



World War 2	<p>History</p> <ul style="list-style-type: none"> Look at why WW2 started in terms of Hitler invading Poland and Britain/ Allies declaring war Learn about everyday life during the war in terms of bomb shelters (Anderson shelters), gas masks and drills Learn about what the 'Battle of Britain' was and the aircraft involved Learn about evacuation and why it was necessary to move children from cities to towns Compare and contrast daily life in the city to the countryside Look at why rationing was necessary (U-boats) Look at rationing propaganda and how people were encouraged to support their country. Look at how the war came to an end in terms of the D day landings Place key events on a timeline chronically Look at the role of Winston Churchill, Neville Chamberlain and Adolf Hitler as significant individuals <p>Geography</p> <ul style="list-style-type: none"> Locate European countries Locate the cliffs of Dover and look at how the physical geography was significant Look at maps of bombing patterns and link this to city locations To identify features of the English Channel and the coasts of Southern England and Northern France and their physical geography features <p>DT</p> <ul style="list-style-type: none"> Make a gas mask box - make a cuboid from a net Make a model of a plane - joining techniques, papier mache, stiffening and strengthening Add an electrical propeller to the model Follow a wartime recipe Look at rationing's effect on healthy eating and how people substituted items <p>Art</p> <ul style="list-style-type: none"> Blitz art - using chalk and watercolour washes influenced by Grainger Smith (see below planning)
Romans	<p>History</p> <ul style="list-style-type: none"> Place key events on a timeline chronically Look at how Rome was founded and the legend of Romulus and Remus Understand how the Roman ruling system helped to build the Roman Empire. Learn about daily Celtic life in Britain before the Romans arrived and compare and contrast this to daily life after the Romans invaded. Look at daily life for soldiers Research Roman Gladiators and the role that chariot racing played in terms of pastimes for Roman citizens. Research the importance of Roman architecture, roads and aqueducts in terms of advancing the Empire <p>Geography</p> <ul style="list-style-type: none"> Locate and name key European countries and cities (Rome and Italy) Look at the expansion of the Roman empire and plot this on maps <p>Art</p> <ul style="list-style-type: none"> Make a Roman Mosaic picture using a graphics package. Focus on different size brushes to achieve different effects Create a large scale mosaic - looking at technique - inspired by Seurat (see below)



	<p>DT</p> <ul style="list-style-type: none"> • Make a Roman Chariot - wheels and axles • Investigate axles and wheels and make and improve prototypes • Investigate arches as a form of strengthening a structure (aqueducts)
Anglo Saxons	<p>History</p> <ul style="list-style-type: none"> • Place key events on a timeline chronically • Look at the daily life of Anglo Saxons in terms of housing, village layout, farming, clothing, jobs and leisure • Look at secondary sources (photos) to examine how we know about Anglo Saxon life (archaeology) and the importance of Sutton Hoo • Look at the role of King Alfred as a significant individual <p>Geography</p> <ul style="list-style-type: none"> • Look at where the Anglo Saxons came from and map this. • Consider the physical features (farm land) that prompted their invasion • Look at maps of Anglo Saxon village and create own maps considering physical features • Compare and contrast Anglo Saxon maps of Britain to modern day maps <p>DT</p> <ul style="list-style-type: none"> • Tie-dying using natural dyes • Weaving using simple card looms • Clay - brooches and beads • Silver foil impression shields • Follow and Anglo Saxon recipe (honey cakes)
Rainforests	<p>Geography</p> <ul style="list-style-type: none"> • Locate rainforests across the world - including maps of different scales • Look at the Equator and the role of climate • Learn about the layers of a rainforest and the animals within them • Look the plants that grow in the rainforest and their uses. Compare and contrast this to plants in the UK • Investigate plants in the local environment • Identify similarities and differences between our homes and homes of indigenous people living in the rainforest. • Look at how the rainforest supports life for the indigenous people • Look at the importance of rainforests for the Earth's climate, the impact of deforestation and how this is affecting the physical and human geography of the rainforests and the eco system • Look at fair trade and the human geography associated with this. <p>Art</p> <ul style="list-style-type: none"> • Look at the work of Henri Rousseau, Níxiwaka Yawanawá and John Dyer. • Collage • Pastel work • Paper sculpture - feathers to decorate Kayapo headdresses • 3d sculpture using playdough then fine clay (fimo) • 3d paper sculpture (diorama) <p>DT</p> <ul style="list-style-type: none"> • Hama beads - recreate the design work of the Kayapo people into bookmarks



