







Year Three Topic Overview Autumn 1

Autumn 1						
Food Glorious Food						
	Our World 	Our Champions 	Our Events 	Our Questions 	Our Creations 	Our Future 
Golden Threads	Seasonal food Skara Brae France	Ourselves	The Bronze Age	What food keeps us healthy? How did the Bronze age change our lives? What do Christians learn from the Creation story?	An interactive scene Gymnastics Sequence	Healthy eating Personal goals
Memorable Experiences						
English	Narrative Poetry					
Reading For Pleasure						
Maths	<p style="text-align: center;">Place Value</p> <p>To count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number To recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) To compare and order numbers up to 1,000 To identify, represent and estimate numbers using different representations To read and write numbers up to 1,000 in numerals and in words To solve number problems and practical problems involving these ideas</p>					
Science	<p style="text-align: center;">Animals, including humans</p> <p>To know the different food groups and how they keep us healthy. The main food groups (carbohydrates, protein, fats, fibre, vitamins, minerals and water) and their simple functions. To know how to design healthy meals. a balanced diet should include all food groups. To know about the diets of different animals. know that different animals 'need the right types and amount of nutrition. Compare with human dietary needs. Vocab - Herbivore, carnivore, omnivore (revisit), energy, nutrients, healthy To group animals according to what they eat. compare, contrast and group according to their diet. Vocab - nutrition, diet</p>					
Art	x					
Computing	<p style="text-align: center;">3.1 – Coding</p> <p>To review previous coding knowledge. • To understand what a flowchart is and how flowcharts are used in computer programming To understand that there are different types of timers. • To be able to select the right type of timer for a purpose. To understand how to use the repeat command. To use coding knowledge to create a range of programs. • To understand the importance of nesting. To design and create an interactive scene</p>					
DT	<p style="text-align: center;">Food and Nutrition: Eating Seasonally</p> <p>To know that not all fruits and vegetables can be grown in the UK. To know that climate affects food growth. To know that vegetables and fruit grow in certain seasons. To know that cooking instructions are known as a 'recipe'. To know that imported food is food which has been brought into the country. To know that exported food is food which has been sent to another country. To understand that imported foods travel from far away and this can negatively impact the environment. To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre. To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health. To know safety rules for using, storing and cleaning a knife safely. To know that similar coloured fruits and vegetables often have similar nutritional benefits.</p>					
History	<p style="text-align: center;">Changes in Britain from the Stone Age to the Iron Age</p> <p>To know where the Stone Age and Bronze age fit in the chronology of Britain. Stone Age 15,000 BC – 3,000 BC Bronze Age 3000 BC – 800 BC Iron Age 800 BC – AD 43 Romans AD 43 to AD 410</p> <p>To know some of the differences between the Stone Age and Bronze age using a range of sources. Stone Age – hunting and gathering for food, use of wood, stone and flint for tools, seasonal food only. Bronze Age – farming, fighting others with weapons, use of metal for tools, food all year round due to farming. Use books and photographs. To know the significance of Skara Brae as a historical source. Skara Brae is a Bronze Age village preserved in Scotland. Dwellings are still explorable and there are countless artefacts found upon discovery and excavation in 1850. It provides evidence of their life as farmers of both crops and meat. They also hunted, caught fish and gathered as Stone Age settlers would have.</p>					

	<p>To know how the use of metals changed farming and tools.</p> <p>Settlers from other countries came to Britain and brought knowledge of manipulating bronze and copper by melting it and shaping it with sand molds. Hunting and farming become more efficient because people were able to manipulate metal instead of just using flint or wood. Clearing forests for grazing was easier, irrigation could happen more effectively and ploughing was more efficient. For the first time, people were growing more food than they needed, and a farming trade began.</p> <p>To know how farming has changed Britain today.</p> <p>The use of metal tools meant that the land was used to farm and still is.</p> <p>Forests were cut down, boundaries established, and the farming trade increased.</p> <p>The number of animals farmed has increased – creating surplus is a common practice now.</p> <p>Hunting and gathering has diminished with food more readily available to all.</p> <p>Farmland still covers 64% of the UK with cheese, lamb and wine all being main exports and all needing land to produce. Common meat exports are cattle, pigs, sheep and poultry – all of which are farmed.</p>	
Geography	x	
MFL	<p>Lessons 1-3</p> <p>Understand and say numbers 0-10 with correct pronunciation • Meet and establish common letter strings Participate in a short exchange greeting someone • Identify rhyming words in a poem Answer the register appropriately • Auditory discrimination between un/une • Enjoy making French sounds and copying intonation patterns • Revise 'Comment ça va?' and responses • Follow simple classroom commands</p>	
Music	<p>Let Your Spirit Fly Developing Notational Skills</p>	
PE	<p>Gymnastics 1</p> <p>To show full extension during a balance To move in and out of contrasting shapes with fluency To perform a sequence using different types of rolls To perform powerful jumps from low apparatus To perform in unison with a partner To create a group performance using contrasting actions</p>	<p>Basketball</p> <p>To keep possession of the ball when dribbling To work as a pair to move forward and attack To use a defensive body position To perform a two-handed shot to score baskets To use a jump ball to restart a game To know when to move to space to receive the ball</p>
RE	<p>UC 2a.1 – What do Christians learn from the Creation story? CREATION/FALL</p> <p>Make sense of text/beliefs</p> <p>To know and place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. To know and make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Understanding the impact</p> <p>To know and describe what Christians do because they believe God is Creator.</p> <p>Making connections</p> <p>To ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>	
PSHE	<p>Being Me In My World</p> <p>To know and understand that they are important. To know what a personal goal is To know and understand what a challenge is. To know why rules are needed and how these relate to choices and consequences. To know that actions can affect others' feelings. To know that others may hold different views. To know that the school has a shared set of values</p>	