

Menston Primary School Long-Term Overview 2022-23

Year 3 Autumn Term

	Key English texts	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
	<ul style="list-style-type: none"> Ruby's Worries Stone Age Boy 	<ul style="list-style-type: none"> Number – Place Value Number Addition and Subtraction Number – Multiplication and Division A 	<p>How did life develop during the Stone Age?</p> <ul style="list-style-type: none"> When was the stone age and what periods did it include? Who lived in Britain in the 'old' Stone Age? How did they survive? How do we know? What was life like during the Stone Age and how do we know? How did life change? <ul style="list-style-type: none"> How can Skara Brae help us learn about the Stone Age? 	<p>Plants:</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>Painting & Mixed Media Prehistoric Painting</p> <ul style="list-style-type: none"> Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task, e.g. choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours. Modify chosen collage materials in a range of ways, e.g. by cutting, tearing, resizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. 	<p>Computing Systems and Networks</p> <p><i>Connecting Computers</i></p> <ul style="list-style-type: none"> How does a digital device work? What parts make up a digital device? How do digital devices help us? How am I connected? How are computers connected? What does our school network look like? 	<p>Back to School with SCARF Five lessons to introduce the SCARF acronym to be taught in week 1</p> <p>Me and My Relationships Includes feelings/emotions/conflict resolution/friendships</p>	<p>How do Jews remember God's covenant with Abraham and Moses?</p> <ul style="list-style-type: none"> Why are promises important? What is a covenant? Who was Abraham? Why is he an important figure for Jewish people? Why is Moses important to Jewish people today and what do they learn from him? Why is Pesach important to Jewish people? What happened at the first Pesach? How do Jews celebrate Pesach today? Why do Jews celebrate Pesach today? Why is Shabbat a special time for Jewish people? Why do Jewish people rest on the seventh day? Where, how and why do Jewish people worship? Why do Jewish people treat the Torah scroll with great respect? 	<p>Multi Skills: (FMS)</p> <ul style="list-style-type: none"> Show balance, coordination and technique when running at different speeds, stopping with control. Link running, hopping and jumping actions using different take offs and landing. Jump for distance and height with an awareness of technique. Throw a variety of objects, changing action for accuracy and distance. Demonstrate balance when performing other fundamental skills. Show balance when changing direction in combination with other skills. Can co-ordinate their bodies with increased consistency in a variety of activities. 	<p>Charanga: composing using your imagination</p> <ul style="list-style-type: none"> Structure musical compositions so it has a beginning, middle and end. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crochets and paired quavers. Develop facility in playing tuned/ untuned instrument. 	<p>Bonjour & En Classe</p> <ul style="list-style-type: none"> 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 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 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Present ideas and information orally to a range of audiences* 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
	<ul style="list-style-type: none"> Autumn is Here – poetry 		<p>What special places are in and near Yorkshire?</p> <ul style="list-style-type: none"> What county do you live in? What is Yorkshire divided into? Name 3 counties that border Yorkshire. What topographical features can you identify on a map? What is a national park? What are the main land-use patterns in Yorkshire and how has this changed over time? 	<p>Animals, including humans:</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Structures: Frame structures or shell structures</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures Christmas link? 	<p>Creating Media Animation</p> <ul style="list-style-type: none"> Can a picture move? Frame by frame What's the story? Picture perfect Evaluate and make it great! Lights, camera, action! 	<ul style="list-style-type: none"> Being My Best Includes keeping healthy/Growth Mindset/goal setting/achievement 	<p>How do people express spirituality?</p> <ul style="list-style-type: none"> What is spirituality? How can you show what you believe? What do symbols tell us about beliefs? How do Christians use visual arts? How are beliefs represented symbolically or through abstract art? How can words and ideas be expressed through art? Why do some people say you should not picture God? How do Muslims use calligraphy and pattern to express beliefs? How do religions use words as an art form to express beliefs? How can music inspire believers? How can dance express faith? 	<p>Invasion Games (Dodgeball & Basketball)</p> <ul style="list-style-type: none"> Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Move with the ball (in a variety of ways) with some control. Pass the ball in two different ways in a game situation with some success. Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Apply and follow rules fairly. 	<p>Charanga: Learning more about musical styles</p> <ul style="list-style-type: none"> Apply word chants to rhythms, understanding how to link each syllable to one musical note. Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole class/ group/ individual/ instrumental teaching) 	

Curriculum enrichment:

- Outdoor day: Stone Age theme – Autumn 1
- Outdoor day: Science link to Animals including humans
- RE visit to a Synagogue (Roundhay) – Autumn 2

