling Engage in conversations; ask and answer questions; express simple opinions (e.g. about animals, fruits and ice creams) and respond to others Speak in sentences using familiar vocabulary and basic language structures across topics (e.g. learning French, animals, instruments, food) Develop accurate pronunciation and intonation when speaking and reading aloud Present ideas and information orally about themselves and familiar topics Read carefully and show understanding of words, phrases and simple sentences Broaden vocabulary related to everyday topics including animals, instruments, fruits and classroom language Write phrases from memory and adapt these to create simple sentences Describe people, things and simple ideas orally and in writing					