



## Leominster Year 3 planning yearly overview

Term 1 : Living things	Term 2: Stone Age	Term 3: River Wye
<p><u>Science</u></p> <ul style="list-style-type: none"> <li>Plants</li> <li>Animals including humans</li> </ul>	<p><u>History</u></p> <p>Changes in Britain from the Stone Age to the Iron Age. This could include:-</p> <ul style="list-style-type: none"> <li>Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae</li> <li>Bronze Age religion, technology and travel, e.g. Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<p><u>Geography</u> <u>Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> <li>Learn the 8 points of a compass, 2-figure grid references, basic symbols and use of a key (including simplified OS maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>
<p><u>Geography</u> <u>Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Identify the position and significance of the Equator, N and S Hemisphere, Tropics of Cancer and Capricorn</li> </ul>	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>Rocks</li> <li>Light</li> </ul>	<p><u>Human/Physical Geography</u></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including the water cycle (excluding transpiration).</li> <li>Describe and understand types of settlement and land use (locally).</li> </ul>
<p><u>Geography</u> <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>Locate and name the continents on a world map.</li> </ul>	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>Rocks</li> <li>Light</li> </ul>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>Locate and name the countries making up the British Isles, with their capital cities.</li> <li>Identify the longest/main rivers and highest hills in Herefordshire. Compare with the UK.</li> <li>Locate and name the main counties and towns/cities in and around Herefordshire</li> </ul>
<p><u>Geography</u> <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>Locate and name the continents on a world map.</li> </ul>	<p><u>Human/Physical Geography</u></p> <ul style="list-style-type: none"> <li>brief introduction to volcanoes and earthquakes <i>linking to Science rock types.</i></li> </ul>	<p><u>Geography</u></p> <p>Describe and understand key aspects of the distribution of natural resources to focus upon water. Whole school day of activities.</p>
<p><u>Geography</u> <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>Locate and name the continents on a world map.</li> </ul>	<p><u>Human/Physical Geography</u></p> <ul style="list-style-type: none"> <li>brief introduction to volcanoes and earthquakes <i>linking to Science rock types.</i></li> </ul>	<p><u>History</u></p> <ul style="list-style-type: none"> <li>Local Study</li> </ul>

**To be covered through out the year:**

<p align="center"><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>• Design and write programs to achieve specific goals, including solving problems</li> <li>• Use logical reasoning</li> <li>• Understand computer networks</li> <li>• Use internet safely and appropriately</li> <li>• Collect and present data appropriately</li> </ul>	<p align="center"><b><u>Art and Design</u></b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record, and evaluate ideas</li> <li>• Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> </ul> <p>Learn about great artists, architects and designers</p>	<p align="center"><b><u>Design and Technology</u></b></p> <ul style="list-style-type: none"> <li>• Use research &amp; criteria to develop products which are fit for purpose.</li> <li>• Use annotated sketches and prototypes to explain ideas</li> <li>• Evaluate existing products and improve own work.</li> <li>• Use mechanical systems in own work.</li> <li>• Understand seasonality, prepare and cook mainly savoury dishes.</li> </ul>	<p align="center"><b><u>Physical Education</u></b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, catching and throwing in isolation and in combination</li> <li>• Play competitive games, modified as appropriate</li> <li>• Develop flexibility and control in gym, dance and athletics</li> <li>• Compare performances to achieve personal bests</li> </ul> <p>Swimming proficiency at 25m (KS1 or KS2)</p>
<p align="center"><b><u>Religious Education</u></b></p> <p><i>Continue to follow locally agreed syllabus for RE.</i></p>	<p align="center"><b><u>Modern Languages</u></b></p> <ul style="list-style-type: none"> <li>• Listen and engage</li> <li>• Ask and answer questions</li> <li>• Speak in sentences using familiar vocabulary</li> <li>• Develop appropriate pronunciation</li> <li>• Show understanding of words and phrases</li> <li>• Appreciate stories, songs, poems and rhymes</li> </ul> <p>Broaden vocabulary</p>	<p align="center"><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Use voice and instruments with increasing accuracy, control and expression</li> <li>• Improvise and compose music</li> <li>• Listen with attention to detail</li> <li>• Appreciate wide range of live and recorded music</li> <li>• Begin to develop understanding of history.</li> </ul>	

## Science statutory requirements:

Term 1:	Term 2:	Term 3:
<p><b>Animals, including humans</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p><b>Rocks</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>	<p><b>Forces and Magnets</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces.</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>Compare and group together a variety of everyday materials on the basis of whether that are attracted to a magnet, and identify some magnetic materials.</li> <li>Describe magnets as having two poles.</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>
<p><b>Plants</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>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.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p><b>Lights</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>Notice that light is reflected from surfaces.</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>Find patterns in the way that the size of the shadow change.</li> </ul>	<ul style="list-style-type: none"> <li>.</li> </ul>