Hadley Wood School   Yearly Overview: Year 3   2021 - 2022

King Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Mountains	Volcanoes	Stone Age	Bronze and Iron Age	Shang Dynasty	Vegetation
Trips / Visits			Celtic Harmony	Flag Fen	British Museum	Synagogue
English Key text • genres • grammar	**Biographies** • Nouns/ pronouns used to aid cohesion • Third person pronouns • Adverbials • Possessive apostrophe • Fronted adverbials followed by a comma **Poetry – Limericks** **Non-chronological report** • Express time, place and cause conjunctions • Express time , place and cause adverbs • Prepositions • Present tense	**Explanation text** • Use the present tense • Write heading in a large, clear font • Write the main text in the order that things happen • Use illustrations and diagrams with labels and captions • Draw arrows to show the order things happen • Include subheadings to give extra information **Narrative tale** • Paragraphs • Prepositions • Fronted adverbials • Present perfect form of verbs within dialogue **Poetry - Cinquain**	**Diary writing** • Conjunctions to express time, place and cause • Adverbs to express time, place and cause using • Prepositions to express time, place and cause using • Past tense correctly used • Emotive language **Recount** • Conjunctions to express time, place and cause using • Adverbs to express time, place and cause using • Prepositions to express time, place and cause using • Past tense correctly used • Range of conjunctions • Adjectives for description	**Information text** • Features of an explanation texts • Conjunctions used to join phrases • Third person • Prepositions **Play scripts** • Features of a playscript • Consider speech and actions of the character • Exclamations and questions used for effect • Present tense used	**Journey narrative** • Inverted commas • Adverbs to express time, place and cause using • Prepositions to express time, place and cause using • Generalisers • Range of punctuation • Prepositions **Poetry – Kennings** • Alliteration • Similes	**Persuasive letter** • Conjunctions to express time, place and cause using • Adverbs to express time, place and cause using • Prepositions to express time, place and cause using • Past tense correctly used • Prepositions **Dilemma narrative** • Inverted commas • Verbs and adverbs chosen for effect (shouted/ muttered instead of said) • Use of pronouns for cohesion
Literature Spine	**The Abominables by Eva Ibbotson**	**The Creakers by Tom Fletcher**	**Stig of the Dump by Clive King**	**The boy who grew dragons by Andy Shepherd**	**The Firework Maker's Daughter by Phillip Pullman**	**The Lion, The Witch and the Wardrobe by C. S. Lewis**
Maths • number • concept	**Place Value within 1000:** • Counting in 100s • Representing numbers to 1000 • 100s, 10s and 1s • The number line to 1000 • Finding 1, 10 and 100 more or less • Comparing numbers to 1000 • Ordering numbers to 1000 • Counting in 50s **Addition and subtraction (1)**	**Addition and subtraction (2)** • Addition and subtraction patterns • Adding two 3-digit numbers • Subtracting a 3-digit number from a 3-digit number • Estimating answers to addition and subtractions • Checking strategies • Problem solving **Multiplication and division (1)** • Equal grouping • Multiplying by 3, 4 and 8 • Dividing by 3, 4 and 8 • Problem solving	**Multiplication and division (2)** • Comparing multiplication and division statements • Related multiplication calculations • Related multiplication and division calculations • Multiplying a 2-digit number by a 1-digit number • Dividing a 2-digit number by a 1-digit number • Problem solving **Money** • Pounds and pence	**Length** • Measuring length • Equivalent lengths – meters and centimeters • Equivalent lengths – centimeters and millimeters • Comparing lengths • Adding lengths • Subtracting lengths • Measuring the perimeter • Problem solving **Fractions (1)** • Unit and non-unit fractions • Making the whole • Tenths • Fractions as numbers	**Fractions (2)** • Equivalent fractions • Comparing fractions • Comparing and ordering fractions • Adding fractions • Subtracting fractions • Problem solving **Time** • Months and years • Hours in a day • Estimating time • Telling time to 5 minutes • Telling time to the minute • Finding the duration • Comparing duration	**Angles and property of shape** • Turns and angles • Right angles in shapes • Comparing angles • Drawing accurately • Types of line • Recognising and describing 2D shapes • Recognising and describing 3D shapes • Constructing 3D shapes **Mass** • Measuring mass • Comparing mass • Adding and subtracting mass • Problem solving

