

TOPIC OVERVIEW SHOWING OBJECTIVES TAKEN FROM THE NATIONAL CURRICULUM

Year Group: 3 Term: Spring 2026

SCIENCE	HISTORY	GEOGRAPHY	RELIGIOUS EDUCATION
<u>Light</u> - 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.	<u>Why did the Romans settle in Britain?</u> - Sequence events in a simple narrative. - Extract simple information from texts, pictures and objects. - Begin to combine information from more than one source. - Identify differences between versions of the same event. - See that events can have more than one cause. - Describe the Roman Empire and its impact on Britain.	<u>North America</u> - Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. - Describe and understand key aspects of physical geography, including: climates and mountains. - Describe and understand key aspects of human geography. - Use maps, atlases, globe and digital/computer mapping to locate countries and describe features studied.	- Explore how people from different religions make sacrifices for their beliefs and the motivations behind religious sacrifices and their perceived benefits. - Develop empathy, understanding and an appreciation for diverse religious practices, perspectives and values. - Demonstrate the idea of sacrifice found in religious traditions and highlight key practices that are linked to self-sacrifice such as fasting and prayer. - Describe examples of miracles and explain why they are considered miraculous. - Explore the different ways miracles can impact faith and communities. - Develop critical thinking skills through open-ended questions and respectful discussions. - Offer some answers to challenging questions from different religious and non-religious perspectives including around the relationship between science and religion.
ART	DESIGN AND TECHNOLOGY	MUSIC	Computing
<u>Drawing: Chromatic</u> - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To create sketch books to record their observations and use them to review and revisit ideas. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. - To learn about great artists, architects and designers in history.	<u>Cooking and Nutrition- Eating Seasonally</u> - Use research and develop design criteria to inform the design of innovative, functional, 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 and exploded diagrams. - 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 analyse a range of existing products. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	<u>Chinese New Year and Vikings</u> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Improvise and compose music for a range of purposes using the inter-related dimensions of music. - 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>Branching Databases and Stop Frame Animation</u> - 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. - Use technology safely, respectfully and responsibly.

PHYSICAL EDUCATION	RELATIONSHIPS EDUCATION	COMMUNICATION, LANGUAGE AND LITERACY LINKS	MATHEMATICAL DEVELOPMENT LINKS
<u>Basketball, Dance, Tennis and Swimming</u> • Use running, jumping, throwing and catching in isolation and in combination. • To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). • Perform safe self-rescue in different water-based situations.	<u>Safety and the Changing Body and Online Safety</u> • Explore ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. • Identify things people might do near roads which are unsafe. Beginning to recognise unsafe digital content. • Learn what to do in a medical emergency, including calling the emergency services. • Learn how to safely use search engines to gather accurate information, including the use of key phrases and autocomplete.	• Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Participate in discussions, performances and role play. • Speak audibly and fluently with an increasing command of Standard English. • Articulate and justify answers, arguments and opinions. • Read texts that are structured in different ways and reading for a range of purposes. • In non-narrative material, use simple organisational features such as sub-headings.	• Measure volume and mass. • Interpret and present data using tables.

SUGGESTED ACTIVITIES LINKED TO THE NATIONAL CURRICULUM OBJECTIVES

SCIENCE	HISTORY	GEOGRAPHY	RELIGIOUS EDUCATION
- Explore different types of light sources, including the sun, and sort into real and artificial. - Find out how shadows are formed in the classroom and outside. - Plan, carry out and evaluate an investigation into the formation of shadows.	- Explore the timeline of the Roman invasion on Britain and the reasons behind this. - Create a visual interpretation of Boudicca. - Find out why the Roman army was so successful, make shields and carry out a 'battle'. - Look at a range of artefacts and make inferences about what these tell us about life in Roman times. - Explain how the Romans impacted life in modern Britain.	- Develop an understanding of our local area and its geographical features. - Locate North America on a world map and label its countries. - Discuss the human and physical geography of North America. - Learn about the geography of the Rocky Mountains and create a persuasive advertisement. - Make comparisons between where we live and a region in North America (Caribbean).	- Understand the concept of sacrifice in different religions. - Understand the significance of Hanukkah in Judaism and the importance of Ramadan in Islam - Discuss the practice of fasting in different religions. - Define and explore the concept of miracles in different religions. - Explore how science and religion can approach the same event differently. - Understand the diverse impacts miracles have on individuals and communities.
ART	DESIGN AND TECHNOLOGY	MUSIC	COMPUTING
- Recognise how art can have a range of purposes - Develop painting skills by learning about watercolour paints. - Understand what an illustration is. - Explore the work of a range of illustrators - Describe similarities and differences between work of illustrators and between different mediums of art (watercolour and acrylic)	- Understand that climate affects food growth, try different fruits and make a fruit kebab using fruits grown around the world. - Find out about British seasonal food and make a fruit crumble. - Create a healthy and nutritious recipe using seasonal fruits and vegetables. - Prepare ingredients and follow a recipe to make seasonal tarts.	<u>Vikings</u> - Learn songs through the call and response technique and then sing them in time. - Create actions to go along with a song. - Record rhythm notations and perform them. - Layer rhythms and add musical effects using instruments. <u>Chinese New Year</u> - Perform a dragon dance. - Use tuned instruments to play a pentatonic melody, and then create their own.	<u>Branching Databases</u> - Make up a yes/no question about a collection of objects. - Identify the attributes needed to collect data about an object. - Create a branching database. - Create an identification tool. <u>Stop frame animation</u> - Explain that an animation is a sequence of images. - Plan and create an animation. - Review and evaluate its effectiveness.
PHYSICAL EDUCATION	RELATIONSHIPS EDUCATION	COMMUNICATION, LANGUAGE AND LITERACY LINKS	MATHEMATICAL DEVELOPMENT LINKS
- Throw and catch while on the move. - Move towards a goal or away from a defender to maintain possession. - Complete activities to practise tracking, throwing/sending and dribbling a ball with hands and feet. - Develop teamwork skills when following instructions and directions.	- Explore different scenarios and understand what to do in an emergency situation. - Name some symptoms of an allergic reaction and model how to help using drama. - Write an email to a classmate to explore how being kind online is important. - Explore the effects of cyberbullying and how to recognise if it happens using a decision tree.	- Sequence events of the Roman invasion. - Write a persuasive advert about The Rockies. - Follow a recipe in DT. - Write and follow musical notation. - Plan and evaluate investigations in Science.	- Read atlases and maps. - Explore and use globes. - Dates in History (timeline). - Record results in Science. - Read a scale when measuring ingredients.
		TRIPS AND VISITORS	

• Create a dance in response to a stimulus and perform solo and in unison with a partner. • Develop racket and ball control and play against an opponent. • Play a rally using a forehand. • Develop the two-handed backhand. • Develop an understanding of buoyancy and balance in water. • Develop confidence in independent movement and submersion in the water.	• Demonstrate how to use key phrases in search engines to gather accurate information online. • Explain what autocomplete is and how to choose the best suggestion.	• Trip to Roman Verulamium in Spring 2.
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