



Yearly Overview Year 3

2021/22

		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		Aut 1- Stone Age, Bronze Age and Iron Age Aut 2 – Local area study of Hythe - Historical		River Deep, Mountain High		Ancient Egyptians	
Hook into topic		Butser Farm		Pretend to climb a mountain (part of Literacy diaries unit)			
Home learning project		Interview somebody that has lived in Hythe for a 'long time' to bring in to school – ask about how it has changed.					
Class trip or visitor		Butser Ancient Farm		Testwood Lakes – Rivers field study		Hindu temple (RE places of worship)	
English	English Key Texts for Writing	Stone Age Boy – Satoshi Kitamura How to Wash a Woolly Mammoth	The Present – Literacy Shed Emperor of Absurdia– Chris Riddell	Flood – Villa F Alvaro Windmill Farmer – Literacy Shed Plus	Information texts – Mountains	Mole's Sunrise – Jeanne Willis The True Story of the 3 little pigs – Jon Scieszka	Egyptian Cinderella – Shirley Climo
	Writing Outcomes	Narrative Adventure story – Stone age boy – Write an adventure story from the point of view of a stone age character. Instructions – How to wash a woolly mammoth	Narrative – The Present, write the story for the video Narrative Circular Stories – Emperor of Absurdia	Recount Recorded New Reports – Flood Being in a situation with a flood Letter/Newspaper Report Windmill Farmer	Non-Chronological report - mountains	Narrative – Re-write Mole's Sunrise (Mole's Walk) Alternative fairy-tales – The True Story of the 3 little pigs – Jon Scieszka	Narrative – Familiar stories – The Egyptian Cinderella Poetry – Calligrams/Shape Poetry
	Shared Reading Texts (NF) (F) (P)	Once upon an Ordinary Boy – Satoshi Kitamura – Colin McNaughton Two Frogs – Chris Wormell	Lob – Linda Newbery (F)	River Story – Meredith Hooper	Stone Girl, Bone Girl – Laurence Anholt	Butterfly Lion - Michael Morpurgo	The Bolds – Julian Clary
	Read Aloud	The Abominables – Eva Ibbotson	A Stone Age Hunter – Anita Ganeri	Fortunately the Milk – Neil Gaiman	Ottoline and the Yellow Cat – Chris Riddell	Penguin Pandemonium – Jeanne Williams	The Bolds – Julian Clary
Maths HANTS MTP	Unit 3.1 NPV / addition & subtraction Unit 3.2 – Measure – money & length Unit 3.3 – multiplication & division	Unit 3.3 – multiplication & division Unit 3.4 – Fractions & geometry Unit 3.5 – NPV with measurement (Length, mass, time)	Unit 3.6 – Fractions & geometry Unit 3.7 - Addition & subtraction	Unit 3.8 – measurement – time Unit 3.9 – multiplication & division with fractions (to include times tables) Unit 3.10 – Addition & subtraction with statistics Measurement (volume, capacity & scales)	Unit 3.11 – Multiplication & division Unit 3.12 – Geometry Unit 3.13 – Addition & subtraction	Unit 3.14 – Multiplication and division with fractions Unit 3.15 – Measures – money & time Unit 3.16 – Measures – length	
Computing	Connecting computers Animation (Emperor of Absurdia) I can animate (Qstopmotion?)		Sequence in music Desktop publishing (poss. non-chron mountains) CANVA & Pixabay.com		Branching databases (plants) Airtable/PM Events and actions		
Humanities	History The Stone Age, Bronze Age and Iron Age – Autumn 1 The Stone Age began 4 million years ago when the first humans lived in Africa. The first people arrived in Britain over 700 000 years ago – modern humans (Homo sapiens) first appeared around 20 000 years ago. The Stone Age can be broken down further into Palaeolithic, Mesolithic and Neolithic periods. During the Stone Age, people used predominantly stone tools to kill and collect food (hunter-gatherers). Stone Age people may have used art (cave paintings) as a way to help themselves survive. Stonehenge was built around 3000 BC to 2000 BC.				Ancient Civilisations with a focus on the Ancient Egyptians (All forms part of the same unit) Four ancient civilisations were - Shang Dynasty, Ancient Egyptians, Ancient Sumer and Indus Valley. The Shang Dynasty was ruled under the Shang family in China from around 1600 BCE to 1046 BCE. Their empire reached far into the East China Sea, beyond the Yellow River. The Shang way of living and its traditions reached very far throughout China. Ancient Sumer - People began living in the area we call Sumer from around 5000 BC. Sumer no longer exists: the land is part of Iraq. The Sumerians built large cities and invented a written script. They had a significant effect on the world as it is today.		