	• Adding and subtracting 100s • Adding and subtracting a 3-digit number and 1s • Adding and subtracting 3-digit numbers and 10s • Adding and subtracting a 3-digit and 2-digit number	• Understanding divisibility • Related facts	• Converting pounds and pence • Adding money • Subtracting amounts of money • Problem solving **Statistics** • Pictograms • Bar charts • tables	• Fractions of a set of objects • Problem solving	• Finding start and end times • Measuring time in seconds	**Capacity** • Measuring capacity • Comparing capacities • Adding and subtracting capacities • Problem Solving
Science • knowledge • skills	**Are all rocks the same?** • Examine different rocks in order to describe, compare and contrast their properties • Sort rocks according to their properties using a key • Recognise where and how rocks are used and explain how their properties make them suitable • Test and compare rocks to identify which is the hardest • Explore which rocks are waterproof • Investigate how rocks change over time • Recognise that soils are made partly from rock that has broken down into smaller particles and describe some of the properties of different types of soils • Investigate and test different kinds of soils to see how quickly water drains through • Explore fossils to find out what they are • Explain how fossils came to be formed **Forest School:** • Rock and plants • Orienteering	**How do magnets affect each other?** • Explore how a force is required to make something start to move • Explore how air can make things move • Explore how objects move on different materials • Explore which materials are magnetic • Measure the strength of a magnet in different ways • Identify the two poles on a magnet and investigate how magnets attract or repel each other	**How does light affect our everyday life?** • Explore how we need light to see things and why some things are easier to see than others • Investigate how different objects reflect different amounts of light • Design and produce reflective strips for night safety • Explain how a mirror works and describe how images in mirrors may look 'different' • Identify how shadows are formed and what affects the shape • Investigate how to change the size of a shadow	**What do plants need in order to grow and remain healthy?** • Describe what we know about the different parts of plants and to ask questions about plants for further investigation • Observe the similarities and differences in a variety of leaves, and relate these to the function of leaves • Identify the similarities and differences in a variety of roots, and to relate these to the function of roots • Explain how water is transported in plants and make predictions based on observations • Identify the function of a stem • Explain the main stages of a flowering plant's life cycle • Identify and compare the parts of flowers and describe their functions • Describe and model the process of insect pollination	**What do our bodies need in order to remain healthy?** • Classify food and understand a balanced diet • Identify the similarities and differences between skeletons and explore their functions • Apply knowledge of skeletons to design a vertebrate and its skeleton • Identify different muscles in our body and what they do
Computing • knowledge • skills	**Why is online safety important?** • Discuss what information should be kept private	**How does the development of technology impact our lives?** • Describe how the internet connects people	**How do we create an online article?** • Describe the features of a fake news article	**How are algorithms useful?** • Create a Scratch project using basic blockly code	**How can I make music online?** • Create a project in Scratch • Change the backdrop in a Project	**What variables are needed to create a computer game?** • Design and plan my own computer game • Create sprites, backgrounds for project

	• Identify ways information can be found online about people • Identify ways in which we can create a positive online presence • Identify different levels of privacy and the importance of keeping passwords protected	• Discuss how products are sold online • Describe differences between on/offline communication • Communicate safely and effectively online	• Conduct a search engine search and record information • Use Office 365 Word to write an article • Discuss the effectiveness of my article	• Improve your sprite's ability to move by exploring variables • Edit and change the size of a sprite • Test and debug your program	• Add sound to a sprite • Change the sound of a sprite • Change a sprite's costume • Create an animation with sound	• Use sequence, selection, and repetition in programs • Review, improve and debug programs • Test and feedback on success of program against stated goal
History • knowledge • skills		-	**What can we learn from the people of The Stone Age about sustainability?** • Identify how Stone Age man lived and survived • Explore how ancient civilizations lived their everyday lives • Explain the meaning of hunter gathering • Explore how different was life in the Stone Age when man started to farm?	**When do you think it was better to live – Stone Age, Bronze Age of Iron Age?** • Add time periods in order, to a previously constructed timeline • Impact of transport and trade during the Bronze and Iron Ages • Identify the first changes brought about by Britain's first invaders: The Beaker People • Metallurgy: Identify the importance of copper mining to Bronze Age man • Process of extracting and developing bronze and iron tools • Explore how and why hillforts were developed in the Iron Age	**What was life like in the Shang Dynasty?** •Set the Shang Dynasty into its wider context of world history •Make links between the Bronze age and the Shang Dynasty's use of bronze •Consider problems faced by people in early Shang settlements •Explore religious beliefs •Use clues from archaelogy to learn about the Shang Dynasty •Consider the question: Were the rulers peaceful people? •The fall of the Shang Dynasty	
Geography • knowledge • skills	**How does the movement of land masses impact on the surface of the Earth?** • 'Seven Summits' • Mountain formation • Climate of mountains • Locate the UK's highest mountains	**What lies beneath the surface of the Earth?** • Structure of the Earth • Earth's plates. • Features of a volcano. • Effects of a volcanic eruption on the local population. • Advantages and disadvantages of living near a volcano				**What can vegetation tell us about the climate zone?** • Lines of latitude • Northern and Southern Hemispheres • Temperate and tropical climates • Weather patterns • Characteristics of each climate zone.

