

Subject / Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p><b>Oliver &amp; the Seawigs</b></p> <p><b>Writing Outcomes –</b></p> <ul style="list-style-type: none"> <li>• Writing in role</li> <li>• Letter writing</li> <li>• Narrative writing</li> <li>• Persuasive techniques</li> <li>• Diary writing</li> <li>• Reading Comprehension</li> </ul> <p><b>SPaG</b> - nouns of person, place or thing, use of capital letters for proper nouns, plural nouns, pronouns, vowel / consonant and correct use of a/ an</p>	<p><b>Pebble in my Pocket</b></p> <p><b>Writing Outcomes –</b></p> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Descriptive writing</li> <li>• Story mapping</li> <li>• Narrative writing</li> <li>• Reading Comprehension</li> </ul> <p><b>SPaG</b> – simple past tense for regular and irregular verbs, conjunctions, commas for lists</p>	<p><b>The Great Kapok Tree</b></p> <p><b>Writing Outcomes –</b></p> <ul style="list-style-type: none"> <li>• Poetry - free verse</li> <li>• Dilemma Stories</li> <li>• Persuasive letters</li> <li>• Narrative writing</li> <li>• Reading Comprehension</li> </ul> <p><b>SPaG</b> – prepositions, direct speech punctuation,</p>	<p><b>The Iron Man</b></p> <p><b>Writing Outcomes –</b></p> <ul style="list-style-type: none"> <li>• Recounts</li> <li>• Newspaper reports</li> <li>• Reading Comprehension</li> </ul> <p><b>SPaG</b> – identifying main and subordinate clauses, types of sentences, alphabetical order</p>	<p><b>Ug / Stone Age Boy</b></p> <p><b>Writing Outcomes –</b></p> <ul style="list-style-type: none"> <li>• Story Mapping</li> <li>• Narrative writing</li> <li>• Reading Comprehension</li> </ul> <p><b>SPaG</b> – possessive apostrophe with singular and plural nouns, adverbial phrases,</p>	<p><b>Mouse, Bird, Snake, Wolf</b></p> <p><b>Writing Outcomes -</b></p> <ul style="list-style-type: none"> <li>• Writing in role</li> <li>• Scripts</li> <li>• Comic strip writing</li> <li>• Kennings</li> <li>• Narrative writing</li> <li>• Reading Comprehension</li> </ul> <p><b>SPaG</b> – present / past perfect verb tense, apostrophe for omission and possession</p>
Maths	<p><b>Number:</b> Place Value</p> <p><b>Number:</b> Addition and Subtraction</p>	<p><b>Number:</b> Multiplication and Division</p>	<p><b>Number:</b> Multiplication and Division</p> <p><b>Measurement:</b> Money, Statistics</p>	<p><b>Measurement:</b> Length and Perimeter</p> <p><b>Number:</b> Fractions</p>	<p><b>Number:</b> Fractions</p> <p><b>Measurement:</b> Time</p>	<p><b>Geometry:</b> Properties of Shape</p> <p><b>Measurement:</b> Mass and Capacity</p>
Science	<p><b>Forces &amp; Magnets</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 2 objects, but magnetic forces can act at a distance</li> <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 2 poles</li> <li>• Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of 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, inc. humans</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Animals, inc. humans</b></p> <ul style="list-style-type: none"> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement</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 an opaque object</li> <li>• Find patterns in the way that the size of shadows changes</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>
Geography		<p><b>Extreme Earth</b></p> <p>How and why volcanoes, earthquakes, tornadoes and</p>	<p><b>Rainforests</b></p> <p>The layers of the forest and its animal inhabitants, the unique</p>	<p><b>The UK</b></p> <p>The geography of the UK – from the physical features of</p>		<p><b>Land Use</b></p> <p>To take a careful look at the places around them and begin</p>

Headcorn Primary School: Year 3 Learning Overview 2019 - 2020

		tsunamis occur and the ways in which they affect people and the environment.	climate found in the tropics, the conservation issues surrounding the destruction of rainforest habitats.	mountains, rivers and seas to the manmade administrative regions and counties. Exploring how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history.		to look for patterns in land use. To become cartographers, by making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK.
History	<b>Ancient Egypt</b> How and where the ancient Egyptians lived using sources as evidence, mummification and the discovery of Tutankhamun's tomb, hieroglyphs and compare different gods and goddesses				<b>Stone Age to Iron Age</b> How the Stone Age to Bronze Age period impacted on life in Britain, how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built.	
R.E.	<b>L2.7 What does it mean to be a Christian in Britain today?</b>	<b>L2.7 What does it mean to be a Christian in Britain today?</b>	<b>L2.1 What do people believe about God?</b>	<b>L2.5 Festivals</b>	<b>L2.4 Why do people pray?</b>	<b>L2.2 Why is the Bible important?</b>
Art	<b>Ancient Egypt</b> Exploring the use of pencil, pastels and paint to create Egyptian God portraits, cartouches and Death Masks.			.	<b>Insects</b> Using pencil, colour, mosaic design, and sculpture to create artwork of insects. To explore the work of a range of 'Insect' artists, in particular, Louise Bourgeois and Jennifer Angus.	<b>Fruit and Vegetables</b> Using observational drawings of fruit and vegetables to develop pencil, colour and painting skills.
D.T.		<b>Volcanoes</b> The children will design and construct their own erupting volcano. They will consider the most effective materials to use and evaluating their effectiveness.	<b>Sock Monkeys</b> Children will design and make their own sock monkeys. They will develop their sewing skills in order to construct their monkey and evaluate their success.	<b>The Great Bread Bake Off</b> Study the history of bread production, then investigate and evaluate existing bread products. Design, make and evaluate their own bread product.		
Music	Rhythmic Pattern	Nativity and Christmas singing – unison and parts	Animal songs with musical accompaniment	Composition	Pitch Skill Builders	Singing games
P.E.	Handball / Gymnastics	Football / Dance	Hockey / Gymnastics	Tennis / Dance	Athletics / Rounders	Swimming
MFL	Je me Presente – introducing yourself, numbers and colours	Je me Presente – introducing yourself, numbers, colours and Christmas	Les Animaux – identifying ten different animals	Les Fruits et Les Legumes – identifying different fruits and vegetables	Les Instruments – identifying	Le Petit Chaperon Rouge - Little Red Riding Hood
Computing	3.1 We are Programmers	3.2 We are Bug Fixers	3.3 We are Presenters	3.4 We are Network Engineers	3.5 We are Communicators	3.6 we are Opinion Pollsters