

Class 3 Yearly Overview 2024/2025

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|---|---|---|--|---|
| Science | Classifying big and small | Light and reflection | Evolution and inheritance | Circuits, batteries and switches | Circulation and health | |
| History | What does the census tell us about our local area? | | What did the Greeks ever do for us? | | Unheard Histories | |
| Geography | | Why do populations change? | | Why do oceans matter? | | Can I carry out an independent fieldwork enquiry? |
| MFL-French | French transport | Christmas link | In my French house | French music celebrations | Verbs in a week | Visiting a town in France |
| PSHE | Families/Relationships | Health and wellbeing | Economic wellbeing | Citizenship | Safety and changing body | Identity (Y6) Transition |
| Computing | Coding | Online Safety | Spreadsheets | Blogging | Text adventures | Networks |
| Art | | Sculpture and 3D-Interactive installations | | Craft and design-Photo opportunity | | Sculpture and 3D-Making memories |
| DT | Textiles-Waistcoats | | Structure-Playgrounds | | Digital world-Navigating the world | |
| Music | South and West Africa | | Composition to represent the festival of colour (Holi) | Looping and remixing | Musical theatre | Theme and variation-Theme-Pop Art |
| PE | Football and Hockey | Yoga and Dance | Gymnastics and Swimming | Netball and Tag Rugby | Tennis and Athletics | OAA and Rounders |
| RE | Creation or Science? Conflicting or complementary? | How do people from religious and non-religious communities celebrate key festivals? | What do religious and non-religious world views teach about caring for the Earth? | What did Jesus do to save human beings? | What does it mean to be Muslim in Britain today? | |