Hadley Wood School Yearly Overview: Year 3

	Autumn1: The Surface of our Earth	Autumn 2: The Stone Age	Spring 1: The United Kingdom	Spring 2: The Bronze Age	Summer 1: The Iron Age	Summer 2: Passport to the World
English • Genres • Grammar	**Y2 Consolidation:** Writing narratives about personal experiences and those of others (real and fictional- Writing recounts - letter writing Identifying features of letter writing. Use of informal style: Poems on a Theme Discussion about favourite poems. Looking at features of poetry. Use of imagery. Performance of poems. Writing about real events: Newspaper articles Features of a newspaper article. Looking at difference between fact and opinion. Writing in chronological order. Grammar: Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Learn how to use the present and past	Non- fiction Information texts including reference books that are structures in different ways Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Use dictionaries to check the meaning of words that they have read Diary entries Recognise the importance of emotive language. Introduce time connectives to organise writing. Grammar: Headings in non-fiction Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play Organise paragraphs Introduce speech punctuation	I'll take you to Mrs Cole book study Use varied rich vocabulary. Rehearse sentences orally for writing. Create simple settings and plots. Adventure Stories Recognise the importance of varying language when setting a scene. Identify how to build a believable character description. Grammar: Use correct formation of nouns using a range of prefixes [for example super-, anti-, auto-] Understand use of the forms' a' or 'an' according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Adverbs, adverbials and adjectives	Fairy stories and Traditional tales Recognise themes, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. Organise paragraphs around a theme. Create settings, characters and plot Instructional Writing Assess effectives of own and others writing. Plan to write based on familiar forms. Grammar: Use time connectives. Use range of nouns and pronouns Possessive apostrophe with regular plurals Figurative language Powerful verbs	Non- fiction - Non-distinctive features of poetry such as repetition, alliteration, rhyme Use headings and sub-headings to aid presentation non-chronological reports. Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Use simple dictated sentences. Poetry - Performance Poetry Identify rhythm Grammar: Use inverted commas to punctuate direct speech Using dictionaries Building sentences with varied structure Creating plurals Using punctuation accurately	Stories set in a familiar setting - book study - The Promise Review the features of the characters, plot and setting. Discuss views, response and preferences as a class. Compare settings and analyse words and phrases used for description. Play scripts. Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Grammar: Indicate possession by using the possessive apostrophe with plural nouns Using commas after fronted adverbials Using dictionaries Spelling homophones Edit and improve vocabulary and writing

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	tenses correctly and consistently including the progressive form Learn how to use expanded noun phrases to describe and specify Learn how to use some features of written Standard English Learn how to use sentences with different forms: statement, question, exclamation, command Learn how to use subordination and co-ordination	Prepositions Conjunctions to express cause				
Maths • number • concept	**Y2 Consolidation:** Recognise the place value of each digit in a two-digit number Compare and order numbers from 0 up to 100 Read and write numbers to at least 100 in numerals and in words Identify, represent and estimate numbers using different representations, including the number line Add numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones Subtract numbers using concrete objects, pictorial	Number Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Multiplication & Division Mental & Informal Methods Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Addition & Subtraction: Money Measurement Time: Tell and write the time from an analogue clock ,12 hour and 24 hour clocks Estimate and read time	Number: Place Value Counting/sequencing Mental Addition & Subtraction Read and write numbers up to 1000 in numerals and in words Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000 Count from 0 in multiples of 4, 8, 50 and 100 find 10 or 100 more or less than a given number Solve number problems and practical problems involving these ideas	Number: Addition & Subtraction: Written methods in Context Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Statistics Interpret and present data using bar charts, pictograms and tables Money Addition and subtraction and calculating change	Number: Place Value in the context of measures. Addition & Subtraction: Measures (Measure) Addition & Subtraction: Money Multiplication & Division: Practical context of measures. Geometry 2-D shape and angles Identify horizontal and vertical lines and pairs of perpendicular and parallel lines Draw 2-D shapes Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.	Number Addition, subtraction, Multiplication & Division Fractions: ordering fractions, add and subtract fractions with the same denominator within one whole (for example 5/7 + 1/7 = 6/7) Statistics Interpret and present data using bar charts, pictograms and tables Measurement: Time: Tell and write the time from analogue clock including using Roman numerals form 1 to X11 and 12-hour and 24-hour clocks Measurement: Perimeter, Length, Mass, Volume/Capacity