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	<p style="text-align: center;">Aut 1- Stone Age, Bronze Age and Iron Age Aut 2 – Local area study of Hythe - Historical</p> <p><i>The Stone Age ended around 4000 BC when people mined copper and discovered how to make bronze. (the bronze age)</i> <i>Know that life was different in Skara Brae compared with other Stone Age settlements. Stone Age people changed from hunter gathers to farmers during the Neolithic period. In the Bronze Age (2500 BC to 800 BC) ancient Britons learned to work with copper, tin, gold and bronze.</i> <i>People in Britain learned to make iron around 800 BC (Iron Age 800 BC to AD43). They used iron to make tools and weapons.</i> <i>During the Iron Age, farming flourished and the British population grew very fast. The Iron Age was a very violent time and many people live in hill forts to protect themselves. (Old Sarum)</i> <i>Know that AD 43 is when Romans invaded Britain and began written historical records and this is around the time the Iron Age ended.</i></p> <p>Local History Hythe then and Now – Autumn 2 <i>The name Hythe means landing-place or haven.</i> <i>Hythe is recorded in a Parliamentary roll from 1293.</i> <i>The Hythe ferry ("Hitheferye") to Southampton is marked on a map by Christopher Saxton of 1575, and on a map by John Harrison in 1788.</i> <i>Hythe was part of the parish of Fawley, although it became a separate ecclesiastical parish in 1841.</i> <i>The current church, of Saint John the Baptist, was erected in 1874. It is of red brick with Bath Stone dressings.</i> <i>There were at one time stocks in the village.</i> <i>Thanks in part to the British Power Boat Company and its excellent access to the English Channel, during World War II Hythe was used as a port for the "little ships" of the Royal Navy, the Motor Torpedo Boats and the RAF Air/Sea Rescue Boats.</i> <i>In 1960, The Hovercraft Development Company and Sir Christopher Cockerell, its founder, moved to Hythe.</i> <i>There was a small Royal Air Force base in Hythe known as RAF Hythe. Until its closure in September 2006 it was used by the United States Army to service and maintain watercraft. Langdown House was built for George Tate in 1797. It was bought by the Hobart family in 1849.</i> <i>In the 1920's the Hobart family opposed the building of the new Totton to Fawley railway. 1925 Totton to Fawley train line built (year 1 prior knowledge)</i> <i>Sir Robert Hobart died in Langdown House –August 4th 1928 (aged 91)</i> <i>In the 1930's the house was owned by BOAC.</i> <i>1940-45 the house was the Ward room for HMS Dilligence – a naval base on the Shore Rd. at Hythe.</i> <i>Hythe was a village up to the 1950s, but the expansion of Fawley Refinery led to a demand for more houses for workers, and Hythe and Dibden Purlieu were allowed to expand into a small town.</i> <i>Langdown House was demolished in 1961.</i></p>	<p style="text-align: center;">River Deep, Mountain High</p>	<p style="text-align: center;">Ancient Egyptians</p> <p><i>Indus Valley – civilisation covered an area four times the size of the UK. It centred in the Indus River, in modern day northeast Afghanistan, Pakistan and northwest India.</i></p> <p>The Ancient Egyptians (All forms part of the same unit) <i>Cairo is the capital of Egypt</i> <i>The River Nile is the longest river in the world.</i> <i>People settled near the Nile as it was a useful source of water (used for drinking, washing, watering crops)</i> <i>Egyptians relied on the Nile's flood to grow crops and farm.</i> <i>Area near the River Nile that flooded was known as the Black Land. Areas further away were known as the Red Land.</i> <i>3100BC - 30BC Ancient Egyptian era</i> <i>2,640 BC First pyramid is believed to be built - 'Step Pyramid'. It was built in sandstone and encased in limestone, standing 70 metres tall. (2950-2975 BC) This pyramid still stands today.</i> <i>2,520 BC The Great Sphinx (body of a lion and head of a human) is believed to be built.</i> <i>1,332 BC Tutankhamun begins 10-year rule.</i> <i>51 BC Queen Cleopatra's reign begins. She is the last Pharaoh of the ancient Egypt period</i> <i>332 BC – Alexander the Great conquers Egypt.</i> <i>The Pharaoh and those that were linked to religion were the most powerful in society.</i> <i>Pharaohs were usually buried under the pyramid structure although some had burial chambers built inside the pyramid.</i> <i>Mummification was an embalming process used to preserve the body ready for the afterlife.</i> <i>Ancient Egyptians worshipped a great number of Gods and Goddesses.</i> <i>Ancient Egyptians used Hieroglyphs as a form of writing. Ancient Egyptians wrote on scrolls made from papyrus plant.</i> <i>The pharaoh got the rich peasants to do the farm work on the rich lands. Most villagers were farmers. Farmers lived in towns too, along with craft workers, traders and other workers and their families.</i> <i>Rosetta Stone - discovered in 1799 at the port of Rosetta in Egypt.</i> <i>Nov 1922 Howard Carter discovers the tomb of Tutankhamun in the Valley of the Kings</i> <i>Early in Egyptian history, the people made huts for their houses out of mud and papyrus reeds (a local plant). Egyptians made mud bricks to build stronger houses.</i></p>