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science 	Animals including humans Keeping Healthy	Light Light and Shadows	Rocks Rocks and Fossils	Forces and Magnets Amazing Magnets	Plants Roots and Shoots	Plants Artful flowers, Fruits and Seeds
MUSIC 	Developing notation skills	Enjoying improvisation	Composing using your imagination	Sharing musical experiences	Learning more about musical styles	Recognising different sounds
ICT 	Coding 3 lessons (Crash course)	Touch Typing - 2 lessons Online safety -	Databases - 3 lessons	Simulations - 2 lessons	Email - 4 lessons	Coding - Game creator
PSHE 	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing
PE 	Striking and Fielding	Gymnastics	Dance	Basketball	Athletics	OAA
RE 	 Islam Why is the Prophet Muhammad an example for Muslims?	 God How (and why) have some people served God?	 Sikhism Why are the Gurus important to Sikhs (Baisakhi)	 Church What do Christians mean by the 'Holy Spirit'? = (Pentecost)	 Hinduism Why is family an important part of Hindu life? (Raksha Bandhan)	 Jesus What does it mean to be a disciple of Jesus?
French	Phonetics 1&2 (C) I'm Learning Fr/Sp/It (E)	Salutations (E)	Colours and numbers (E)	I Can... (E)	Animals (E)	Fruits (E)

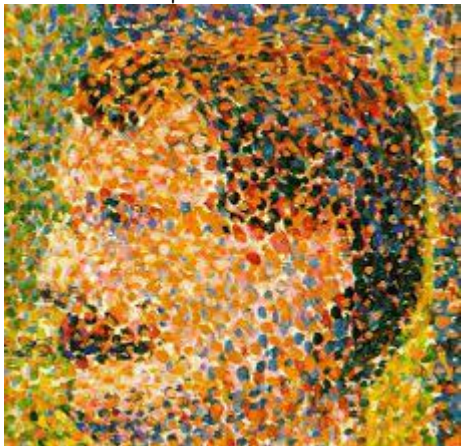



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Year 3

Yearly Overview - What is being taught when?



Focus Activity	Journal/ Sketch book focus. KLIPS	Example final pieces
<p>Create a large scale mosaic as a class. Use small square dowel ends dipped in paint and pressed on. Teacher will need to lightly sketch the design overall and then children to print (using dowel) so all have had a go. Could be a geometric design or a picture design (as shown on right)</p> <p>Compare this to work of Seurat - focus on how close up it looks very different to far away.</p> <p>Seurat - close up</p> 	<p>Photograph the finished class mosaic.</p> <p>Children to write about what they did and how it is different close up to far away. Compare this to work of Seurat</p> <p>KLIPS</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc Large scale Create different effects and textures with paint according to what they need for the task</p>	




	Focus Activity	Journal/ Sketch book focus. KLIPS	Example final pieces
	<p>Create Anglo Saxon brooches.</p> <p>Children to look at examples - discuss how they are often symmetrical and geometric.</p> <p>Practise own designs</p> <p>Glue coiled string on thick card background. Overlay tin foil. Rub to show relief. Rub on shoe polish to 'age'.</p> <p>Could add acrylic paint/ gems</p> <p>Example of Anglo Saxon Brooch</p> 	<p>Practise designs and comment upon which they like the best and why</p> <p>Write instructional text about how to make</p> <p>KLIPS</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Annotate work in journal.</p> <p>Experiment with ways in which surface detail can be added to drawings</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc</p> <p>Create textures with a wide range of drawing implements</p> <p>Apply a simple use of pattern and texture in a drawing</p> <p>Plan, design and make models from observation or imagination</p> <p>Create surface patterns and textures in a malleable material</p>	



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