

Avanti Gardens Primary School		Year 3 Progression			2020-2021	
Year	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics	The Romans	Lest we forget	Natural disasters (Pompeii)	Natural disasters	The Stone Age	The Stone Age
Avanti Values/British Values	Mutual respect	Mutual respect and tolerance	Rule of law	Individual liberty	Democracy	Recap all British Values
Lead texts	<ul style="list-style-type: none"> • Romans on the Rampage by Jeremy Strong • The Orchard Book Of Roman Myths by Geraldine McCaughrean & Emma Chichester Clark • So You Think You've Got It Bad: A Kid's Life in Ancient Rome by Chae Strathie & Marisa Morea • Empire's End - A Roman Story by Leila Rasheed 	<ul style="list-style-type: none"> • Where the Poppies Now Grow by Hilary Robinson and Martin Impey • The Little Hen and the Great War by Jennifer Beck & Robyn Belton • The Story of World War One by Richard Brassey • Vlad and the First World War by Kate Cunningham & Sam Cunningham (<i>links to book studied in Y2 Great Fire of London</i>) 	<ul style="list-style-type: none"> • Escape from Pompeii by Christina Balit • Earth Shattering Events by Sophie Williams & Robin Jacobs • The Pebble in my Pocket: A History of Our Earth by Meredith Hooper & Chris Coady • The Street Beneath My Feet by Charlotte Guillain & Yuval Zommer • This Little Pebble by Anna Claybourne & Sally Garland 	<ul style="list-style-type: none"> • Flood by Alvaro F Villa (wordless) • Flood by Jackie French • Somerset Tsunami by Emma Caroll (Y5/6 text but extracts may be useful and appropriate) 	<ul style="list-style-type: none"> • Stone Girl Bone Girl by Laurence Anholt • Stig of the Dump by Clive King (class reader) • Stone Age Boy by Satoshi Kitamura • Ug: Boy Genius of the Stone Age by Raymond Briggs • The Secrets of Stonehenge by Mick Manning & Brita Granström 	<ul style="list-style-type: none"> • Stig of the Dump by Clive King • The Stone Age: Hunters, Gatherers and Woolly Mammoths by Marcia Williams • Stone Age Tablet by Andrew Langley • The First Drawing by Mordicai Gerstein

Maths	Number Place Value Number Addition & Subtraction	Number Addition & Subtraction (cont) Number Multiplication and Division <i>Consolidation & Assessment of Autumn Term</i>	Number Fractions Measurement Money	Measurement Length & Perimeter Number Addition & Subtraction (Recap) Statistics <i>Consolidation & Assessment of Spring Term</i>	Number Multiplication & Division Geometry Properties of Shape Number Addition & Subtraction Recap	Measurement Time Measurement Mass, Capacity & Temperature <i>Consolidation & Assessment of Summer Term</i>
Science	Topic: Light Pupils are taught to: Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.	Topic: Animals, including humans Pupils are taught to: 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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Topic: Rocks Pupils are taught compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter.	Topic: Forces and Magnets Pupils are taught to compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.	Topic: Animals including humans (continued) Pupils are taught to: 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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Topic: Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 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. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

				Describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.		
History	Exploring the Roman Empire and its impact on Britain. Children learn to understand the historical impacts of the past and how they affect, and continue to affect, their lives today including in their local communities. Children will learn about the Roman Baths in nearby Bath as a local area of study.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Children understand the sacrifices made by others for them to have peace today. They think about how hate can separate people and be dangerous to us all. Pupils will learn about local War Veterans and learn their account of the Great War.			A Local History Study Changes in Britain from the Stone Age to the Iron Age Children learn to understand the historical impacts of the past and how they affect, and continue to affect, their lives today.	A Local History Study Changes in Britain from the Stone Age to the Iron Age (continued) Children will learn to study artefacts and analyse how these are the basis for tools that we use today. Children will learn how tools have changed over time and how our lifestyles have changed.
Geography			Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.			
PSHE	Jigsaw Piece 1:	Jigsaw Piece 2:	Jigsaw Piece 3:	Jigsaw Piece 4:	Jigsaw Piece 5:	Jigsaw Piece 6:

	Being me in my world	Celebrating differences	Dreams and Goals	Healthy me	Relationships	Special people
PE & Yoga	Games - Football Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	Games - Netball Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	Dance Perform dances using a range of movement pattern.	Gymnastics Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Athletics Use running, jumping, throwing and catching in isolation and in combination · compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Games Cricket Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
Music	Understand how music was important in the Roman era. Develop an understanding of the history of music.	Learn and recite famous songs from the world war Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Develop understanding of musical notation Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Creating a composition linked to flooding Improvise and compose music for a range of purposes using the inter-related dimensions of music.	We will rock you! Listen with attention to detail and recall sounds with increasing aural memory.	Create and perform rock songs Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

<p>Religious Education (Bristol SACRE)</p> <p>We follow: Awareness Mystery Value (locally agreed syllabus for Bristol)</p>	<p>What is important to me? Unit 1 AMV</p>	<p>What can we learn from the life and teaching of Jesus? Unit 2 AMV</p>	<p>What does it mean to belong to a religion? Unit 4 AMV</p>	<p>How do people express their beliefs, identity and experience? How should we live and who can inspire us? Unit 7 & 9</p>	<p>What does it mean to belong to a religion – Hinduism Unit 10</p>	<p>What does it mean to belong to a religion – Judaism Unit 12</p>
<p>Computing</p>	<p>Coding To know that object, action, output, control and event lead to the creation of a programme</p>	<p>Online Safety To understand that user accounts must remain private and learning that not all information on internet is accurate/true.</p>	<p>Spreadsheets To understand how a table of data can be used to create a variety of charts Touch Typing <ul style="list-style-type: none"> • to begin learning the basic techniques of touch typing </p>	<p>Spreadsheets To understand how a table of data can be used to create a variety of charts Touch Typing <ul style="list-style-type: none"> • to begin learning the basic techniques of touch typing </p>	<p>Branching databases Continuing learning from decision tree to classifying information more accurately.</p>	<p>Simulations To understand what simulations and why they are used in computing Graphing To know how to present data using technology to produce a graphical format</p>
<p>Design Technology Design Make Evaluate Technical knowledge</p>	<p>Linking to architecture and maths make nets into packaging.</p>		<p>To make an erupting volcano based on pneumatic mechanisms.</p>		<p>To make a pulley system to move large objects as though they were from the Stone Age.</p>	<p>To continue with Summer 1 project.</p>

