

TOPIC OVERVIEW SHOWING OBJECTIVES TAKEN FROM THE NATIONAL CURRICULUM

Year Group: 3 Term: Autumn 2025

SCIENCE	HISTORY	GEOGRAPHY	RELIGIOUS EDUCATION
<u>Skeletons, Movement, Nutrition and Diet, Sustainability: Food Waste and Rocks</u> - 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. - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	<u>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u> - Know and understand the history of these islands (the UK) as coherent, chronological narrative, from the earliest times to the present day - Understand historical concepts such as continuity and change - Understand the methods of historical enquiry - Understand changes in Britain from the Stone Age to the Iron Age.	<u>Climate Zones</u> - Identify the different lines of latitude and explain how latitude is linked to climate. - Locate different climate zones and explore the differences between the Northern and Southern Hemispheres - Compare temperate and tropical climates. - Explore weather patterns within a climate zone. - Write a weather forecast for a typical day in your choice of climate zone. - Identify the characteristics of each climate zone.	- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. - Identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities - Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively - Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.
ART	DESIGN AND TECHNOLOGY	Music	ICT
<u>Prehistoric Art</u> - To create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint and clay) - Learn about great artists, architects and designers in history. - To explore colour mixing using paint. - To select and apply a range of painting techniques.	<u>Mechanisms- Pneumatics</u> - Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at particular individuals or groups - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer- aided design - Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing accurately - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities - Investigate and evaluate a range of existing products	<u>Ballads and Mountains</u> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of the history of music	<u>Computing Systems and Networks:</u> - To describe what an input is. - To explain that a process acts on the inputs. - To explain that an output is produced by the process. - To recognise that a digital device is made up of several parts. - To recognise that computers can be connected to each other. - To explain how computer systems can change the way that we work. - To explain how information is passed through multiple connections. <u>Programming: Sequencing Sounds</u> - Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		- Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
PHYSICAL EDUCATION	PSHE and Relationships Education	COMMUNICATION, LANGUAGE AND LITERACY LINKS	MATHEMATICAL DEVELOPMENT LINKS
<u>Fitness, Ball Skills/Tag Rugby, OAA and Gymnastics</u> - Use running, jumping, throwing and catching in isolation and in combination - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - Take part in outdoor and adventurous activity challenges both individually and within a team - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Family and Relationships</u> - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. - Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	- Listen and respond appropriately to adults and their peers - Ask relevant questions to extend their understanding and knowledge - Use relevant strategies to build their vocabulary. - Develop oracy skills across the curriculum.	- Timelines in History - Using the eight points of a compass - Measuring in DT - Display data in Science. - Recording results in PE.

SUGGESTED ACTIVITIES LINKED TO THE NATIONAL CURRICULUM OBJECTIVES

SCIENCE	HISTORY	GEOGRAPHY	RELIGIOUS EDUCATION
- Name and identify bones in a skeleton. - Explore how muscles work and identify types of joint. - Compare skeletons and diets in/for a range of animals. - Understand the different food groups and create healthy meals. - Find ways to reduce food waste. - Identify, group and test different rocks using a fair test.	- Explore artefacts from the time period. - Use digital models to explore settlements from the Stone, Iron and Bronze Ages. - Take part in an archaeological dig and explore the evidence found. - Play a trading game to see the importance of this during the Iron Age. - Compare life in the three ages and how they differ from the lives we lead today.	- Identify and label continents. - Identify and label lines of longitude and latitude (E.g. Equator, Tropics) - Identify and label counties and cities in the United Kingdom. - Local area walk. - Make a fact file to show 'Where on Earth are we?'	<u>God and Faith</u> - Identify and name different places of worship. - Describe some activities that take place in places of worship. <u>Humanity-Excellence</u> - Define and identify religious figures across different religions. - Understand the significance of religious figures for believers. - Analyse their teachings on faith and living a good life.
ART	DESIGN AND TECHNOLOGY	MUSIC	ICT
- Apply and blend charcoal to create tone and texture in drawings. - Learn how Prehistoric man-made art and replicate some of these techniques. - Experiment with natural pigments to create own paints in order to make some Stone Age paintings. - Explore colour (including primary and secondary colours, mixing, tints and shades) - Create art work involving colour (E.g. collage, tint painting, drip painting and circle painting)	- Learn what pneumatic toys are and how they work. - Create a pneumatic toy of their own linked to a design brief. - Make detailed thumbnail sketches and an exploded diagram when planning. - Select appropriate tools and materials when making.	Singing assemblies <u>Mountains</u> - Create a soundscape. - Create sound effects to go with a story. - Adding rhythm using untuned percussion instruments. <u>Ballads</u> - Look at the story behind the song. - Write and perform a ballad.	<u>Computing Systems and Networks</u> - Explore and compare input and output devices. - Create work using digital devices and non-digital tools. - Identify and explain how devices are connected to a wireless network. <u>Programming: Sequencing Sounds</u> - Create a program following a design in Scratch. - Create a sequence of connected commands. - Make a project involving making an instrument.
PHYSICAL EDUCATION	PSHE and Relationships Education	COMMUNICATION, LANGUAGE AND LITERACY LINKS	MATHEMATICAL DEVELOPMENT LINKS
- Take part in fitness activities to develop speed, agility, balance, coordination and stamina. - Throw and catch while on the move. - Move towards a goal or away from a defender to maintain possession. - Create interesting point and patch balances. - Develop stepping into jumps with control and develop a straight, barrel and forward roll. - Create a partner sequence incorporating equipment.	- Write a class charter. - Understand and explore consent. - Explore how families love and support each other. - Help resolve problems in scenarios involving friends. - Begin to understand the impact of bullying using role play. - Develop effective listening and communication skills. - Explore the rights of a child. - Show an awareness of stereotyping.	Poetry – including learning a poem by heart. Discuss reading books.	Reading atlases and maps Using globes Using compasses Dates in History (timeline)

• Complete activities to practise tracking, throwing/sending and dribbling a ball with hands and feet. • Develop teamwork skills when following instructions and directions.		TRIPS AND VISITORS
		Portals from the Past visitor in History St Thomas’ Church in Stopsley visit