

Menston Primary School Long-Term Overview 2023-24



Year 3 Autumn Term Please note this is a working document and subject to change

	Key English texts and extended outcomes	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
Autumn 1	<p>Stig of the Dump by Clive King</p> <p>Ruby's Worry by Tom Percival Writing to inform: letter of advice</p> <p>Stone Age Boy by Satoshi Kitamura Writing to entertain: Narrative</p>	<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? 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>Connecting Computers</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>What makes us human?</p> <p>Children interpret and use art to express beliefs about spirituality, inner self and the soul. They also design the cover and blurb for a book titled 'What makes us human?'</p>	<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>Creating compositions in response to an animation. (Theme: Mountains)</p> <ul style="list-style-type: none"> To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble. 	<p>J'apprends le français (I am learning French)</p> <ul style="list-style-type: none"> pinpoint France and other French speaking countries on a map of the world. ask and answer the question 'How are you?' in French. say 'Hello' and 'Goodbye' in French. ask and answer the question 'What is your name?' in French. count to 10 in French. say 10 colours in French.

Autumn 2

The Boy Who Grew Dragons by Andy Shepherd

Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman by Kathleen Krull
Writing to inform: Recount about Wilma Rudolph

Rombald the Giant of Ilkley Moor by Anita Simic
Writing to entertain: Fairy story

What settlements are in and near Yorkshire?

- What county do you live in and what is it divided into?
- Name 3 counties that border Yorkshire.
- Name 3 major cities in Yorkshire
- What topographic 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?

Animals, including humans:

- 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.

Structures: Pavilions

- Exploring pavilion structures, learning about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding.

Creating Media Animation

- Can a picture move?
- Frame by frame
- What's the story?
- Picture perfect
- Evaluate and make it great!
- Lights, camera, action!

- Being My Best Includes keeping healthy/Growth Mindset/goal setting/achievement

Where do our morals come from?

Thinking about how people decide what it means to live a good life, children reflect on their own opinions about what is right and wrong and explore the reasons behind these beliefs.

Invasion Games (Dodgeball & Basketball)

- 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.

Whole class brass (Cherry Aut 1, Aut 2 and Spring 1) (Holly Spring 2, Summer 1 and Summer 2)

- 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

Les animaux (Animals)

- Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.
- Understand that there are more determiners/ articles in French than in English.
- Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).

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Year 3 Spring Term Please note this is a working document and subject to change

	Key English texts and extended outcomes	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
Spring 1	<p>Defenders: Pitch Invasion by Tom Palmer</p> <p>Stone Girl Bone Girl by Laurence Anholt & Sheila Moxley Writing to inform: Report (biography about Mary Anning)</p> <p>The Pebble in my Pocket: A History of Our Earth by Meredith Hooper & Chris Coady Writing to inform: Explanation of how different types of rocks are formed</p>	<ul style="list-style-type: none"> Number – Multiplication and division B Measurement: length and perimeter 	<p>How did life change in Britain from the Bronze Age to the Iron Age?</p> <ul style="list-style-type: none"> Who was the Amesbury Archer? How did bronze change life in the Stone Age? How did trade change the Iron Age? What does Stonehenge tell us about the Bronze Age in terms of religion, technology and travel? Why were hillforts important to the Iron Age? How did settlements change between the Stone Age and the Iron Age? 	<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>Craft and design: Fabric of nature</p> <ul style="list-style-type: none"> Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries. 	<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>Are scriptures central to religion?</p>	<p>SSS – Gymnastics</p> <p>Acquiring and Developing Skills</p> <ul style="list-style-type: none"> Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements. Develop the quality of the actions in their performances. 	<p>Traditional instruments and improvisation (Theme: India)</p> <ul style="list-style-type: none"> To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'. To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. 	<p>Les instruments (Instruments)</p> <ul style="list-style-type: none"> Recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner. Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments

Spring 2

<p>The Animals of Farthing Wood by Colin Dann</p> <p>There's a Rang-Tan in My Bedroom by James Sellick & Frann Preston-Gannon Writing to persuade: Letter to a company using palm oil</p> <p>A Year of Nature Poems by Joseph Coelho and I Am The Seed That Grew The Tree by Fiona Waters Poetry: Nature poems</p> <ul style="list-style-type: none"> • Clerihew • Limerick • Free verse 	<ul style="list-style-type: none"> • Number: Fractions A • Geometry: Mass and capacity • Times tables x8 	<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 and 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: Cross stitch and applique. Making cushions.</p> <ul style="list-style-type: none"> • Introduce two new skills to add to the pupils' repertoire: cross stitch • and appliqué. Pupils apply their knowledge to the design, decoration • and assembly of their own cushions or Egyptian collars 	<p>Data and Information Branching Databases</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 happens if we do wrong?</p>	<p>SSS – Net & Wall (Intro to short tennis)</p> <ul style="list-style-type: none"> • Demonstrate successful hitting and striking skills. • Develop a range of skills in striking. • Practise the correct hitting technique and use it in a game. • Strike the ball for distance. • Apply and follow rules fairly. • Know how to play a striking game fairly. • Develop the quality of the actions in their performances. • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner. • Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time. 	<p>Whole class brass <i>(Cherry Aut 1, Aut 2 and Spring 1)</i> <i>(Holly Spring 2, Summer 1 and Summer 2)</i></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 	<p>Je peux (I am able)</p> <ul style="list-style-type: none"> • Recognise, recall and spell 10 action verbs in French. • Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). • Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but).
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Year 3 Summer Term Please note this is a working document and subject to change

	Key English texts and extended outcomes	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
Summer 1	<p>Romans on the Rampage by Jeremy Strong</p> <p>Escape From Pompeii by Christina Balit Writing to inform: Report (newspaper)</p> <p>Ancient Rome by DK Writing to inform: Non-chronological report about the Romans</p>	<ul style="list-style-type: none"> Number: Fractions B Measurement: Money Times tables x3, x4 and x8 	<p>What was the impact of the Roman Empire on Britain?</p> <ul style="list-style-type: none"> What was the Roman Empire? How did the growth of the Roman army help to expand the Roman Empire? When and why 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>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>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 	Rights and Responsibilities Includes money/living in the wider world/environment	Why is water symbolic?	<p>SSS – Striking & Fielding (Kwik Cricket)</p> <ul style="list-style-type: none"> Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. 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). Develop a safe and effective overarm bowl. Pass the ball in two different ways in a game situation with some success. Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Apply and follow rules fairly. 	<p>Pentatonic melodies and composition (Theme: Chinese New Year)</p> <ul style="list-style-type: none"> To know that the word ‘crescendo’ means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a ‘pentatonic’ scale. To understand that a pentatonic melody uses only the five notes C D E G A. 	<p>Les glaces (Ice-Creams)</p> <ul style="list-style-type: none"> Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in French using ‘je voudrais’. Say what flavour they would like. Say whether they would like a cone or a small pot/tub of ice-cream.

Summer 2

<p>Pippi Longstocking by Astrid Lindgren</p> <p>Orion and the Dark by Emma Yarlett Writing to entertain: Narrative</p> <p>City Trails Rome by Lonely Planet Kids Writing to persuade: Travel brochure for Rome</p>	<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? What continent is Russia in? • Where in Europe would you find: large mountains, a long river, a coastline, freezing temperatures? • What challenges do time zones create for people travelling in Europe? • What human and physical geographical benefits are there for tourism in the Mediterranean, for example Rome? • What environmental impact do cruises have on marine biomes? 	<p>Pond Dipping / Outdoor Learning</p> <p>Recapping topics taught.</p>		<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>Why is fire used ceremonially?</p>	<p>SSS – Athletics</p> <ul style="list-style-type: none"> • Identify and demonstrate how different techniques can affect their performance. • Focus on their arm and leg action to improve their sprinting technique. • Begin to combine running with jumping over hurdles. • Focus on trail leg and lead leg action when running over hurdles. • Understand the importance of adjusting running pace to suit the distance being run. • Use one and two feet to take off and to land with. • Develop an effective take-off for the standing long jump. • Develop an effective flight phase for the standing long jump. • Land safely and with control. • Throw with greater control and accuracy. • Show increasing control in their overarm throw. • Perform a push throw. • Continue to develop techniques to throw for increased distance. • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner. 	<p>Whole class brass <i>(Cherry Aut 1, Aut 2 and Spring 1)</i> <i>(Holly Spring 2, Summer 1 and Summer 2)</i></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 	<p>Les fruits (Fruit)</p> <ul style="list-style-type: none"> • Name and recognise up to 10 fruits in French. • Attempt to spell some of these nouns. • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike.
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