

## Year 3 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Key question:	<p><u>How can Usain Bolt move so quickly?</u></p> <p><u>Why do so many people go to the Mediterranean for their holiday?</u></p>	<p><u>Who first live in Britain?</u></p>	<p><u>What do rocks tell us about how the earth was formed?</u></p> <p><u>What makes the Earth angry?</u></p>	<p><u>How far can you throw your shadow?</u></p> <p><u>Has Greece always been in the news?</u></p>	<p><u>How did the blossom become an apple?</u></p>	<p><u>Are you attractive enough?</u></p> <p><u>Do you think Titus Salt was a hero or a villain?</u></p>						
Babcock English Text	Mirror Fantastically Great Women who changed the World	Monster Slayer How Santa really works	Beyond the Stars The Whistling Monster	Story Path Gregory Cool	I don't Believe it Fair's Fair	Until I met Dudley						
Cross curricular English	Matchbox Diary The Body – Moving up with Science	Stig of The Dump Stone Age Boy	Greek Myths Performance Poetry – M Rosen	Storms and Volcanoes Ottoline and the Yellow Cat	A Childs garden Poems	Orion and the Dark From a Railway Carriage						
White Rose Maths	Place Value	Addition and Subtraction	Multiplication and Division	Measurement Length and perimeter	Fractions	Consolidation	Measurement: Money	Statistics	Fractions	Measurement: Time	Geometry: Properties of Shape	Measurement: Mass and capacity
Cross curricular Maths	Place value 2 – 3 digits numbers in dates Ordering dates on a time line Measuring and recording time and distance	Time line – how long ago Calculating duration of events	Measuring length Measuring -Time	Pricing Currency Measuring – length Measuring -Time Fractions - picnic	Temperatures Negative numbers Rationing food - fractions	Geometry Recording distance - statistics						
Science	<p>Nutrition and Health</p> <p>Learn the importance of nutrition and a Balance diet How nutrients – water and oxygen are transported within the body How to describe the skeletal and muscular system of a human and its purpose</p>	<p>Use observation and knowledge to answer scientific questions Make a prediction with a reason Draw conclusions and suggest improvements</p>	<p>Rock and soils Compare and group together different kinds of rocks on bases of appearance and simple physical properties Describe in simple terms how fossils are formed Recognise that soils are made from rock and organic matter</p>	<p>Light and Shadow Describe what dark is How light is need in order to see Explain that light is reflected from a surface Explore and demonstrate how a shadow is formed</p>	<p>Plants To identify and describe the functions of different parts of flowering plants and trees What do plants need in order to grow and survive Investigate how water is transported into plants Explore the importance of flowers in the life cycle.</p>	<p>Forces To explore and describe how objects move on different surfaces How some forces require contact How magnets attract and repel Describe how magnets work Predict whether objects will attract or repel.</p>						

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<p>History/Geography</p>	<p>Looking at similarities and difference between the UK and the areas in the Mediterranean            Geographical Knowledge            Can they name a number of countries in the Northern Hemisphere?  <ul style="list-style-type: none"> <li>• Can they locate and name some of the world's most famous volcanoes?</li> <li>• Can they name and locate some well-known European countries?</li> <li>• Can they name and locate the capital cities of neighbouring European countries?</li> <li>• Are they aware of different weather in different parts of the world, especially Europe?</li> </ul>           Human Geography            Can they confidently describe human features in a locality?  <ul style="list-style-type: none"> <li>• Can they explain why a locality has certain human features?</li> <li>• Can they explain why a place is like it is?</li> <li>• Can they explain people living in the would be different</li> </ul> </p>	<p>Britain's settlement by Anglo-Saxons:            Anglo-Saxon invasions, settlements and kingdoms:            place names and village life  <ul style="list-style-type: none"> <li>• Anglo-Saxon art and culture</li> </ul>           The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include:  <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul> </p>	<p>Physical Geography            Can they describe how volcanoes are created?  <ul style="list-style-type: none"> <li>• Can they describe how earthquakes are created?</li> <li>• Can they confidently describe physical features in a locality?</li> </ul>           Geographical Knowledge            Can they locate and name some of the world's most famous volcanoes?</p>	<p>History about Ancient Greece.            Children will learn about Greek life and their achievements and influence in the western World.            A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 For example:  <ul style="list-style-type: none"> <li>• the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> </ul> </p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066            For example:</p> <ul style="list-style-type: none"> <li>• changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</li> </ul> <p>Geographical Enquiry</p> <p>Can they identify key features of a locality by using a map?</p> <ul style="list-style-type: none"> <li>• Can they begin to use 4 figure grid references?</li> <li>• Can they accurately plot NSEW on a map?</li> <li>• Can they use some basic OS map symbols?</li> <li>• Can they make accurate measurement of distances within 100Km</li> </ul>	
<p>Computing</p>	<p>Algorithms and Programs            Can they experiment with variables to control models?  <ul style="list-style-type: none"> <li>• Can they use 90 degree and 45 degree turns?</li> </ul> </p>	<p>Data Bases            Can they input data into a prepared database?  <ul style="list-style-type: none"> <li>• Can they sort and search a database to answer simple questions?</li> </ul> </p>	<p>Data Retrieving and Organising            Can they review images on a camera and delete unwanted images?</p>	<p>Presentation            Can they create a presentation that moves from slide to slide and is aimed at a specific audience?</p>	<p>Communication  <ul style="list-style-type: none"> <li>• Can they use the email address book?</li> <li>• Can they open and send an attachment?</li> </ul> </p>	<p>Using the Internet            Can they find relevant information by browsing a menu.  <ul style="list-style-type: none"> <li>• Can they search for an image, then copy and</li> </ul> </p>

