

Knavesmire Primary School

Big Idea Planning Overview 2023 - 2024

Year Group: 3			Teachers: Mr Tiffany & Mrs Spencer			
Big Idea Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Book Study The Great Paper Caper What was life like in The Stone Age/Iron Age?	What Lies Beneath?	The Ancient Egyptians	Play Mary Poppins	The Human Body.	Global Big Idea Around the world in 30 days/Explorers..

Coverage/ Host subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X
Science	X	X	X	X	X	X
Computing	X	X		X	X	X
Geography	X	X	X			X
History	X	X	X	X		X
Art & Design	X	X	X	X	X	X
D&T	X	X		X	X	
Music	X	X	X	X	X	X
PE	X	X	X	X	X	X
Global / Languages						X
PSHE/RSHE	X	X	X	X	X	X
RE		X		X		

English Writing Genres	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	✓		✓	✓		✓
Poetry		✓				
Instructions			✓		✓	
Explanations					✓	
Non-Chron' Reports	✓			✓	✓	
Recounts		✓				✓
Discussion				✓		
Persuasion		✓				
Dictionary	✓	✓	✓	✓	✓	✓
Labels, lists and captions	✓		✓		✓	

Please see the English section of our website for more information about how we teach this subject:
<https://www.knavesmireprimary.co.uk/about-us/our-curriculum/english>

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Cross – Curricular links where applicable	Measurement				Statistics	

Please see the Mathematics section of our website for more information about how we teach this subject:
<https://www.knavesmireprimary.co.uk/about-us/our-curriculum/mathematics>

In addition, please see our Long Term/Medium Term Planning:
[Medium Term Plan - Year 3 White Rose Scheme](#)

Year 3 Science Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working Scientifically	✓	✓	✓	✓	✓	✓
Plants	1					
Animals, including Humans		2			2	
Rocks	3	3				

Please see the YEAR 3 section in [Science Knowledge Sequencing at Knavesmire](#) for detailed objectives.

Year 3 Computing Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
e-Safety	1,2	1,2	1,2	1,2	1,2	1,2
Programming			3,4		3,4	3,4
Digital Literacy	5,6	5,6	5	5	5,6	5
Technology in our lives	7,8	8	8	8	8	8

Please see the Year 3 section in [Computing Knowledge Sequencing at Knavesmire Primary](#) for detailed objectives.

#

Year 3 Geography Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Location Knowledge	1	2				1
Place Knowledge						3
Human and Physical Geography						4
Geographical Skills and Fieldwork						5,6

Please see the Year 3 section in [Geography Knowledge Sequencing at Knavesmire](#) for detailed objectives.

Year 3 History Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chronological Understanding	1, 2		1, 2	1		
Application of Knowledge	3, 4		3			
Historical Enquiry	5	6	6			

Please see the Year 3 section in [History Knowledge Sequencing at Knavesmire](#) for detailed objectives.

Year 3 Art & Design Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drawing	1					1
Textiles/ Collage		2	2			
Printing		3				
Painting	4		4			
Sculpture (3D form)	5	5	5			
Digital Media			6	6	6	

Please see the Year 3 section in [Art & Design Knowledge Sequencing at Knavesmire](#) for detailed objectives.

Year 3 Design & Technology Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cooking & Nutrition					A	
Materials	B	B		B		
Design	1	1		1	1	
Make	2	2		2	2	
Evaluate	3	3		3	3	
Technical Knowledge					4	

Please see the YEAR 3 section in [Design and Technology Knowledge Sequencing at Knavesmire](#) for detailed objectives.

Year 3 Music Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Memory and Movement	Wind Music	Brass Music	String Music	String Music	South American Music	South American Music
Singing and pitch	Soh, me, doh, la, fa intervals	Soh, me, doh, la, fa intervals	Soh, me, doh, la, fa, re intervals	Soh, me, doh, la, fa, re intervals	Soh, me, doh, la, fa, re intervals	Soh, me, doh, la, fa, re intervals
Rhythm and Pulse	Creating pulse tapping page,	Creating rhythm tapping page,	Creating rhythm and pulse tapping page.	Ostinato,	Ostinato,	Ostinato,
Notation	Recorders, introduce the stave and use dot notation to show higher or lower pitch, introduce and understand the difference between crotchets and paired quavers	Recorders, introduce the stave and use dot notation to show higher or lower pitch, understand the difference between crotchets and paired quavers	Ukuleles, Sticks and Songs scheme, understand the difference between crotchets and paired quavers	Ukuleles, Sticks and Songs scheme, understand the difference between crotchets and paired quavers	Samba /Djembe, understand the difference between crotchets and paired quavers	Samba /Djembe, understand the difference between crotchets and paired quavers
Performing						
Composing and Improvising						

Please see the **YEAR 3** section in [Music Knowledge Sequencing at Knavesmire](#) for detailed objectives.

Year 3 PE Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dance			3, 4			
Net Games				5		
Striking/ Fielding	5	5		5	1,5	5
Invasion	1	1				
Gymnastics			4, 2			
Athletics						1,2
Swimming	6	6	6	6	6	6

Please see the Year 3 section in [PE Knowledge Sequencing at Knavesmire](#) for detailed objectives.

Year 3 Global/ Languages Activities	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Cross – Curricular links where applicable						✓

Please see the Year 3 section in [Modern Foreign Languages Knowledge Sequencing at Knavesmire](#) for detailed objectives.

Year 3 PSHE/ RSHE Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Safety online	✓					
Celebrating achievements and being resilient		✓				
Being part of a community			✓			
Exercise					✓	
Stereotypes				✓		
What I like						✓

Please see the PSHE & RSHE section of our website for more information about how we teach this subject:
<https://www.knavesmireprimary.co.uk/about-us/our-curriculum/pshe-rshe>

In addition, please see our Knowledge sequencing lead by our My Life Scheme:
[Year 3 Knowledge](#)

Year 3 RE Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christianity Question(s)		✓				
Islam Question(s)				✓		
Wider World Religions Question(s)		✓				
Describe and make connections between different features of the religions and world views they study. Discover more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.		A		A		
Observe and understand varied examples of religions and world views. Explain, with reasons, their meanings and significance to individuals and communities.		B		B		
Discuss and present thoughtfully their own and others' view on challenging questions about belonging, meaning, purpose and truth. Apply ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.		C		C		

Please see the Year 3 section in [RE Knowledge Sequencing at Knavesmire](#) for detailed objectives.

