TOPIC OVERVIEW 2014 – 2015

YEAR 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	World Geography		Ancient Civilisations		Prehistoric Britain	
SCIENCE	Plants	Magnets and Forces	Nutrition and Digestion	Teeth	Rocks and Soils	Sun and Shadows
HISTORY			The Greeks	The Mayans	Stone Age	Bronze Age and Iron Age
GEOGRAPHY	Mountains (G)	Earthquakes and Volcanoes (G)	Ancient Greece			
ART	Local art (3D sculptures)		Greek clay pots (3D sculpture)	Mayan bookmarks (investigating patterns)	Stone Age cave paintings	
DT		Moving Monsters				Money containers
PE	Dance Games	Gym Dance	Dance Games	Swimming Gym	Swimming Athletics	Swimming Athletics
MUSIC	Recorders "Three Little Birds" (Bob Marley)	Recorders	Recorders	Recorders	Recorders	Recorders
COMPUTING	E-safety	Intro into databases	Text and Graphics	Exploring simulations (Crystal Rainforest)	Coding	Email
RE	Signs and Symbols	Music of Christmas	Rules + Religion	Prayer + Worship	Leadership (Faith Founders)	Help in the community
PSHE	New Beginnings Citizenship	Getting on, falling out Firework safety	Going for goals Safety in the home/ 999	Good to be me My money week Walk to school	Relationships Sun safety	Changes Road safety/ hygiene

TOPIC	SUBJECT	NATIONAL CURRICULUM OBJECTIVES	CLJ/APP Skills
Term 1 World Geography	History/ Geography Mountains	• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Key topographical features (including hills and mountains) • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • Physical geography (mountains) • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• I can talk about similarities and differences. • I can ask and answer questions about places and the environment. • I can collect and record evidence and offer reasons why. • I can communicate in different ways. • I can use appropriate geographical vocabulary, such as climate, scale and guage. • I can use atlases, globes, maps and plans at a range of scales. • I can draw simple plans and maps. • I can use ICT to help me in geographical investigations. • I can use decision making skills.
	Science Plants	• Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers • 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 • Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	• I can ask questions that I want to find out the answer to. • I can use my observations to answer questions. • I can use simple Science to explain my answers.
	Art Local art	• 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]	• Explore ideas and collect information to inform their work • Investigate and create textures for different purposes • Comment on similarities and differences between their own and others' work • Adapt and improve their own work
	PE Games	• Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	• Throw and catch with control when under limited pressure to keep possession and score goals • Choose and use a range of simple tactics for defending and challenging their opponent • Use simple rules fairly and extend them to devise their own games • To identify that playing extended games improves their stamina
	Dance	• Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Respond imaginatively to different stimuli using dance language and creative movements, working independently, with a partner or a small group • Extend their effort in their dances • Recognise and describe dances involving simultaneous and complementary movements • Create, adapt and link a range of dance actions that communicate ideas • Collaborate with a partner or in small groups to perform, remember and repeat a dance from a prompt • Respond and make improvements appropriate to their own and others' performance
	Computing E-safety	• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Digital excellence badge in Year 4
	Music	• Play and perform in solo and ensemble contexts, using their voices and Playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations	• Begin to sing in tune with expression • Begin to perform simple parts rhythmically • Explore the ways sounds can be combined and used expressively • Improvise repeated patterns • Make improvements to their own work • Recognise how different musical elements are combined and used expressively
	RE Signs and Symbols		• Identify what influences their lives and communities to which they belong • Make links between values and commitments (including religious ones) and their own attitudes, beliefs or behaviour • Make links between these and the ways in which believers show that they belong by expressing their religion in worship
	PSHE	SEAL - New Beginnings Citizenship	