	• The importance of the Himalayas for people living in the region • Mountainous regions and explorers					
Art • knowledge • skills		**Paintings: Lascaux paintings 15,000 – 17,000BCE** • Cave painting • Drawing – focus on shape, use string and charcoal • Painting – explore a range of tools; create texture with mixed media	**Abstract art: Stephanie Peters 'Liquid Flame' (2015)** • Landscape • Painting – mix and match colours for a purpose contrasting and complimentary colours • Collage – combine paper and glue with other media including textiles/sewing		**Shang Taotie** • Explore Shang Toatie within culture and the materials used to add these to artefacts • Look at the use of symmetry and detail within designs • Experiment with a range of mediums to recreate drawings of Shang Taotie • Create Shang Taotie out of clay	
Design Tech • knowledge • skills	**Mechanical systems: Levers and linkages** • Product: Information book about the Himalayas for a Year 2 pupil • Analyse construction methods used to create moveable books, linkages and levers • Select and use appropriate materials and equipment to measure, cut, join and assemble components to form a working lever or linkage mechanism • Understand the difference between fixed and loose pivots • Evaluate the functionality and	-		**Textiles: 2-D shape to 3-D product** • Product: Bag designed for a Bronze Age hunter gatherer to collect their findings • Investigate and analyse products related to the final product • Select and use a range of tools to join fabric securely • Use simple patterns and templates for marking out including seam allowances • Apply understanding of how to strengthen and reinforce material		**Food: Understand and apply the principles of a healthy and varied diet** • Product: Pizza inspired by the local target audience • Investigate and analyse a range of existing pizzas in order to develop design criteria • Select appropriately from a range of utensils • Continue to develop food preparation skills

	quality of their product using technical vocabulary to explain					
PE • knowledge • skills	**Outdoor and adventurous games:** Develop problem solving skills through a range of challenges. Work as a pair and small group to plan, solve, reflect and improve on strategies. Learn to be inclusive of others and work collaboratively to overcome challenges. Learn to orientate a map, identify key symbols and follow routes using the 8 compass points **Caribbean Dance:** Listen to music and create movements that relate to the beat. Work within teams to create a sequence of repeating movements. Appraise their own and others work giving feedback to develop a short dance.	**Invasion games:** Develop an understanding of attack and defense and the tactics required when playing invasion games. Consider body position and the use of different passes when outwitting an opponent Understand how to score a game and follow the rules. Take and give feedback, adapting accordingly. **Gymnastics:** Improve the quality of their gymnastic movements. Use the terms 'extension' and 'body tension.' Develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Develop sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Develop confidence to perform, considering the quality and control of their actions.	**Dance:** Create dances in relation to an idea including historical and scientific stimuli. Work individually, with a partner and in small groups, sharing their ideas. Develop use of counting and rhythm. Learn to use canon, unison, formation and levels in their dances. Perform to others and provide feedback using key terminology. **Bat and Ball Skills:** Develop accuracy and consistency when tracking a ball. Explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. Develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Take on different roles and work both individually and with others.	**Tennis:** Develop the key skills required for tennis such as the ready position, racket control and hitting a ball. Learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Play games independently and understand the importance of being honest whilst playing to the rules. **Dodgeball:** Improve on key skills used in dodgeball such as throwing, dodging and catching. Learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Play games independently and are taught the importance of being honest whilst playing to the rules. Evaluate and improve on their own and others performances.	**Handball:** Persevere when learning key skills such as throwing, catching, dribbling, shooting and principles of defending and attacking. Use their attacking skills to maintain possession in game situations. Play small-sided, un-even and even games. Understand the importance of playing fairly and following the rules. Think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. Evaluate their own and others' performances. **Fitness:** Take part in a range of fitness challenges testing and record their scores. Learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are	**Athletics:** Develop basic running, jumping and throwing techniques. Partake in set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Have opportunities to measure, time and record scores. **Cricket:** Learn how to strike the ball into space so that they can score runs. When fielding, learn how to keep the batters' scores low. Think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

