Year 3 Learning Overview	Autumn 1	Autumn 2	Spring / Spring 2	Summer 1	Summer 2
Topic	The Stone Age Boy The Stone Age	Bronze to Iron The Bronze Age /Iron Age	Rotten Romans The Romans	Forces and Magnets	Plants/The Environment Plants and their lifecycles
Leading subject(s)	History cc English	History Science	History	Science	Science
Key Learning: Knowledge/Skills	The children will: • Order key events on a timeline • Identify the tools that were used in the Stone Age and what they were made from. • Find out about what food they ate in the Stone Age and where it came from. • Explore the development of technology in the Stone Age	The children will: • Order key events on a timeline • Research homes from the period and identify what they were made from • Compare homes from the period • Explore the development of different weaponry and tools in the Bronze and Iron Ages • Explore the development of technology in the period and make comparisons	The children will: • Order key events on a timeline • Understand the terms BCE/CE • Find out about the Roman Empire and the invasion of Britain • Understand what the Roman Empire was and its impact on Britain • Identify who Boudicca was and what impact she had • Explore Roman Gods and beliefs	The children will: • Compare how objects move on different surfaces • Know that some forces need contact but magnetic forces can act at a distance • Explore the behavior, everyday uses and strength of different magnets • Describe magnets as having two poles • Explore how magnets repel and attract each other and some materials	The children will: • Identify parts of flowering plant and understand their functions • Identify what a plant needs in order for it to grow • Investigate how water is transported • Observe what seed dispersal is and its importance • Order the stages of the lifecycle

	• Compare what life was like in the Stone Age to life now	**See also science below**		• Gather and record data to find answers to their questions	
Inspiring start (to kick start learning)	**Immersion day** I'm a child, get me out of here! The children have the scenario: they have woken up without clothes, food, water or shelter etc. Where are they? Clues-Cave paintings under the tables and an archaeological dig	**Virtual Reality Headsets** – explore a roundhouse	**Visit to London's Mithraeum**	**'Science Dome'** **a visiting installation**	**Dissecting a plant**
Memory Maker Event	To create a **Stone Age survival kit**	The children will be a Celt using **Celtic warrior** face paint Create a 3D settlement	**Whole School Roman exhibition** – the children have the chance to show case art and other work they have created.	**Iron Filing Art**	**Plant hunt** at Beckenham place park
Key outcomes	The children will: • Understand about the past from a variety of sources • Understand what it was like during the Stone Age e.g. homes.	The children will: • Understand the changes in Britain from the Stone Age to the Iron Age. Compare the Stone Age to the Iron Age: ▪ Hunter gatherers and early farmers	The children will: • Understand about the past from a variety of sources • Developed an understanding of Roman Britain and the key changes that took place	The children will: • Know that some forces need contact between 2 objects, but magnetic forces can act at a distance • Know that magnets can have different strengths, attract or repel each other and have two poles	The children will: • Understand and explain the stages of the lifecycle of a plant • Explain the different parts of a plant and their functions • Explain what a plant needs in

		▪ Religion, technology and travel • Tribal kingdoms, farming, art and culture			order for it to grow. • Design and make a greenhouse structure
Enrichment Visits/visitors	**Stone Age Drama Workshop**		**Visit to London's Mithraeum**	**Science Dome**	**Beckenham Place Park St Andrew's Church**
Key Texts	Stone Age Boy – Satoshi Kitamura Nadine Dreams of Home – Bernard Ashley	Information Texts Our Tower – Joseph Coelho The Journey – Francesca Sanna	I was there: Boudicca's Army The Romans: Gods, Emperors and Dormice Escape from Pompeii Sparky	The Hodgeheg- Dick King Smith Werewolf Club Rules- Joseph Coelho Window – Jeannie Baker	Aesop's Fables – Michael Morpurgo / Michael Rosen
Key writing outcomes	-**Narrative with historical setting** Stone Age Boy retelling with a changed ending -**Diary Entry** based on 'Nadine Dreams of Home'	-**A fact file** on the Bronze Age / Iron Age -An **adventure story** based on 'The Journey'	**Character description** of Boudicca **A Speech** based on Boudicca's speech **Roman story** going back in time to meet a Roman character, bring something modern to Roman times.	-**Setting description** of the city or countryside inspired by 'Window' -**Explanation** of how to cross the road inspired by 'Hodgeheg'	-Poetry – animals poems inspired by 'Hamster Hamster' by Paul Coelho -**Narrative** – writing a fable