TOPIC	SUBJECT	NATIONAL CURRICULUM OBJECTIVES	CLJ/APP Skills
Term 2 World Geography	History/ Geography Volcanoes and earthquakes	• Physical geography (earthquakes and volcanoes) • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	• I can talk about similarities and differences. • I can ask and answer questions about places and the environment. • I can collect and record evidence and offer reasons why. • I can communicate in different ways. • I can use appropriate geographical vocabulary, such as climate, scale and guage. • I can use atlases, globes, maps and plans at a range of scales. • I can use ICT to help me in geographical investigations.
	Science Forces and Magnets	• Compare how things move on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • 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 describe magnets as having two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing	• I can say what I will keep the same. • I can say what I will measure. • I can say what I will change. • I can predict what I think will happen in an investigation.
	DT Moving monsters	• Use research and develop design criteria to inform the design of innovative, functional, • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	• Generate, develop & explain ideas for products to meet a range of needs and plan what to do • Select appropriate tools and techniques • Explore how to use materials and processes • Measure, mark, cut-out & shape a range of materials & assemble, join & combine components and materials with some accuracy • Reflect on progress, identifying ways they could improve their product
	PE Gymnastics	• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Perform combinations of gymnastic actions using floor, mats and apparatus • Develop gymnastic techniques and transitions • Adapt a gymnastic sequence to include different levels, speeds or directions • Recognise that strength and suppleness are an important part of fitness • Compare and comment on two performances, identifying quality and when they have the same elements and order
	Dance	• Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Respond imaginatively to different stimuli using dance language and creative movements, working independently, with a partner or a small group • Recognise and describe dances involving simultaneous and complementary movements • Create, adapt and link a range of dance actions that communicate ideas • Collaborate with a partner or in small groups to perform, remember and repeat a dance from a prompt • Respond and make improvements appropriate to their own and others' performance
	Computing Intro into databases	• Select, use and combine a variety of software 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	
	Music	• Play and perform in solo and ensemble contexts, using their voices and Playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations	• Begin to sing in tune with expression • Begin to perform simple parts rhythmically • Explore the ways sounds can be combined and used expressively • Improvise repeated patterns • Make improvements to their own work • Recognise how different musical elements are combined and used expressively
	RE Music of Christmas		• Describe some religious beliefs and teachings and their importance • Describe how some features of religion are shown in festivals and practices
	PSHE	SEAL - Getting on and falling out Firework safety.	

TOPIC	SUBJECT	NATIONAL CURRICULUM OBJECTIVES	CLJ/APP Skills
Term 3 – Ancient civilisations	History/ Geography The Greeks	• Ancient Greece – a study of Greek life and achievements and their influence on the western world	• I understand that the past can be split into different time periods. • I can give dates and talk about how long ago something happened • I can talk about the similarities and differences between lifestyles at different times in history. • I can give reasons why some things have changed over time. • I can talk about different ways to find out about the past. • I can use books, pictures and computers to find out about the past for myself. • I can describe the past in different ways eg. drawing, fact files, imaginary diary entries etc.
	Science Nutrition and Digestion	• 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 • Describe the simple functions of the basic parts of the digestive system in humans	• I can write what I am going to do to find things out. • I can choose correct equipment to do my investigation. • I can use this equipment properly and safely.
	Art Greek clay pots	• 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]	• Explore ideas and collect information to inform their work • Investigate and create textures for different purposes • Comment on similarities and differences between their own and others' work • Adapt and improve their own work
	PE Games	• Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	• Throw and catch with control when under limited pressure to keep possession and score goals • Choose and use a range of simple tactics for defending and challenging their opponent • Use simple rules fairly and extend them to devise their own games • To identify that playing extended games improves their stamina
	Dance	• Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Respond imaginatively to different stimuli using dance language and creative movements, working independently, with a partner or a small group • Extend their effort in their dances • Recognise and describe dances involving simultaneous and complementary movements • Create, adapt and link a range of dance actions that communicate ideas • Collaborate with a partner or in small groups to perform, remember and repeat a dance from a prompt • Respond and make improvements appropriate to their own and others' performance
	Computing Text and graphics	• Select, use and combine a variety of software 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	
	Music	• Play and perform in solo and ensemble contexts, using their voices and Playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations	• Begin to sing in tune with expression • Begin to perform simple parts rhythmically • Explore the ways sounds can be combined and used expressively • Improvise repeated patterns • Make improvements to their own work • Recognise how different musical elements are combined and used expressively
	RE Rules and religion		• Describe some religious beliefs and teachings and their importance • Compare aspects of their own experiences and ideas about questions that are difficult to answer with those of others
	PSHE	SEAL – going for goals Safety in the home.	

TOPIC	SUBJECT	NATIONAL CURRICULUM OBJECTIVES	CLJ/APP Skills
Term 4 Ancient Civilisations	History/ Geography	• A non-European society that provides contrasts with British history (Mayan civilisation)	• I understand that the past can be split into different time periods. • I can give dates and talk about how long ago something happened • I can talk about the similarities and differences between lifestyles at different times in history. • I can give reasons why some things have changed over time. • I can talk about different ways to find out about the past. • I can use books, pictures and computers to find out about the past for myself. • I can describe the past in different ways eg. drawing, fact files, imaginary diary entries etc.
	Science Teeth	• Identify the different types of teeth in humans and their simple functions	• I can make accurate observations and measurements. • I can use tables and bar charts to show my measurement.
	Art Mayan bookmarks	• 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]	• Explore ideas and collect information to inform their work • Investigate and create textures for different purposes • Comment on similarities and differences between their own and others' work • Adapt and improve their own work
	PE Gymnastics	• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Perform combinations of gymnastic actions using floor, mats and apparatus • Develop gymnastic techniques and transitions • Adapt a gymnastic sequence to include different levels, speeds or directions • Recognise that strength and suppleness are an important part of fitness • Compare and comment on two performances, identifying quality and when they have the same elements and order
	Swimming	• 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]	
	Computing Exploring simulations	• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Controlling or simulating physical systems; solve problems by decomposing them into smaller parts	
	Music	• Play and perform in solo and ensemble contexts, using their voices and Playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations	• Begin to sing in tune with expression • Begin to perform simple parts rhythmically • Explore the ways sounds can be combined and used expressively • Improvise repeated patterns • Make improvements to their own work • Recognise how different musical elements are combined and used expressively
	RE Prayer and Worship	• Make links between these and the ways in which believers show that they belong by expressing their religion in worship • Describe some religious beliefs and teachings and their importance • Describe how some features of religion are shown in festivals and practices	
	PSHE	SEAL – Good to be me My money week Walk to school	

