





Boston West Academy Yearly Overview

Year 3

‘Working together for success’	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Stones & Bones 		Romans 		Rise of the Robots 	
English	Literacy Tree	Literacy Tree	Literacy Tree	Literacy Tree	Literacy Tree	Literacy Tree
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 Science	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	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	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	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
Computing Key Stage 2 (teachcomputing.org)	Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions. Scratch		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	

<p style="text-align: center;">Geography Geography</p>	<p>UK and Wales (Study Wales)</p> <p>Different countries in UK, information from maps such as resources, physical and human features comparison to Wales Area of UK to focus on— Wales.</p> <p style="color: red;">The Big Book of the UK</p>	<p>Europe</p> <p>Different types of maps, using atlases, fact about countries.</p>	<p>Maps and Routes</p> <p>Use maps, atlases, globe and digital/computer maps (to locate countries and cities in the UK and countries in Europe). Use the eight points of a compass.</p>	<p>Fieldwork Trip to Hunstanton</p> <p>(Answer question about location, using 8 points of a compass)</p> <p>Coasts</p> <p>Locate UK coasts and understand the impact of erosion and human and physical geography.</p>	<p>Mountains</p> <p>Using maps to find higher places, physical and human features, how formed, features.</p> <p style="color: red;">Rivers, Lakes and mountains from The Big Book of the UK</p>	<p>Alps Study Switzerland</p> <p>Aerial images, locating European countries with mountains, key mountain ranges, differences and similarities between Switzerland and UK</p>
<p style="text-align: center;">History History</p>	<p>Changes from the Stone Age to the Iron Age When do you think it was better to live, the Stone, Bronze or Iron age?</p> <p>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?</p> <p style="color: red;">24 Hours in the Stone Age Explore Stone, Bronze and Iron Ages Stone Age to Iron Age Remembrance Why are people wearing poppies?</p>		<p>Roman Empire and the impact on Britain and the Celts</p> <p>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?</p> <p style="color: red;">The Usborne Official Roman Soldier's Handbook Meet the Ancient Romans Building History: Roman Villa What the Romans Did for Us</p>		<p>Local History study – Has Boston always been here? (maps through the ages, buildings and events)</p> <p>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?</p>	
<p style="text-align: center;">RE Religious Education</p>	<p>God: Christianity</p> <p>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?</p>		<p>God: Hinduism</p> <p>How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?</p>	<p>God: Islam</p> <p>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?</p>	<p>Expressing beliefs through the arts – Christianity, Islam & Buddhism</p> <p>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? Why are some people not comfortable to use pictorial representation to express belief, e.g. Muslims and Jewish people?</p>	
<p style="text-align: center;">DT Design & technology</p>	<p>Food unit (fruit stew) Design/Make/Evaluate</p>	<p>Textiles unit (winter cushion) Design/Make/Evaluate</p>	<p>Structures unit (Reinforced Roman Fort) Design/Make/Evaluate</p>			<p>Mechanisms unit (robots) Design/Make/Evaluate</p>

	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	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.	Children will know how to build a more complex structure – reinforced Roman fort.			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
Art 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) Music		Writing music down	Singing To use their voices expressively and creatively by singing songs Link to play	Compose using your imagination	Lincolnshire Music Service Samba	
PE Get Set 4 PE: Lesson Plans and Schemes of Work PE	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 they use skills, strategies and tactics to outwit the opposition.	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	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 importance of being honest whilst playing to the rules.	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.	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	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 to persevere to

		linking sequences smoothly with actions that flow.			feedback using key terminology.	achieve their personal best. Pupils are also given opportunities to measure, time and record scores.
<p>PSHE</p> <p>PSHE and RSE scheme of work for primary pupils - Kapow Primary</p> <p>PSHE & RSE</p>	<p>Relationships</p> <p>Families and friendships-What makes a family; features of family life</p> <p>Safe relationships-Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Respecting ourselves and others</p> <p>Recognising respectful behaviour; the importance of self-respect; courters and being polite</p>		<p>Living in the wider world</p> <p>Belonging to a community- The values of rules and laws; rights, freedoms and responsibilities</p> <p>Media literacy and digital resilience- How the internet is used; assessing information online</p> <p>Money and work- Different jobs and skills; job stereotypes; setting personal goals</p>		<p>Health and wellbeing</p> <p>Physical health and mental wellbeing- Health choices and habits; what affects feelings; expressing feelings</p> <p>Growing and changing- Personal strengths and achievements; managing and reframing setbacks</p> <p>Keeping safe- Risks and hazards; safety in the local environment and unfamiliar places</p>	
<p>MFL</p> <p>Home (languageangels.com)</p> <p>MFL</p>	<p>I'm learning French (Early)</p> <p>France and French speaking countries, asking and saying how you feel, asking and saying your name, numbers and colours.</p> <p>Le premier Noel de Spot – Eric Hill</p>		<p>Animals (Early)</p> <p>Animal vocabulary article and noun. Je suis...I am a</p>		<p>I can (Early)</p> <p>Vocabulary for verbs Je peux.....I can</p>	
<p>Outdoor Learning</p> <p>Staff Team (Boston West) - Outdoor Learning - All Documents (sharepoint.com)</p>	<p>Outdoor Stone Age Day: Fire Safety. (AO 1.1, 1.2)</p> <p>Traditional campfire songs. (CO 1.1)</p> <p>Outdoor Cooking. (AO 3.1)</p> <p>Making charcoal (AO 5) and foraging natural materials for art (CO 4)</p> <p>Bulb planting (GCO 4.1)</p>	<p>Manipulate Willow (CO 6.1)</p>	<p>Outdoor Roman Day: A-frame tarpaulin shelter (AO 6.1)</p> <p>Fix rope ridgeline with half-hitch knot (AO 7.1/7.2)</p> <p>Create holes through wood – Woodland Jewellery (AO 9.1)</p>	<p>Combine mud and other ingredients (CO 5.2, 5.3, 5.4)</p> <p>Seed planting (GCO 5)</p> <p>Caretaking mindset. (GCO 1.1)</p>	<p>Looking after nature. (ITNO 1.1)</p> <p>Make a log pile. (ITNO 1.6)</p>	<p>Summer Flower Spotter (GCO 5.7)</p> <p>Outdoor Artist – Andy Goldsworthy (CO 3.2)</p> <p>Obstacle course. (AO 13)</p>
<p>Y3 Entitlement</p>	<p>Outdoor Stone Age Day</p>	<p>Trip to Flag Fen (link to history)</p> <p>DT day (sewing cushions)</p>	<p>Play performance for parents</p> <p>Outdoor Roman Day (Roman forts in PM)</p>	<p>Fieldwork trip to Hunstanton</p>	<p>Perform dance to parents (robots)</p>	<p>DT day (robots – link to science)</p> <p>Local History walk</p> <p>Sports Day</p>

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