Year 3 Spring Term

	Key English texts	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
	<ul style="list-style-type: none"> Biography of Mary Anning The Street Beneath My Feet – Charlotte Guillian and Yuval Zommer 	<ul style="list-style-type: none"> Number – Multiplication and division B Measurement: length and perimeter 	<p>The Bronze Age to the Iron Age</p> <ul style="list-style-type: none"> Which was better, bronze or iron? What was the impact of bronze and iron tools on the way people lived in Britain? Did it make farming easier? Did it make life easier for craftsmen? Did it make life more secure? Did it make life safer? 	<p>Rocks:</p> <ul style="list-style-type: none"> 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 from rocks and organic matter. 	<p>Drawing Growing Artists</p> <ul style="list-style-type: none"> Confidently use a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<p>Creating Media Desktop Publishing</p> <ul style="list-style-type: none"> Words and pictures Can you edit it? Great template! Can you add content? Lay it out Why desktop publishing? 	<p>Valuing Difference Includes British Values focus</p>	<p>Continue</p> <p>How do people express spirituality?</p> <p>Objectives as above – Autumn 2</p> <p>What do Christians believe about a good life?</p> <ul style="list-style-type: none"> Why is the Bible such a special book for Christians? What are the rules for a good life in the Old Testament? What are the rules for living a good life? What were the greatest commandments that Jesus taught? What do the parable of the Sower and the Seed, and the parable of the Wise and Foolish Builders tell Christians about Jesus' teaching? What does the parable of The Sheep and the Goats tell Christians about how to live a good life? How do you show care for others in your own life? Why do you do it? Why does the story of Zacchaeus tell Christians about how to live a good life? 	<p>SSS – Gymnastics</p> <p>Acquiring and Developing Skills Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements.</p> <p>Rolls Crouched forward roll Forward roll from standing Tucked backward roll</p> <p>Jumps Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap</p> <p>Handstands, Cartwheels and Round-offs Handstand Lunge into handstand Cartwheel</p> <p>Travelling & Linking Actions Tiptoe, step, jump and hop Hopscotch</p>	<p>BBC Ten Pieces: Doctor Who Theme (Delia Derbyshire)</p> <ul style="list-style-type: none"> listen and reflect on a piece of orchestral music create their own piece of music using instruments, voice and technology perform as an ensemble learn musical language appropriate to the task <p>Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p>	<p>Unit 3: Mon corps Unit 4: Les animaux</p> <ul style="list-style-type: none"> 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* Read carefully and show understanding of words, phrases and simple writing

								<ul style="list-style-type: none"> What is the true meaning of friendship? What do the Bible stories of Jesus healing others tell Christians about how to live a good life? How do you show others you care? How can pupils apply teachings from the Bible to how to live a good life? 	<p>Skipping Galloping Straight jump half-turn Cat leap</p> <p>Shapes and Balances Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p> <p>Compete/Perform Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>		<p>Appreciate stories, songs, poems and rhymes in the language</p> <ul style="list-style-type: none"> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 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
	<ul style="list-style-type: none"> Our Planet - David Attenborough 	<ul style="list-style-type: none"> Number: Fractions A Geometry: Mass and capacity <p>Times tables x8</p>	<p>What is the difference between woodland and rainforest?</p> <ul style="list-style-type: none"> Can you name three countries that have tropical rainforests? What are the two tropical lines of latitude? Why do tropical rainforests occur here? What is a deciduous woodland? What kinds of vegetation would you find in a native deciduous woodland in the UK? What is deforestation and why might people cut down tropical rainforests? What is forest regeneration? Compare tropical rainforest with deciduous woodland in the UK. What average temperatures, rainfall and flora and fauna would you expect in each place? 	<p>Forces and magnets:</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Textiles: Design and make a bag/pouch Bag for Easter??</p>	<p>Data and Information <i>Branching Databases</i></p> <ul style="list-style-type: none"> Yes or no questions Making groups Creating a branching database Structuring a branching database Using a branching database Two ways of presenting information 	<ul style="list-style-type: none"> Keeping Myself Safe Includes aspects of Relationships Education 	<p>What do creation stories tell us about our world?</p> <ul style="list-style-type: none"> What does the Jewish creation story tell us about our world? How do creation stories help me to think about the world in which I live? What does the Islamic creation story tell us about our world? How do the creation stories from different faiths compare? How do creation stories help me to recognise my responsibilities to looking after the world? 	<p>SSS – Net & Wall (Intro to short tennis)</p> <p>Striking/Hitting a Ball Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking.</p> <p>Practise the correct hitting technique and use it in a game.</p> <p>Strike the ball for distance.</p> <p>Tactics and Rules Apply and follow rules fairly.</p> <p>Know how to play a striking game fairly.</p> <p>Compete/Perform Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Evaluate</p>	<p>Whole class brass (Cherry Aut 1, Aut 2 and Spring 1) (Holly Spring 2, Summer 1 and Summer 2)</p> <ul style="list-style-type: none"> Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E Listen to musical pieces and begin to recognise known instruments. Offer their opinion on a piece of music backed up with a reason. Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio (speak to Jamie) 	

										Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.		
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Curriculum enrichment:

- Outdoor day: Rock investigation (Science)
- Outdoor day: Woodland activities (Geography)
- Outdoor day: Forces and Magnets experiments (Science)
- Visit to Herd Farm: Iron Age Houses (History) TBC
OR Visitor linked to topic