			-**Explanation** How to look after a pet -Write a **letter** to the RSPCA		
Maths	Place Value, Addition and Subtraction	Multiplication and Division A	Multiplication and Division B **Mass and Capacity** **Length and Perimeter** **Fractions**	Fractions Time Money	Shape Statistics
Science	**Rocks and Fossils** -Compare and group rocks to appearance and properties -Describe how fossils are formed -Know that soil is made from rocks and organic matter.	**Light** -Recognise that we need light to see and that dark is the absence of light -Notice how light is reflected from surfaces -Explore how shadows are formed and find patterns in their change of size	**Animals including humans** -To know about food and the right types of nutrition -Understand how humans and some animals have skeletons and muscles for support, protection and movement	**Forces** See Key Learning	**Plants** See Key Learning

Other Foundation Subjects

Art and Design	Class name artwork	**Colour mixing** -Experiment with different effects and textures -Introduce the double primary colour system with DIP-TAP-ROLL-MIX technique	-**Leonardo Da Vinci** – artist study -Portraits -Mosaic printing Life Drawing -Life drawing 15 min sketches related to human body work in science	-	-**Georgia O'Keefe** – artist study -Technical/observed drawings of plants

		-Experiment with shade, tint and tone– light and dark.			
Computing	Computing systems and networks – Connecting computers	Creating media – stop-frame animation	Programming A – Sequencing sounds Data and Information – Branching databases	Creating media – Desktop publishing	Programming B – Events and actions in programmes
Design and Technology			Design and reinforce a shield		Greenhouse project. Design, plan and make a greenhouse structure
History	Stone Age See Key Learning	Bronze Age and Iron Age See Key Learning	The Romans See Key Learning		
Geography	**Minerals** - Identify and describe a mineral and where they are located	**Settlements** - Identify key topographical features on a UK map - Identify distribution of natural resources - Transition from hunters/gatherers to farming	**Roman Invasion** - How the land helped the Romans invade - Locate and identify countries on a map and identifying topographical features - Identify Italy on a map Volcanoes - Describe how earthquakes and volcanoes are formed - Describe human impact	**Compare a city to the countryside** - Identify how an environment changes and what the causes are	

Music (Charanga)	Charanga unit 1: Let your spirit fly	Charanga unit 2: Glockenspiel stage 1	Charanga unit 3: Three little birds Charanga unit 4: The Dragon Song	Charanga unit 5: Bringing Us Together	Charanga unit 6: Reflect, rewind and replay
PE (Real PE)	Real PE: Personal Coordination/Balances	Real PE: Social Dynamic/Static Balances	Real PE: Cognitive ball skills Dynamic balances/Coordination Real PE: Creative sending and receiving/Counter balances	Real PE: Physical Reaction response/Floor work	Real PE: Health and Fitness Agility/Static balances
PSHE (inc RSHE)	-Zones of Regulation -Me and my relationships	-Zones of Regulation -Valuing Differences	-Keeping Myself Safe -Rights and Responsibilities	Being my best	Growing and Changing
RE	Peace	Judaism: Shabbat	-Christianity: the bible -Hinduism: Gods and beliefs	Islam: Ramadan and Eid	Christianity: local Christian places of worship
Spanish	Greetings	Numbers	Colours Fruits and Vegetables	The Park	My family