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Term 5 Prehistoric Britain	History/ Geography	• Changes in Britain from the Stone Age to the Iron Age	• I understand that the past can be split into different time periods. • I can give dates and talk about how long ago something happened • I can talk about the similarities and differences between lifestyles at different times in history. • I can give reasons why some things have changed over time. • I can talk about different ways to find out about the past. • I can use books, pictures and computers to find out about the past for myself. • I can describe the past in different ways eg. drawing, fact files, imaginary diary entries etc.
	Science Rocks and soils	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter	• I can say which part of our lives use Science. • I can identify people who use Science in their jobs. • I can explain what is good and bad about Science.
	Art Stone Age cave paintings	• 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]	• Explore ideas and collect information to inform their work • Investigate and create textures for different purposes • Comment on similarities and differences between their own and others' work • Adapt and improve their own work
	PE Athletics	• Use running, jumping, throwing and catching in isolation and in combination • Develop flexibility, strength, technique, control and balance	• Select running speed for appropriate activity • Make up and repeat a short sequence of linked jumps • Throw a variety of objects, changing their action for accuracy and distance • Take part in relay activities, remembering when to run and what to do • Recognise when their body is warmer or cooler and when their heart beats faster or slower • Recognise good performances in themselves and others to improve their own performances
	Swimming	• 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]	
	Computing Coding	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
	Music	• Play and perform in solo and ensemble contexts, using their voices and Playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations	• Begin to sing in tune with expression • Begin to perform simple parts rhythmically • Explore the ways sounds can be combined and used expressively • Improvise repeated patterns • Make improvements to their own work • Recognise how different musical elements are combined and used expressively
	RE Leadership (Faith Founders)		• Describe some religious beliefs and teachings and their importance • Make links between these and the ways in which believers show that they belong by expressing their religion in worship
	PSHE	SEAL – Relationships Sun safety	

TOPIC	SUBJECT	NATIONAL CURRICULUM OBJECTIVES	CLJ/APP Skills
Term 6 Prehistoric Britain	History/ Geography	• Changes in Britain from the Stone Age to the Iron Age	• I understand that the past can be split into different time periods. • I can give dates and talk about how long ago something happened • I can talk about the similarities and differences between lifestyles at different times in history. • I can give reasons why some things have changed over time. • I can talk about different ways to find out about the past. • I can use books, pictures and computers to find out about the past for myself. • I can describe the past in different ways eg. drawing, fact files, imaginary diary entries etc.
	Science Plants	• 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	
	DT Money containers	• Use research and develop design criteria to inform the design of innovative, functional, • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	• Generate, develop & explain ideas for products to meet a range of needs and plan what to do • Select appropriate tools and techniques • Explore how to use materials and processes • Measure, mark, cut-out & shape a range of materials & assemble, join & combine components and materials with some accuracy • Reflect on progress, identifying ways they could improve their product
	PE Athletics	• Use running, jumping, throwing and catching in isolation and in combination • Develop flexibility, strength, technique, control and balance	• Select running speed for appropriate activity • Make up and repeat a short sequence of linked jumps • Throw a variety of objects, changing their action for accuracy and distance • Take part in relay activities, remembering when to run and what to do • Recognise when their body is warmer or cooler and when their heart beats faster or slower • Recognise good performances in themselves and others to improve their own performances
	Swimming	• 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]	
	Computing Email	• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	
	Music	• Play and perform in solo and ensemble contexts, using their voices and Playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations	• Begin to sing in tune with expression • Begin to perform simple parts rhythmically • Explore the ways sounds can be combined and used expressively • Improvise repeated patterns • Make improvements to their own work • Recognise how different musical elements are combined and used expressively
	RE Help in the community		• Identify what influences their lives and communities to which they belong • Make links between values and commitments (including religious ones) and their own attitudes, beliefs or behaviour
	PSHE	SEAL – Changes Road safety / Hygiene	