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	<ul style="list-style-type: none"> <li>• Can they give an on-screen robot directional instructions?</li> <li>• Can they draw a square, rectangle and other regular shapes on screen, using commands?</li> <li>• Can they write more complex programs?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a branching database?</li> </ul>	<ul style="list-style-type: none"> <li>• Have they experienced downloading images from a camera into files on the computer?</li> <li>• Can they use photo editing software to crop photos and add effects?</li> <li>• Can they manipulate sound when using simple recording story boarding?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they combine text, images and sounds and show awareness of audience?</li> <li>• Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?</li> </ul>		<p>paste it into a document? • Can they use 'Save picture as' to save an image to the computer?</p> <ul style="list-style-type: none"> <li>• Can they copy and paste text into a document?</li> <li>• Do they begin to use note making skills to decide what text to copy?</li> </ul>
E- Safety	<p>Knowledge &amp; understanding • Do they understand the need for rules to keep them safe when exchanging learning and ideas online? • Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? • Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? • Can they use strategies to verify information, e.g. crosschecking? • Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? • Do they understand that copyright exists on most digital images, video and recorded music? • Do they understand the need to keep personal information and passwords private? • Do they understand that if they make personal information available online it may be seen and used by others? • Do they know how to respond if asked for personal information or feel unsafe about content of a message? • Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? • Do they know how to report an incident of cyber bullying? • Do they know the difference between online communication tools used in school and those used at home? • Do they understand the need to develop an alias for some public online use? • Do they understand that the outcome of internet searches at home may be different than at school?</p> <p>Skills • Do they follow the school's safer internet rules? • Do they recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in ways which are unique and new? • Can they begin to identify when emails should not be opened and when an attachment may not be safe? • Can they explain how to use email safely? • Can they use different search engines?</p>					
PSHE	<p style="text-align: center;"><b>WE'RE ALL STARS</b></p> <ul style="list-style-type: none"> <li>• Community</li> <li>• Rights and responsibilities</li> <li>• Environmental awareness and sustainability issues</li> <li>• Getting to know each other</li> </ul>	<p style="text-align: center;"><b>BE FRIENDLY BE WISE!</b></p> <ul style="list-style-type: none"> <li>• Making and sustaining friendships</li> <li>• Conflict resolution</li> <li>• Keeping safe at home</li> </ul>	<p style="text-align: center;"><b>JOINING IN AND JOINING UP</b></p> <ul style="list-style-type: none"> <li>• Needs and responsibilities</li> <li>• Participation</li> <li>• Local democracy</li> <li>• Voluntary groups</li> <li>• Fund raising</li> </ul>	<p style="text-align: center;"><b>DARING TO BE DIFFERENT?</b></p> <ul style="list-style-type: none"> <li>• Identity and self-esteem</li> <li>• Difference and diversity</li> <li>• Peer influence and assertiveness</li> </ul>	<p style="text-align: center;"><b>DEAR DIARY</b></p> <ul style="list-style-type: none"> <li>• Comfortable and uncomfortable feelings</li> <li>• Problems in relationships</li> <li>• Anti – bullying</li> <li>• Help and support</li> </ul>	<p style="text-align: center;"><b>LIVING LONG LIVING STRONG</b></p> <ul style="list-style-type: none"> <li>• SRE: Differences; Growing and caring for each other</li> <li>• Valuing difference</li> <li>• Healthy eating and exercise</li> </ul>
Art	<p>Drawing</p> <p>Can they show facial expressions in their drawings?</p> <ul style="list-style-type: none"> <li>• Can they use their sketches to produce a final piece of work?</li> <li>• Can they write an explanation of their sketch in notes?</li> <li>• Can they use different grades of pencil shade, to show different tones and texture?</li> </ul>	<p>Printing</p> <p>Can they make a printing block?</p> <ul style="list-style-type: none"> <li>• Can they make a 2 colour print?</li> </ul> <p>Cave Paintings</p>	<p>Collage</p> <p>Can they cut very accurately?</p> <ul style="list-style-type: none"> <li>• Can they overlap materials?</li> <li>• Can they experiment using different colours?</li> <li>• Can they use mosaic?</li> <li>• Can they use montage?</li> </ul> <p>Extreme Earth Art</p>	<p>Painting</p> <p>Can they predict with accuracy the colours that they mix?</p> <ul style="list-style-type: none"> <li>• Do they know where each of the primary and secondary colours sits on the colour wheel?</li> <li>• Can they create a background using a wash?</li> </ul>	<p>Sketch books</p> <p>Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> <ul style="list-style-type: none"> <li>• Can they make notes in their sketch books about techniques used by artists?</li> <li>• Can they suggest improvements to their</li> </ul>	<p>3D/ Textiles</p> <p>Can they add onto their work to create texture and shape?</p> <ul style="list-style-type: none"> <li>• Can they work with life size materials?</li> <li>• Can they create pop-ups?</li> <li>• Can they use more than one type of stitch?</li> <li>• Can they join fabric together to form a quilt using padding?</li> </ul>