					encouraged to support others to do the same. Recognise areas for improvement and suggest activities that they could do to do this. Work safely and with control.	
Music Each unit contains an element of listening and appraising, singing, improvisation, composition, performing and sharing	**How does music bring us closer together?**	**What stories does music tell us about the past?**	**How does music help to make the world a better place?**	**How does music help us get to know our community?**	**How does music make a difference to us every day?**	**How does music connect us with our planet?**
RE • knowledge • skills	**How is Brahman important to Hindus?** • Learn about traditions and practises related to Diwali • Know that some Hindus worship Lakshimi • Consider the importance of preparation at festival times. • Learn about the different Hindu representations of Gods. • Understand the key events of the story of Guru Hargobind and draw comparisons between Hindu and Sikh Diwali.	**Does religion encourage moral values?** • Understand the importance of having strong morals • Look at morals in a range of religious stories • Make links with morals in different religions • Consider personal moral beliefs	**How do Muslims develop empathy in their lives?** • Know that Muslims are called to pray 5 times a day. • Understand that Muslims are reminded at Ramadan to help those in need. • Explore how Muslim religious life has a pattern and order given by Allah.	**How do the stories of Jesus help Christians lead their lives?** • Understand the importance of the Bible in teaching Christians about God. • Know that the Bible has two main parts the Old & New testament. • Learn about the parable of the Prodigal Son.	**How is the celebration of Wesak important to Buddhists?** • Learn the story of what Siddhartha saw outside the palace, how it made him sad and taught him everything. • Name and say what the objects on a Buddhist shrine are for changes. • Explore the festival of Wesak and know that what happens reminds Buddhists of the Buddha. • Reflect upon the Buddha as a light and can name people who are like lights in other religions.	**How is the Torah important in Judaism?** • Understand the Torah is central to Jewish life. • Explore how the Torah is used in daily life & worship. • Consider how Jewish people celebrate stories and events from the history of their people.

Spanish	**Yo Aprendo Español (I am Spanish)** • Identify Spain on a map of the world. • Highlight famous Spanish cities. Talk about other countries where Spanish is spoken. • Say their name and how they are feeling in Spanish. • Count to ten in Spanish.	**Los Animales (Animals)** • Be introduced to ten animals in Spanish • Match all the new Spanish words to the appropriate picture • Remember the words for at least five animals in Spanish unaided • Attempt to spell at least three animals correctly in Spanish	**Los Instrumentos (Musical intruments)** • Name ten instruments in Spanish. • Match all the new Spanish words to the appropriate picture. • Remember the words for at least five instruments and their correct gender in Spanish, unaided. • To say that they play an instrument, of their choice correctly in Spanish.	**La fruta (Fruits)** • Name and recognise up to 10 fruits in Spanish. • Attempt to spell some of these nouns. • Ask somebody in Spanish if they like a particular fruit. • Say what fruits they like and dislike.	**La historia de la antigua Gran Bretaña (Ancient Britain)** • Learn and use the Spanish for "I am" (Soy), "I have" (Tengo) and "I live" (Vivo). • Name in Spanish, the six key periods of ancient Britain, introduced in chronological order. • Be able to say in Spanish three of the types of people who lived in ancient Britain. • Tell somebody in Spanish the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. • Name the three types of dwellings people lived in during the stone age, bronze age and iron age.	**Puedo... (I can...)** • Recognise some common Spanish verbs/activities. • Use these verbs to convey meaning in English by matching them to their appropriate picture. • Use these verbs in the infinitive with puedo...
PSHE / Citizenship • knowledge • skills	**Drug, alcohol and tobacco education:** Tobacco is a drug • Drugs including medicines • Laws surrounding tobacco • Effects on the body • Benefits of stopping smoking and the help available • Asthma- symptoms of an asthma attack • Treatment for an asthma attack P4C - Taking and Managing Risks Events – Multicultural Week	**Keeping safe and managing risk:** Bullying – see it, say it, stop it • Types of bullying, including cyber bullying and racism • Bystander behaviour • How to get help P4C – Say no to bullying Events - Anti-Bullying Week Remembrance Day	**Mental health and emotional wellbeing:** Strengths and challenges • Growth Mindset • Goals and challenges • Strategies for dealing with put downs • Positive ways to deal with set backs P4C – Staying Safe Online Events – Safer Internet Day	**Identity, society and equality:** Celebrating difference • Similarities and differences between people • Community • Being part of a group • Standing up for themselves P4C – Human Rights Events – Sports Relief	**Careers, financial capability and economic wellbeing:** Saving, spending and budgeting • Influences • Value for money • Keeping records of expenditure • Saving • Career choices P4C - Similarities and Differences	**Physical health and wellbeing:** What helps me choose? • Eatwell plate • Balanced diet • Physical health • Mental health • Pastimes P4C – Community Events – CREW Week, Values Parliament, Sports Day