







## St John's Long Term Overview

Our school drivers are: **SMSC (Spiritual, Moral, Social and Cultural Capital), Learning Behaviours and Possibilities**

**Year Group: 3**

|   |                            | Term 1   | Term 2   | Term 3   | Term 4   | Term 5   | Term 6  |
|---|----------------------------|--|--|--|--|--|---|
| <b>Whole School Christian Values</b>  |                            | <br><b>Love</b> | <br><b>Peace</b> | <br><b>Wisdom</b> | <br><b>Hope</b> | <br><b>Friendship</b> | <br><b>Honesty</b> |
| <b>Trips and Visitors- to be updated throughout the year following Covid guidance</b> |                            |  |  |  |  |  |   |
| <b>Curriculum Subject</b>   | <b>History</b>             | Ancient Egyptians: the achievements of the earliest civilizations                                |  |  | Stone Age to Iron Age: Changes in Britain from the Stone Age to the Iron Age                       |  |   |
|   | <b>Geography</b>           | Where in the world... (Locating countries in Europe/ Rivers/ Mountains)                          |  | Our European Neighbours, spotlight on the Alps.  |  | Rivers and waterfalls around the world   |   |
|   | <b>Science</b>             | Physics – Forces<br>The Power of Forces  | Physics – Forces<br>The Power of Forces  | Science<br>Deadly 60<br>Biology – animals and humans and all living things                           | Science<br>Rock Detectives   | Biology – Plants<br>How does your garden grow?   | Science<br>Physics - Light<br>Can You Lose Your Shadow?<br>Sketching and shading                      |
|   | <b>Religious Education</b> | <i>Hinduism (Discovery RE)<br/>Diwali</i>  | Christianity<br>Incarnation (U.C. 2a.3) What is the Trinity?                                       | <i>Christianity<br/>People of God (U.C. 2a.2) What</i>   | <i>T4 – Hinduism<br/>Hindu beliefs (Discovery RE)</i>  | <i>Christianity<br/>Kingdom of God (U.C.2a.6) When Jesus left what</i>                                   | <i>Hinduism (Discovery RE)<br/>Pilgrimage to the River Ganges</i>                                     |

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|-------------------|--|---|--|--|---|---|---|
|                   |  | <i>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</i>   |  | <i>is it like to follow God?</i>   | <i>How can Brahman be everywhere and in everything?</i>   | <i>was the impact of Pentecost?</i>   | <i>Would visiting the River Ganges feel special to a non-Hindu?</i> |
| <b>Art and DT</b> | Clay sculpture<br>hieroglyphics - overlapping materials  | Mechanics:<br>Moving Monsters   | Food<br>Technology:<br>Sandwich Snacks   | Historical/cultural art - Stone age cave painting  | Mini Greenhouses  | Henri Rousseau animal art<br>Printing   |   |
| <b>Music</b>      | Charanga Musical School-Unit: Let Your Spirit Fly<br><br>Style: R&B, Western Classical, Musicals, Motown, Soul<br><br>Topic and cross-curricular links: Historical context of musical styles | Charanga Musical School-Unit: Glockenspiel Stage 1<br><br>Style: Learning basic instrumental skills by playing tunes in varying styles<br><br>Topic and cross-curricular links: Introduction to the language of music, theory and composition | Charanga Musical School-Unit: Three Little Birds<br><br>Style: Reggae<br><br>Topic and cross-curricular links: Animals, Jamaica, poetry and the historical context of musical styles | Charanga Musical School-Unit: The Dragon Song<br><br>Style: A little bit funky and music from around the world<br><br>Topic and cross-curricular links: Storytelling, creativity, PSHE, friendship, acceptance, using your imagination | Charanga Musical School-Unit: Bringing Us Together<br><br>Style: Disco<br><br>Topic and cross-curricular links: Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity. | Charanga Musical School-Unit: Reflect, Rewind and Replay<br><br>Style: Western Classical Music and your choice from Year 3<br><br>Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the |   |

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|--|----------------------|--|---|--|--|--|--|
|  |                      |  |   |  |  |  | music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |
|  | <b>Computing</b>     | Purple Mash: Coding  | Purple Mash: Spreadsheets   | Purple Mash: Touch Typing  | Purple Mash: Email   | Purple Mash: Branching databases   | Purple Mash: Simulations and graphing  |
|  | <b>Online Safety</b> | Self-image and identify  | Online relationships  | Online reputation  | Online bullying  | Managing online information  | Health, wellbeing and lifestyle  |
|  | <b>PSHE</b>          | Being Me in My World   | Celebrating Difference  | Dreams and Goals   | Healthy Me   | Relationships  | Changing Me  |
|  | <b>PE</b>            | Multi-ability Cog Focus: Personal<br><br>Fundamental Skill: Coordination<br>Static balance - one leg | Multi-ability Cog Focus: Social<br><br>Fundamental Skill: Dynamic balance to agility<br>Static balance - seated | Multi-ability Cog Focus: Cognitive<br><br>Fundamental Skill: Dynamic balance on a line<br>Coordination - ball skills | Multi-ability Cog Focus: Creative<br><br>Fundamental Skill: Coordination sending and receiving<br>Counter balance with a partner | Multi-ability Cog Focus: Physical<br><br>Fundamental Skill: Agility - reaction/respons<br>eStatic balance - floor work | Multi-ability Cog Focus: Health and Fitness<br><br>Fundamental Skill: Agility - ball chasing<br>Static balance - stance              |

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|-----------------------------|--|---|---|------------------------|--|---|----------------------------------|
|                             | <b>Outdoor Learning/ Forest School</b> | Story-telling and vocabulary.                       | Story-telling and vocabulary.   | Life in the Stone Age. | Life in the Stone Age.   | We built this city.                                   | We built this city.              |
|                             | <b>French</b>                          | Numbers 0-10<br>Greetings<br>Classroom instructions | Ask for and give name<br><br>Revision of numbers 0-10<br>Ask for and state age<br><br><b>Christmas</b><br>-Nativity play characters in the nativity play and simple dialogue<br>-Letter to Father Christmas | Revisit<br><br>Colours | Revisit<br><br><b>Easter Lessons</b><br>-Making a pancake<br>Easter celebrations<br>-Making an Easter card | Revisit<br><br>Names of fruit<br><br>Days of the week | Revisit<br><br>Days of the month |
| <b>Language Development</b> | <b>Author of term / class books</b>    | There's a Pharaoh in our Bath                       |   | Stone Age Boy          |  | The Pebble in My Pocket                               |                                  |
| <b>SMSC</b>                 |  | Jigsaw charter<br>Salt dough diva lamps             | Bake through the bible  |                        | Agape afternoons<br>Hindu visitor  |   | Hinduism workshop                |