Boston West Academy Yearly Overview

Year 3 2022-23

'Working together for success'	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Stones & Bones 		**Rise of the Robots** 		**Romans** 	
English	Stone Age Boy TWS	Skeletons and Muscles TWS	The Iron Man TWS	The Magic Paintbrush TWS	The Gentle Giant TWS	Charlie and the Chocolate Factory TWS
Maths Maths resources for teachers | White Rose Maths	**Place Value** **Addition & Subtraction**	**Addition & Subtraction** **Multiplication & Division**	**Multiplication & Division** **Length & Perimeter**	**Fractions** **Mass, Capacity & Temperature**	**Fractions** **Money** **Statistics**	**Time** **Shape**
Science Staff Team (Boston West) - Science - All Documents (sharepoint.com)	**Rocks** Compare different rocks, by appearance and simple properties. Describe simply how fossils are formed. Recognise that soils are made from rocks and organic matter. **Scientist study** – Mary Anning and Holly Betts Rock On! Unearth the natural treasures beneath your feet Under Your Feet: Soil, Sand and Everything Underground A Rock is Lively	**Animals, Including Humans** Identify that some animals, including humans, have skeletons and muscles for support, protection and movement. Bones: Skeletons and How They Work Bones: An Inside Look at the Animal Kingdom	**Forces & Magnets** Compare how things move on different surfaces. Know that some forces need contact but magnetic forces act at a distance. Observe how magnets attract or repel and attract some materials. Identify some magnetic materials. Describe magnets as having two poles. Start-Up Science Forces and Movement	**Electricity** Identify appliances that run on electricity. Construct simple electrical circuits, naming basic parts. Identify whether a lamp will light in a simple circuit. Recognise that a switch opens and closes a circuit. Recognise some common conductors and insulators. Electricity and Magnetism	**Animals, Including Humans** Identify that animals, including humans, need the right types of nutrition which they get from what they eat.	**Plants** Describe functions of parts of flowering plants. Explore requirements of plants for life and how they vary from plant to plant. Investigate how water is transported within plants. Describe the life cycle of flowering plants, including pollination and seed dispersal. A Seed is Sleepy
Computing Key Stage 2 (teachcomputing.org)	**Connecting computers** Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	**Events and actions in programs** Writing algorithms and programs that use a range of events to trigger sequences of actions.	**Desktop publishing** **Creating** documents by modifying text, images, and page layouts for a specified purpose.	**Sequencing sounds** Creating sequences in a block-based programming language to make music.	**Branching databases** **Building** and using branching databases to group objects using yes/no questions.	**Stop-frame animation** Capturing and editing digital still images to produce a stop-frame animation that tells a story

Geography https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/Geography	**Fieldwork Trip to Hunstanton** (Answer question about location, using 8 points of a compass) **Coasts** Locate UK coasts and understand the impact of erosion and human and physical geography.	**Maps and Routes** Use maps, atlases, globe and digital/computer maps (to locate counties and cities in the UK and countries in Europe). Use the eight points of a compass.	**UK and Wales (Study Wales)** Different countries in UK, information from maps such as resources, physical and human features comparison to Wales Area of UK to focus on—Wales. The Big Book of the UK	**Europe** Different types of maps, using atlases, fact about countries.	**Mountains** Using maps to find higher places, physical and human features, how formed, features. Rivers, Lakes and mountains from The Big Book of the UK	**Alps Study Switzerland** Aerial images, locating European countries with mountains, key mountain ranges, differences and similarities between Switzerland and UK
History https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/History	**Changes from the Stone Age to the Iron Age** **When do you think it was better to live, the Stone, Bronze or Iron age?** How did life change over the Stone age? What was the impact of bronze and iron tools on the way people in Britain lived? What can we learn from Skara Brae Why did they build monuments? (Stone henge) How did the actions/ achievements impact on our way of life that followed? 24 Hours in the Stone Age Explore Stone, Bronze and Iron Ages Stone Age to Iron Age **Remembrance** Why are people wearing poppies?		**Local History study** – Has Boston always been here? (maps through the ages, buildings and events) What different sources can we use to find out about Boston in the past? What can maps tell us about how Boston and how it has changed over time? What historic buildings are in Boston?		**Roman Empire and the impact on Britain and the Celts** What was the Roman Empire and what was its Impact on Britain? What was the Roman empire? Why did they want to invade Britain? (Include information about the army) Was everyone in Britain happy about the Roman invasion? (Why was Hadrian's wall built? Know about rebellions involving Boudica) What can we tell about Roman life from looking at a villa? What was the impact on Britain of the Roman invasion? The Usborne Official Roman Soldier's Handbook Meet the Ancient Romans Building History: Roman Villa What the Romans Did for Us	
RE Lincolnshire-Agreed-Syllabus-for-Religious-Education-2018-2022-FINAL.pdf (lincolndiocesaneducation.com) Staff Team (Boston West) - Religious Education - All Documents (sharepoint.com)	**God: Christianity** What do people believe about God? How do symbols in the Bible help a Christian to relate to God? What do symbols in the story of the baptism of Jesus reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian belief?		**God: Hinduism** How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these	**God: Islam** What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque? How does the Qur'an describe the attributes and nature of Allah?	**Expressing beliefs through the arts – Christianity, Islam & Budhism** How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively?	

