



# Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn

## Long Term Overview Year 3

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<b>Learning Theme Title</b>	The Stone Age to the Iron Age	Natural Disasters	Ancient Greece	Bees	China	The Two Elizabeths
<b>Key Lines of Enquiry</b>	<b>History</b>	<i>How did life evolve from the Stone Age to the Iron Age?</i>	<i>What impact did Ancient Greece have on modern life?</i>			<i>How has the power of the monarchy changed?</i>
	<b>Geography</b>		What makes a natural disaster, natural?	What would happen if there were no bees?	What natural wealth does China hold?	
	<b>Science</b>	Are all rocks the same? Rocks	How does my body help me move? Animals including humans	Can you drive a car on jelly? Forces and magnets (forces)	Which part of the plant is most important? Plants	How are shadows formed? Light

## English Focus

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<b>English Texts</b>	Stone Age Boy	Escape from Pompeii	Theseus and the Minotaur	Flight of the Honey Bee	The Magic Paintbrush	
<b>Guided Reading Texts (KS2 only)</b>	Book bands for those who are not free readers Cave Girl Rabbit and Bear	Book bands for those who are not free readers The Owl who was Afraid of the Dark	Selection of Greek Myths		The Firework Maker's Daughter	
<b>Writing Genres</b>	- Retelling of story - Recount of school trip - Stone age animal poems	- Volcano shape poems - Diary entry as Tranio - How a volcano erupts	- Newspaper report about Theseus and the Minotaur - Letter to join Jason on the Argo	- Information text about bees - Retelling Scout's Journey - Save the bees poster		- Biography- Elizabeth II and Elizabeth I
<b>Phonics/ Spelling Focus</b>	- Words where the digraph 'ou' makes an /ow/ sound	- Words with the prefix 're-' - Words with the prefix 'dis-'	- Words with the digraph 'ai' and tetragraph 'aigh'	- Words ending in 'al' - Words ending in 'le' - Words ending in '-ly' where the base word ends in 'le'	- Words with the suffix '-er' - Words where the digraph 'ch' makes a /k/ sound	- Words ending in '-sion' - Challenge Words - Revision Words - Revision Words



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	<ul style="list-style-type: none"> <li>- Words where the digraph 'ou' makes a /u/ sound</li> <li>- Words where 'y' makes an /i/ sound</li> <li>- Words ending in '-sure'</li> <li>- Words ending in '-ture'</li> <li>- Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>- Words with the prefix 'mis-'</li> <li>- Words where '-ing', '-er' and '-ed' are added to multisyllabic words</li> <li>- Words where '-ing', '-en' and '-ed' are added to multisyllabic words</li> <li>- Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>- Words with the digraph 'ei' and tetragraph 'eigh'</li> <li>- Words where the digraph 'ey' makes an /ai/ sound</li> <li>- Words with the suffix '-ly'</li> <li>- Words that are homophones</li> <li>- Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>- Words ending in '-ly' where the base word ends in '-ic'</li> <li>- Words ending in '-ly'; exceptions</li> <li>- Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>- Words ending in '-gue' and '-que'</li> <li>- Words where the digraph 'sc' makes a /s/ sound</li> <li>- Words that are homophones</li> <li>- Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>- Revision Words</li> <li>- Revision Words</li> </ul>
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## Enrichment

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Parent Sharing Event dates		4 <sup>th</sup> December		19 <sup>th</sup> March		2 <sup>nd</sup> July
Outdoor learning experiences			Forest School			
Trips and Visitors	Compton Verney- 12 <sup>th</sup> September	Freshwater Theatre company- 17 <sup>th</sup> November (Afternoon only)		British Beekeeper Association		Kenilworth Castle