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	representations, and mentally, including: a two-digit number and ones Subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.	with increasing accuracy to the nearest minute, record and compare time in terms of seconds, minutes and hours: use vocabulary such as o'clock, a.m., p.m., morning, afternoon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year <u>Geometry</u> Draw 2D shapes 3-D shape: Make 3-D shapes using modelling Materials Recognise 3-D shapes in different orientations and describe them	Counting & mental multiplication & division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for ÷ using the x tables that they know, including 2 digit no's, I digit no using mental (and informal) methods Multiplication & division formal written in context Fractions: Recognise, find and write fractions of an amount, find fractions of number <u>Roman Numerals</u> Recognise and write Roman Numerals from I to XII <u>Measurement:</u> Volume & Capacity: measure, compare, add and subtract measures/lengths and perimeter			
Science • knowledge • *skills – to be added at a later point following Sep 14 INSET*	<u>Chemistry:</u> Rocks and soils: Classification of rock types.	<u>Chemistry</u> Simple understanding of fossilisation.	<u>Physics</u> Forces and magnets: Simple observations of magnets attraction and repelling. Looking at poles, prediction of behaviour of materials.	<u>Physics</u> Light : Sources of light, shadows & reflection	<u>Biology</u> Plants and animals: Plants including parts, lifecycle and requirements for life.	<u>Biology</u> Plants and animals: Animals: skeletons & nutrition.
Computing	<u>Online Safety & DL</u> Use technology safely:	<u>Computing</u> Sequence instructions	<u>Online Safety & DL</u> Develop an	<u>Computing/Creative use of IT (Excel)</u>	<u>Online Safety & DL</u> Communication and	<u>Computing</u> Use simple

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• knowledge • *skills*	Understand what is considered as unacceptable behaviour and how to deal with it. Children are aware of dangers online. They know how to stay safe online and where to report inappropriate behaviour. <u>Creative use of IT</u> Using Publisher Paint 2Simple IPads to support other areas of the curriculum	Simple repetition Create a set of instructions / algorithm to control a range of devices to achieve specific outcomes. Control one, then multiple, screen turtles/sprites to move involving distance and turn Children can create a set of instructions/ algorithms to control a device/sprite. Write short programs to control multiple sprites <u>Creative Use of IT</u> Create images, selecting draw, paint and repeat tools, to communicate moods and ideas. Use music software to create a sequence of musical phrases. Adapt and refine for a purpose, e.g. a class performance. Shoot film, exploring a range of techniques e.g. long and close up shots. Upload , open and edit video, combining narration and titles using an appropriate program e.g. Windows Movie Maker	understanding of the history of computers. How computer networks including the internet work. Children can explain the changes that have taken place in technology and why they have occurred in a short space of time.	Collect data to enter into a spreadsheet/database (Excel) to organise data in tabular form and represent in graph form. Select colour, cell size, text and number format appropriately (Excel) Understand and use terminology- columns, rows, cells, cell reference (Excel) Children will be able to program a number of different variables. They will be able to select the most effective instruction.	collaboration in the wider world. Children contribute to a class blog/build a class page. They show an understanding of how web pages are built and how to maintain them.	output/model to animate sprites in a variety of different programs. Children can write a program e.g. Scratch to create a computer game.
History • knowledge • *skills*		<u>Caveman:</u> Late neolithic hunter/gatherers and farmers. E.g. Skara Brae Children understand		<u>Bronze Age</u> - Religion, technology and travel e.g. Stonehenge Children show/develop an understanding of how technology has	<u>Iron Age</u> – Hill forts, tribal kingdoms, farming, art, culture Children show/develop understanding of historical enquiry. They	