<p>Geography</p>	<p>River Deep... <i>England, Ireland, Scotland, Wales and Northern Ireland make up the United Kingdom. (prior knowledge – ks1)</i> <i>Europe, Africa, North/South America, Australia, Asia and Antarctica are the 7 main continents. (prior knowledge – ks1)</i> <i>The four main compass points are North, South, East and West. (prior knowledge –ks1)</i> <i>There are also NE, NW, SE and SW between the four main compass points.</i></p> <p><i>Longest river in UK is Severn.</i> <i>A river has three main stages – upper course, middle course and lower course.</i> <i>Upper course of a river is characterised by steep land, turbulent water and V shaped river valleys.</i> <i>80% of the world's fresh water originates in mountains</i> <i>Middle course, land is flatter and rivers widen and begin to meander.</i> <i>Lower course, rivers are often at their widest and have the potential to form deltas.</i></p> <p><i>Erosion, transportation and deposition are the three main processes which shape rivers.</i> <i>Rivers flood for many reasons: in response to heavy or prolonged rainfall, due to the</i></p>		



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	<p>Aut 1- Stone Age, Bronze Age and Iron Age Aut 2 – Local area study of Hythe - Historical</p>	<p>River Deep, Mountain High</p> <p><i>topography of the landscape, and morphology of rocks and soils. Human activity also plays its part; with growing urbanisation often comes an increased likelihood of flooding Flooding can cause dramatic consequences for the physical environment. (Submerging swathes of land and changing the course of a river)</i></p> <p>...Mountain High <i>The tallest mountain in each continent. Europe – Mt Elbrus, Africa – Kilimanjaro, Asia – Mt Everest, North America – Denali, South America – Mt Aconcagua, Antarctica – Vinson Massif, Australia – Mt Kosciuszko. The tallest mountain in the world is Mt Everest. 8850m Tallest mountain from base to peak is Mauna Kea (Hawaii) 10,203 m Highest Mountain in UK Ben Nevis – 1345m</i></p> <p><i>The Earth's crust is broken into 'puzzle' pieces. (Tectonic plates) Mountains are formed by 5 main ways – fold, fault-block, dome, volcanic and plateau Fold mountain is formed by tectonic plates colliding head on, and their edges crumble, much the same way as a piece of paper folds when pushed together. Eg the Alps in Europe. Fault block mountain is formed when rock is pushed up by tectonic plates pushing together and the earth's crust breaking apart eg Harz mountains in Germany. Dome mountains are formed when lava from the mantle pushes upwards against the Earth's crust and cools down. The area above the hardened magma is warped upwards to form a dome shape. Volcanic mountains are formed when molten rock (magma) deep within the earth, erupts and piles on the surface e.g Mount Etna or Vesuvius. Plateau mountains are not formed by internal activity but by erosion – vast flat areas high above sea level eroded by streams and rivers into valleys and leaving mountains between the valleys. Eg mountains in New Zealand. Mountain landscapes change over time due to erosion.</i></p>	<p>Ancient Egyptians</p>
Environmental Studies		<p>***Linked to RIVER DEEP Geography Unit <i>Water pollution is the process by which sources of water such as lakes, rivers and oceans become contaminated, usually as a result of human activity. The main causes of pollution in rivers are: Fertilizers and pesticides, Industrial waste and dumping waste. Fresh water can be so polluted that plants and animals can die.</i></p>	<p>*** Linked to River Nile - THE WORLD WATER CRISIS Water covers about 71 percent of the Earth. 96.5 percent of that is ocean water. 2.5% of all the water on the planet is drinkable. Only 1% of all freshwater is easily accessible in rivers, lakes and streams. The rest of it is stuck in glaciers and snowfields. (Repeated in Y4 Oceans unit) Out of around 7 billion people in the world, only about 6 billion of them have clean water. Over 80% of the disease in developing countries is related to 1) <u>poor drinking water</u> and 2) <u>sanitation</u>. 4,500 children die every day from preventable diseases related to a lack of access to clean water, adequate sanitation and hygiene. Handwashing with soap and water removes germs from hands. This helps prevent infections.</p>