Please note this is a working document and subject to change

Menston Primary School Long-Term Overview 2022-23

Year 3 Summer Term

	Key English texts	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
	<ul style="list-style-type: none"> Pompeii Journey 	<ul style="list-style-type: none"> Number: Fractions B Measurement: Money <p>Times tables x3, x4 and x8</p>	<p>How did the Roman invasion influence Britain?</p> <ul style="list-style-type: none"> How did the Roman army help to expand the Roman Empire? How did Britain become part of the Roman Empire? Who was Boudica and how did she rebel against the Romans? What did the Romans build after they settled in Britain? What lasting impact did the Romans have in Britain? 	<p>Light:</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change. 	<p>Sculpture & 3D Abstract Shape & Space</p> <ul style="list-style-type: none"> Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick and fold). Experiment with combining found objects and recyclable material to create sculpture. 	<p>Programming A</p> <p><i>Sequence in Music</i></p> <ul style="list-style-type: none"> Introduction to Scratch Programming sprites Sequences Ordering commands Looking good Making an instrument 	<p>Rights and Responsibilities Includes money/living in the wider world/environment</p>	<p>Who can inspire us?</p> <ul style="list-style-type: none"> What is a leader? What are leaders like? What characteristics and qualities do leaders have? Who is Jesus and why is he important to people? What makes Jesus a good leader? How do the stories of Jesus show that he was an inspirational leader? How do the teachings of Jesus provide Christians with a model for living? Who is the Prophet Muhammad and why is he important to people? What makes the Prophet Muhammad a good leader? How do the stories of the Prophet Muhammad show that he was an inspirational leader? How do the teachings of 	<p>SSS – Striking & Fielding (Kwik Cricket)</p> <p>Striking and Hitting a Ball Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate).</p> <p>Practise the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p> <p>Throwing and Catching a Ball Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop a safe and effective overarm bowl.</p> <p>Passing a Ball Pass the ball in two different ways in a game situation with some success.</p> <p>Using Space Find a useful space and get into it to support teammates.</p> <p>Attacking and Defending Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p> <p>Tactics and Rules Apply and follow rules fairly.</p>	<p>Whole class brass</p> <p>(Cherry Aut 1, Aut 2 and Spring 1)</p> <p>(Holly Spring 2, Summer 1 and Summer 2)</p>	<p>Unit 5: Ma famille</p> <p>Unit 6: Bon anniversaire!</p> <ul style="list-style-type: none"> 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* 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

								<p>the Prophet Muhammad provide Muslims with a model for living?</p> <ul style="list-style-type: none"> Who is Moses and why is he important to people? What makes Moses a good leader? How do the stories of Moses show that he was an inspirational leader? How do the teachings of Moses provide Jesus with a model for living? Who is a modern-day leader? What makes people good leaders? How have/can modern-day leaders inspire people? 	<p>Know how to play a striking and fielding game fairly.</p> <p>Compete/Perform Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>		<p>understand new words that are introduced into familiar written material, including through using a dictionary</p> <ul style="list-style-type: none"> Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Present ideas and information orally to a range of audiences* 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
	<ul style="list-style-type: none"> Orion and the Dark – Emma Yarlett My name is not Refugee 	<ul style="list-style-type: none"> Measurement: Time Geometry: Shape Statistics Times tables x3, x4 and x8 	<p>What attracts visitors to Europe?</p> <ul style="list-style-type: none"> Can you name 5 European countries and their capital cities? Where in Europe would you find: large mountains, a long river, a coastline, freezing temperatures? What continent is Russia in? How many time zones are there in Europe? Why do tourists visit Rome and the Mediterranean? What human geographical benefits are there for tourism in the Mediterranean? What physical benefits does the 	<p>Pond Dipping / Outdoor Learning Recapping topics taught.</p>	<p>Mechanisms: Linked Levers</p> <ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>Programming B <i>Events and Actions</i></p> <ul style="list-style-type: none"> Moving a Sprite Maze movement Drawing lines Adding features Debugging movement Making a project 	<ul style="list-style-type: none"> Rights and Responsibilities Includes money/living in the wider world/environment 	<p>Who can inspire us? See objectives above.</p>	<p>SSS – Athletics</p> <p>Running Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Jumping Use one and two feet to take off and to land with.</p>	<p>Whole class brass</p> <p>(Cherry Aut 1, Aut 2 and Spring 1)</p> <p>(Holly Spring 2, Summer 1 and Summer 2)</p>	

			<p>Mediterranean Sea have for tourists?</p> <ul style="list-style-type: none"> • What environmental impact do cruises have on marine biomes? 						<p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely and with control.</p> <p>Throwing Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Compete/Perform Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Evaluate Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	
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Curriculum enrichment:

- Outdoor day/ Visitor: Roman Day including Roman workshop
- Outdoor day: Pond dipping and mini beast work
- Visit: Music trip to St George's Hall (tbc)

Please note this is a working document and subject to change