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		how ancient civilisations lived their everyday lives.		developed/changed lives.	can offer contrasting arguments using knowledge of this BC topic. Drawing from their knowledge of both the Caveman and Bronze Age to strengthen points.	
Geography • knowledge • *skills*	Physical geography – Describe and understand climate, mountains, volcanoes, earthquakes, settlements, trade links etc. Children will be able to explain how volcanoes and earthquakes are formed. Link to science creation of an erupting volcano (bicarb experiment)		<u>Place knowledge-</u> Name and locate countries and cities in the UK.. Children can identify human and physical features and contrast these with wider world.			<u>Locational knowledge -</u> Locate world countries focusing on Europe and the Americas. Focus on key physical and human features. Children will be able to locate a variety of major countries and cities on a world map. Use a 8 point compass, key vocabulary longitude and latitude.
Art • knowledge • *skills*		<u>Sketching – experimenting with various pencils</u> Close observation, drawing of both positive and negative shapes.. Create initial sketches as a preparation for painting. Accurate drawings of people, particularly faces.	<u>Learn about the great artists: Paul Klee - Artist study</u> Carry out an artist study – look at range of Klee's artwork and stimulus. Look at techniques Klee used to create his artwork. Children will develop an understanding of the artist's style of art. Children will use ideas to influence their own artwork. Confidently mix colours, make colour wheels, introduce different types of brushes, learn various techniques of colour application	<u>Improve mastery of techniques and materials</u> - Lascaux caves. Learn about the type of drawings found in the caves. Look at techniques used. Use these techniques to produce their own piece of work. Children will develop their understanding of sketching, then apply understanding to use of charcoal and then painting. Consider different textures. Construct pots using malleable and rigid materials		
Design Technology	<u>Design: Create a working volcano model</u>.				<u>Design: Design and make a kite</u> Children will design	<u>Design and create a nutritious savoury dish.</u> Discuss functional

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• knowledge • *skills*	Use research & criteria to inform the design. Use annotated sketches. Children will design, and then refine, ideas to make the model. Children will evaluate their model and suggest ways it could be improved.				and then refine ideas to make the kite. Children will evaluate their model and suggest ways it could be improved. They will then get the chance to try out their kites by flying them on Dunstable Downs.	properties of a range of ingredients, discuss which would look better together (aesthetic properties). Children will be familiar with food groups, understand the purpose of a nutritional diet. Select ingredients to produce a balanced and healthy savoury dish.
PE • knowledge • skills	<u>Invasion Games</u> Passing ---------- <u>Outdoor and Adventurous Activity</u> Simple orientation activities using maps and diagrams	<u>Dance</u> Linking Dance Actions Technologic 3 ---------- <u>Gymnastics</u> Travelling with a change of direction	<u>Gymnastics</u> Stretching and curling ---------- <u>Invasion Games</u> Creating space	<u>Net / Wall Games</u> Directing the ball ---------- <u>Dance</u> Cultural Places and Time 14/15 Folk Festival Toolkit Enfield DVD	<u>Athletics x 2 sessions</u> Running – endurance throwing for accuracy jumping for height	<u>Striking & Fielding Games</u> How to hit or strike the ball into space, Fielding as a team. ---------- <u>Athletics</u> Travelling, throwing and jumping
Music Each unit contains an element of listening and appraising, singing, improvisation, composition, performing and sharing	<u>Let Your Spirit Fly</u>	<u>End of Term Performance:</u> Singing Concert	<u>Glockenspiel - Stage 1</u>	<u>Three Little Birds</u>	<u>The Dragon Song</u>	<u>Bringing Us Together</u>
RE • knowledge • *skills*	<u>Hindu and Sikh- Divali</u> Children will be able to explain the features/beliefs of the Hindu religion.	<u>School Designed Unit</u> Big Question: Does religion encourage moral values?	<u>Living as a Muslim:</u> Why do Muslims pray 5 times a day? Children will be familiar with the inside of a mosque and explain its key features and importance to the Muslim faith.	<u>The Christian Bible and stories of Jesus:</u> What can we learn from the Bible? Children will understand the importance of the able as a sacred text. They may be able to compare it to the key features principals of the holy text in their	<u>Buddhism - Wesak</u> Children will be able to explain the importance of the festival of Wesak.	<u>Judaism - The Torah and stories of the Jewish people</u> Children will understand the importance of the Torah as a holy scripture. They will be able to compare it the bible (studied in a previous unit).

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				own personal faith.		
Spanish	Core vocabulary and phonetics	I'm Learning Spanish	Animals	Fruit and Vegetables	Little Red Riding Hood	I can…..
P4C	Taking and Managing Risks	Say no to Bullying	Staying Safe Online	Human Rights	Similarities and Differences	Community
PSHE/Citizenship • knowledge • skills	Mindfulness – Strengths and Challenges	The Importance of friendship. How to be a good friend. Bullying – see it, say it, and stop it.	Money – budgeting, jobs, appreciating the value of money.	Tolerance of different Faiths and Beliefs.	Effects of Smoking	What helps me Choose – healthy eating choices RSE
TRIPS: Kidzania – focus on money Celtic Harmony – supporting ancient civilisation topics Palmers Green Mosque: Supporting RE unit of Islam						