Science	<p>Animals including humans – skeletons and movement <i>A vertebrate has a backbone. All vertebrates have internal skeletons. (Endoskeletons) Internal skeletons protect vital organs. Invertebrates have exoskeletons that protect vital organs. Skeletons support the weight of land animals. Stronger bones can support more weight. Bones are connected at joints. Connected bones can move relative to each other. Muscles connect bones and move them when they contract. Stronger bones can anchor stronger muscles.</i></p> <p>Light (Use some of Spring 1 where necessary) <i>We can only see when there is light. Light comes from a source. Darkness is the absence of light. If an object is transparent, light will go through it and we will be able to see through it. If an object is opaque it will block the light and no light will get through.</i></p>	<p>States of Matter – Solids, liquids and gases. <i>Materials can be divided into solids, liquids and gases. Solids hold their shape unless forced to change. Liquids flow easily but stay in their container because of gravity. The more viscous a liquid is the less runny it is. Gases move everywhere and are not held in containers by gravity. Heating causes solids to melt into liquids. Heating causes liquids to evaporate into gases. Cooling causes gases to condense to liquids. Cooling causes liquids to freeze to solids. Different substances change state at different temperatures, but that the given temperature at which a substance changes state are always the same. The temperature at which a substance melts from a solid to a liquid is the same at which it freezes from liquid to solid. The temperature at which a substance boils from a liquid to a gas is the same at which it condenses from gas to liquid. Liquid evaporates slowly, even below their boiling temperatures.</i></p>	<p>Plants – How plants make food <i>Plants don't eat and so have to make their own food to provide them with energy and material to grow. Plants turn water from the ground and carbon dioxide from the air into sugar, which is used for energy and making new material grow. Roots draw in water from the ground. Some soils retain water better than others. Some soils are better for growing certain types of plants than others. Water is drawn up through the stem. Light hits the green leaves and turns water and CO2 into sugar and oxygen. CO2 gas from the air goes into the leaves. Oxygen gas comes out of the leaves and into the air.</i></p> <p>Forces and Magnetism <i>Magnets exert attractive forces on some metals. Attract means to come together (not to be confused with stick, like glue, as it will detach itself easily) Magnetic forces work through other materials including air. Magnets don't need to touch to exert force.</i></p>



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	<p>If an object is reflective you will see the light bounce back. If an object is perfectly reflective light will bounce back and we will see reflection in the object. If the material is translucent it will allow some light through, but we won't be able to see through it.</p>				<p>This is called a non-contact force. Each end of a magnet is called a pole – north/south. Magnets exert attractive forces on each other when opposite poles are facing each other. (N/S) Magnets exert a repulsive force when poles facing each other are the same. The strength of magnetic forces is affected by the strength of the magnet. The strength of magnetic forces is affected by the distance between the magnet and the object. The strength of magnetic forces is affected by the material the object is made from.</p>	
ART	ART FOCUS: Sculpture Key skills: coil pottery Outcomes: Brightly coloured pottery cups Link to Bronze age Beaker People 		ART FOCUS: Drawing and Painting in Pastels ARTIST: Rousseau Key skills developed: use of pastels, Outcomes: A Pastel creation of a Rousseau artwork		ART FOCUS: Printing Key skills developed: Plan and develop, mono-printing – colour mixing through overlapping colour prints. Engraving styrophone Outcomes: Printed hieroglyph 	
DT	Woodworking Project Outcome: Photo Frames as a Christmas gift for family.		Shell Structure Project Outcome: Design, explore examples of, and make packaging for a sandwich.		Cookery Project Outcome: Healthy meal – Jacket Potato meal PSHCE link to healthy eating	