			stories? What is the purpose of visual symbols in the mandir?		Why are some people not comfortable to use pictorial representation to express belief, e.g. Muslims and Jewish people?	
DT **https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/DT**	**Food unit (fruit stew)** **Design/Make/Evaluate** Children will know how to follow simple recipes with guidance from an adult Children will know how to use a knife to cut medium resistance food using a claw grip Children will know how to use a swivel peeler with adult supervision Children will know how to grate firmer foods such as carrots and apples	**Textiles unit (winter cushion)** **Design/Make/Evaluate** Children will know how to thread smaller needles with the support of a needle threader. Children will know how to use smaller needles to sew a running stitch and cross stitch on felt. Children will know how to attach beads, felt, sequins and buttons to add finer details.		**Mechanisms unit (robots)** **Design/Make/Evaluate** Children will know how to assemble simple pneumatic systems Children will know ways of using pneumatic systems in conjunction with simple levers to control movement **Electrical unit** Children will know how to create a series circuit, parallel circuit and add an electrical system with either a bulb, buzzer or motor to a product Making Robot Warriors from Junk	**Structures unit** (Reinforced Roman Fort) **Design/Make/Evaluate** Children will know how to build a more complex structure – reinforced Roman fort.	
Art Preview of revised Art and Design Scheme KS1 and KS2 (kapowprimary.com) **https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/Art**	**Painting and mixed media** Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.		**Drawing** Developing an understanding of shading and drawing techniques to create botanical inspired drawings.		**3D Sculpture** Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.	
Music English Model Music Curriculum/Home – Lincolnshire Music Service (lincsmusicservicedigital.org)	**Developing Notation skills** How does music bring us closer together?		**Singing** To use their voices expressively and creatively by singing songs	**Learning more about musical styles** How does music make a difference to us every day?	**Lincolnshire Music Service** **Samba**	
PE Get Set 4 PE: Lesson Plans and Schemes of Work	**Basketball** develop competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games.	**Gymnastics** They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow.	**Tennis** Develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the	**Dance (robots)** Pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.	**Athletics** Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how	**Rounders** Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how

			importance of being honest whilst playing to the rules.		to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.	they use skills, strategies and tactics to outwit the opposition.
PSHE PSHE and RSE scheme of work for primary pupils - Kapow Primary **https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/PSHE & RSE/Year 3**	**Relationships** **Families and friendships-**What makes a family; features of family life **Safe relationships-**Personal boundaries; safely responding to others; the impact of hurtful behaviour **Respecting ourselves and others** Recognising respectful behaviour; the importance of self-respect; courters and being polite		**Living in the wider world** **Belonging to a community- T**he values of rules and laws; rights, freedoms and responsibilities **Media literacy and digital resilience-** How the internet is used; assessing information online **Money and work-** Different jobs and skills; job stereotypes; setting personal goals		**Health and wellbeing** **Physical health and mental wellbeing-** Health choices and habits; what affects feelings; expressing feelings **Growing and changing-** Personal strengths and achievements; managing and reframing setbacks **Keeping safe-** Risks and hazards; safety in the local environment and unfamiliar places	
MFL Home (languageangels.com) **https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/MFL**	**Phonetics lesson 1 and 2** (core vocabulary) Learning to pronounce French phonemes **I'm learning French** (Early) France and French speaking countries, asking and saying how you feel, asking and saying your name, numbers and colours. Le premier Noel de Spot – Eric Hill		**Animals** (Early) Animal vocabulary article and noun. Je suis…I am a …..		**I can** (Early) Vocabulary for verbs Je peux……I can ….	
Outdoor Learning Staff Team (Boston West) - Outdoor Learning - All Documents (sharepoint.com)	Outdoor Stone Age Day Ingredients for fire (AO1) Outdoor cooking – Stone Age Stewed Fruit (AO3) Making charcoal (AO5) and foraging natural materials for art (CO4) Tracking (link to history) Whittling (link to history) Investigating rocks and soils	Stick skeleton Manipulate Willow – Star wand (CO6)	Exploring forces Outdoor Artist – Andy Goldsworthy (CO 3.2) Create holes through wood – Woodland Jewellery (AO 9.1)	Weaving (link to art) Mud and other ingredients – Make a nest (CO 5.2)	Outdoor Roman Day A-frame tarpaulin shelter (AO 6.1) Fix rope ridgeline with half-hitch knot (AO 7.1) Holes through wood with bradawl (AO 9.1) Using a compass/ orienteering	Planting Plant identification Outdoor art linked to RE Buddhist natural art

	Knotting skills to support making Trinity bracelets in RE					
Y3 Entitlement	Fieldwork trip to Hunstanton Outdoor Stone Age Day	Trip to Flag Fen (link to history)	Play performance for parents	Perform dance to parents (robots) DT day (robots – link to science) Local History walk	Outdoor Roman Day	Roman Museum for parents to visit Trip to The Collection or Roman visitor Sports Day

Red indicates books from the year group reading spine to support teaching and learning.