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## Unit

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p><b>SC1</b></p> <ul style="list-style-type: none"> <li>- Identifying differences, similarities and changes related to simple scientific ideas and processes (concrete, pictorial and abstract ideas)</li> <li>- Make systematic and careful observations (closed questions, what did you notice/comparisons, adding conclusions)</li> <li>- Record findings using simple scientific language, <b>drawings, labelled diagrams, keys, bar charts and tables</b></li> </ul>	<p><b>SC1</b></p> <ul style="list-style-type: none"> <li>- Identifying differences, similarities and changes related to simple scientific ideas and processes (concrete, pictorial and abstract ideas)</li> </ul>	<p><b>SC1</b></p> <ul style="list-style-type: none"> <li>- Setting up simple and practical enquiries, comparative and fair tests (identifying variables, how is this a fair test? What is unfair? How could this be improved?)</li> <li>- Reporting on findings from enquiries including oral and written explanations, displays or presentations of results and conclusions (define, compare and predict)</li> <li>- Make systematic and careful observations (closed questions, what did you notice/comparisons, adding conclusions)</li> </ul>	<p><b>SC1</b></p> <ul style="list-style-type: none"> <li>- Identifying differences, similarities and changes related to simple scientific ideas and processes (concrete, pictorial and abstract ideas, can you explain the process using flow charts, diagrams...?)</li> </ul>	<p><b>SC1</b></p> <ul style="list-style-type: none"> <li>- Observing closely, using simple equipment (to measure plant height etc)</li> <li>- Identifying and classifying using differences, similarities and changes related to specific scientific concepts.</li> <li>- Asking relevant questions and using different types of scientific enquiries to answer questions (pose a question for investigation e.g conditions for germination)</li> <li>- Setting up simple and practical enquiries, comparative and fair tests (identifying variables, how is this a fair test? What is unfair? How could this be improved?)</li> <li>-</li> </ul>	<p><b>SC1</b></p> <ul style="list-style-type: none"> <li>- Setting up simple and practical enquiries, comparative and fair tests (identifying variables, how is this a fair test? What is unfair? How could this be improved?)</li> <li>- Reporting on findings from enquiries including oral and written explanations, displays or presentations of results and conclusions (define, compare and predict)</li> <li>- Make systematic and careful observations (closed questions, what did you notice/comparisons, adding conclusions)</li> </ul>
	<p><b>Rocks and Soils</b></p> <ul style="list-style-type: none"> <li>- Compare and group together different kinds of rocks based on their appearance, and simple physical properties</li> <li>- describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>- recognise that soils are made from rocks and organic matter</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>- identify that animal, 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</li> <li>- identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>- Compare how things move on different surfaces</li> <li>- notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>- 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</li> <li>- investigate the way in which water is transported within plants</li> <li>- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>- recognise that they need light in order to see things and that dark is the absence of light</li> <li>- notice that light is reflected from surfaces</li> <li>- recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>- recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>- find patterns in the way the size of shadows change.</li> </ul>	<p><b>Magnets</b></p> <ul style="list-style-type: none"> <li>- Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>- 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</li> <li>- describe magnets as having two poles</li> <li>- predict whether magnets will attract or repel each other depending on which poles are facing.</li> </ul>



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<b>History</b>	How did life evolve from the Stone Age to the Iron Age?  Settlement Invention and Technology		What impact did Ancient Greece have on modern life?  Monarchy, Government and Power			How has the power of the monarchy changed?  Monarchy, Government and Power
<b>Geography</b>		What makes a natural disaster, 'natural'?  - mapwork		What would happen if there were no bees?  - trade - mapwork (including fieldwork)	What natural wealth does China hold?  - rivers - mapwork - trade	
<b>R.E</b>	Jewish Layover Unit	<b>Unit L2.1</b> Why are nature and the seasons significant for religion and worldviews?  How is Christmas celebrated around the world?	<b>Unit L2.2</b> How are religion and worldviews shaped and expressed through art and architecture?  What is the significance of the Easter story?	<b>Unit L2.3</b> What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important?  How did Henry VIII change the church forever and why?		
<b>P.E.</b>	<b>External coach:</b> Netball <b>Class teacher:</b> HIIT	<b>External coach:</b> Hockey <b>Class teacher:</b> OAA	<b>External coach:</b> Gymnastics <b>Class teacher:</b> Football	<b>External coach:</b> Tennis <b>External coach:</b> Swimming	<b>External coach:</b> Dance <b>Class teacher:</b> Athletics	<b>External coach:</b> Athletics <b>Class teacher:</b> Cricket
<b>D.T</b>	Levers and Linkages: Christmas Cards		Textiles: Cross Stitch Mother's Day Bookmarks		CAD and Freestanding Structures: Thrones	
<b>Computing</b>	<b>Computing Systems and Networks:</b> Networks and the Internet	<b>Programming:</b> Coding with Scratch	<b>Online Safety</b>	<b>Computing Systems and Networks:</b> Emailing (using Google)	<b>Creating Media:</b> Video Trailers (using iPads)	
<b>P.H.S.E.</b>	Protective behaviours	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
<b>Music</b>	Ballads	Singing for the Christmas Play	Pentatonic Melodies Theme: Chinese New Year	Creating compositions in response to an animation Theme: Mountains	Jazz	Traditional instruments and improvisation Theme: India



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Art	Explore work of Lascaux cave paintings	Explore the work of Auguste Rodin (charcoal human form-links to Science human body topic)	Explore works of Ancient Greece	Explore work of Escher	<b>Work of Hokusai</b> , eg Tea House at Koishikawa. The Morning After a Snowfall, (1830)	Explore works of Tudor portrait painters
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