RE	Focus: Christianity – Jesus' teachings and messages Concept: Message Content: explain the concept of messages explain what Christians believe Jesus' messages are explain the value of Jesus' messages to Christians and identify and describe some issues raised express a personal response to messages in their own experience explain examples of how messages are significant in their own and others' lives and in different situations.	Focus Christianity - Angels Concept: Angels Content: describe their own responses to angels. describe examples of how their responses to angels can be applied to their and others' lives. describe the meaning of angels. describe how angels are used in the stories of the birth of Jesus. evaluate the importance of angels by describing their value to Christians and by identifying an issue raised.	Focus Hinduism – Good/Evil Concept: Holi Content describe the concepts of good and evil describe ways in which Hindus remember good and evil in the story and celebrations of Holi describe the value of the ways in which good over evil is celebrated and identify an issue raised describe their responses to the concepts of good and evil describe incidents in their own and others' lives where good comes out of evil.	Focus Christianity – Key events of holy week Concept: Suffering Content describe the concept suffering. describe the suffering experienced by Jesus in the Easter Story evaluate the importance of the concept 'suffering' by describing in simple terms the value of Jesus' suffering at Easter to Christians and talking about an issue raised describe their own responses to suffering identify examples of how their responses to suffering relate to their own and others' lives	Focus Christianity/Hinduism – Places of worship Concept: Sacred places Content Children can describe what people mean by sacred Children can describe a sacred place which is significant to believers Children can describe the value of sacred places to and believers and to themselves Children can express a personal response to the concept of sacred by reflecting on whether there is a sacred place in their own lives Children can describe how sacred places can affect their own and others' lives	Focus Hinduism – Raksha Bandhan Concept: Protection Content Children can express a personal response to the concept of protection. Children can describe how the concept can be applied in their own and others' lives. Children can describe what protection means. Children can describe how protection is expressed by Hindus in the festival of Raksha Bandhan. Children describe the value, for Hindus, of celebrating protection.
Personal Development	Settling in New rules and expectations, where can I get help? How can I help myself and others? Working with others and teamwork, respectful relationships	Focus on feelings Talking about feelings and developing the language to talk about feelings, recognising their impact on others and their role in developing secure friendships	Making friends Being a good friend, what makes others happy, sad and angry? How do we resolve conflict with others? How do our actions online affect others? Online friendships	Keeping safe in school Bullying, how to stop bullying, knowing and understanding safety rules for medicines alcohol and drugs, boundaries and respectful relationships, safe online relationships	Physical activity and nutrition Balanced, health lifestyles to include mental wellbeing, good physical and mental health	In someone else's shoes Recognising the feelings of others, recognising different views and perspectives, recognising differing cultures and religions, an awareness of how social media can be used to bully/harass etc



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PE	Coordination Footwork Static Balance One Leg Sports coaching with Mr S	Dynamic Balance to Agility Jumping and Landing Static Balance Seated Sports coaching with Mr S	Dynamic Balance On a Line Coordination Ball Skills Sports coaching with Mr S	Coordination Sending and Receiving Counter Balance With a Partner Sports coaching with Mr S	Agility Reaction / Response Static Balance Floor Work Sports coaching with Mr S	Agility Ball Chasing Static Balance Stance Sports coaching with Mr S
Music	Hampshire music service planning; Hall of the Mountain King	Hampshire music service planning; Christmas is Coming	Hampshire music service planning; Chinese Lanterns	Hampshire music service planning; Volcanoes	Hampshire music service planning; Our School	Hampshire music service planning; Mystic Moments
French	Numbers 0-6, greetings, Colours, Animals Responding to classroom phrases. Christmas		Numbers 7-10 Celebrations – New Year Seasons Items we use in the classroom Learning about Renoir, Eiffel tour		Numbers 11-31 Items of clothing Days of the week, Adverbs of time Clothing Monet	