



YEAR 3 LONG TERM OVERVIEW

| SUBJECT | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--------------------------|---|---|---|---|--|---|
| Topic | MEET THE FLINTSTONES | | BY THE RIVERS OF BABYLON | | IRON MAN | |
| English (Reading) | <p>Suggested Texts George's Marvellous Medicine – Roald Dahl</p> <p>Suggested Daily Story Time Texts Stig of the Dump – Clive King</p> | | <p>Suggested Texts Charlotte's Web – E.B White</p> <p>Suggested Daily Story Time Texts Pippi Longstocking – Astrid Lindgren</p> | | <p>Suggested Texts The Iron Man – Ted Hughes</p> <p>Suggested Daily Story Time Texts Varjak Paw – SF Said</p> | |
| English (Writing) | <p>Non Narrative How to Build an Iron Age House The Natural Cycle of Life – Flowering Plants Why Should I Visit Skara Brae? The Beautiful Games</p> <p>Narrative A Mother's Blessing</p> <p>Poetry I Have...</p> | | <p>Non Narrative How Magnets Help Us Biomes The First Scientist Letter to a Penpal</p> <p>Narrative Cave Challenge</p> <p>Poetry Come to Darlingwood Academy</p> | | <p>Non Narrative Ada Lovelace School Report Diary of a Fossil Hunter</p> <p>Narrative The Secret Mardi Gras King The Mystery Rucksack</p> <p>Poetry Volcano</p> | |
| Mathematics | <p>Number <i>Number and Place Value</i></p> <p>Number <i>Addition and Subtraction</i></p> | <p>Number <i>Multiplication and Division</i></p> | <p>Number <i>Multiplication and Division</i></p> <p>Measurement <i>Length and Perimeter</i></p> | <p>Number <i>Fractions</i></p> <p>Measurement <i>Mass</i></p> | <p>Measurement <i>Capacity</i></p> <p>Number <i>Fractions</i></p> <p>Measurement <i>Money</i></p> | <p>Measurement <i>Time</i></p> <p>Geometry <i>Angles and Properties of Shapes</i></p> <p>Statistics <i>Pictograms, Bar Charts and Tables</i></p> |
| Science | Rocks | Animals, Including Humans | Forces and Magnets | Light | Plants | Scientific Enquiry |

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| Computing | Connecting Computers | Stop-Frame Animation | Sequencing Sounds | Branching Databases | Desktop Publishing | Events and Actions in Programs |
| History | What was life like for our Stone Age ancestors? | | Why do we know so much about the Bronze Age? | | What was so important and significant about the Iron Age? | |
| Geography | Europe | | Landforms Earthquakes and Volcanoes | | Transportation The Water Cycle | |
| Art and Design | Family Life | | Art Deco | | Myths and Legends | |
| Design and Technology | Cross-Stitch Applique: Cushions | | Pneumatic Toys | | Eating Seasonally | |
| Music | Sound Symmetry | Christmas Performance | Latin Dance | | Just 3 Notes | Samba with Sergio |
| French | French Greetings with Puppets | French Adjectives of Colour, Size and Shape | French Playground Games – Numbers and Age | In a French Classroom | French transport | A Circle of Life in French |
| Physical Education | Games | Gymnastics | Dance | Games | Athletics | Outdoor and Adventurous |
| Outdoor Education | | | Commando Joe's | Forest School | | |
| Religious Education | Does joining the Khalsa make a person a better Sikh? | Has Christmas lost its true meaning? | Could Jesus heal people? Were these miracles or is there some other explanation? | What is 'good' about Good Friday? | Do Sikhs think it is important to share? | What is the best way for a Sikh to show commitment to God? |
| Personal, Social and Health Education, including RSHE | Being me in my World | Celebrating Differences | Dreams and Goals | Healthy Me! | Relationships | Money Matters |
| British Values | Rules and Rights | | Recognising How Words to Solve it | | Respect for Myself and Others | |

For further commentary and detail on each unit, please visit the relevant curriculum page where you find more information on the knowledge that children will be learning, where the unit fits in compared to the previous and subsequent year and the content.