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	Works of Picasso and Monet			<ul style="list-style-type: none"> <li>• Can they use a range of brushes to create different effects?</li> </ul>	work by keeping notes in their sketch books?	<ul style="list-style-type: none"> <li>• Can they use sewing to add detail to a piece of work?</li> <li>• Can they add texture to a piece of work</li> </ul>
	<p>Use of IT: Can they use the printed images they take with a digital camera and combine them with other media to produce art work? • Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? • Can they use the web to research an artist or style of art?</p> <p>Knowledge: Can they compare the work of different artists? • Can they explore work from other cultures? • Can they explore work from other periods of time? • Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</p>					
DT	Can I design and make a Mediterranean meal?	Can I design and make a model stone age village?	Can I make an erupting volcano model?	Can I make clay pot?	Can I make a working model? [Lighthouse Keepers lunch]	Can I make a textile alpaca?
	<p>Can they choose the right ingredients for a product?</p> <ul style="list-style-type: none"> <li>• Can they use equipment safely?</li> <li>• Can they make sure that their product looks attractive?</li> <li>• Can they describe how their combined ingredients come together?</li> <li>• Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?</li> </ul>	<p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> <li>• Do they use the most appropriate materials?</li> <li>• Can they work accurately to make cuts and holes?</li> <li>• Can they join materials?</li> </ul>	<p>Mouldable materials</p> <ul style="list-style-type: none"> <li>• Do they select the most appropriate materials?</li> <li>• Can they use a range of techniques to shape and mould?</li> <li>• Do they use finishing techniques?</li> </ul>		<p>Electrical and mechanical components</p> <ul style="list-style-type: none"> <li>• Do they select the most appropriate tools and techniques to use for a given task?</li> <li>• Can they make a product which uses both electrical and mechanical components?</li> <li>• Can they use a simple circuit?</li> <li>• Can they use a number of components?</li> </ul>	<p>Textiles</p> <ul style="list-style-type: none"> <li>• Can they join textiles of different types in different ways?</li> <li>• Can they choose textiles both for their appearance and also qualities?</li> </ul>
MFL	Days, months Numbers Asking and saying birthdays		Talking about fruits and snacks Using adjectives to describe snacks		Parts of face and body Zoo animals Describe a monster Using adjectives to describe animals	
	<p>Listening and responding Writing • Do they understand short passages made up of familiar language? • Do they understand instructions, messages and dialogues within short passages? • Can they identify and note the main points and give a personal response on a passage?</p> <p>Reading and responding Can they read and understand short texts using familiar language? • Can they identify and note the main points and give a personal response? • Can they read independently? • Can they use a bilingual dictionary or glossary to look up new words?</p> <p>Speaking Can they have a short conversation where they are saying 2-3 things? • Can they use short phrases to give a personal response?</p>					
Music (Charanga)	Let Your Spirit Fly	Glockenspiel Stage	I Wanna Play in the Band	The Dragon Song	Bringing us Together	Reflect, Rewind ,Replay
	<p><u>Performing</u> • Do they sing in tune with expression? • Do they control their voice when singing? • Can they play clear notes on instruments ?</p> <p><u>Composing</u> • Can they use different elements in their composition? • Can they create repeated patterns with different instruments? • Can they compose melodies and songs? • Can they create accompaniments for tunes? • Can they combine different sounds to create a specific mood or feeling ?</p> <p><u>Appraising</u> Can they improve their work; explaining how it has improved? • Can they use musical words (the elements of music) to describe a piece of music and compositions? • Can they use musical words to describe what they like and dislike? • Can they recognise the work of at least one famous composer?</p>					

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RE	What do Christians learn from the Creation story? What is it like for someone to follow God?		How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want?	How and why do people try and make the world a better place?
PE	<p>Dance</p> <p>Do they improvise freely, translating ideas from a stimulus into movement?</p> <ul style="list-style-type: none"> <li>• Can they create dance phrases that communicate ideas?</li> <li>• Do they share and create phrases with a partner and in small groups?</li> <li>• Can they repeat, remember and perform these phrases in a dance?</li> <li>• Do they use dynamic, rhythmic and expressive qualities clearly and with control?</li> <li>• Do they understand the importance of warming-up and cooling-down?</li> <li>• Do they recognise and talk about the movements used and the expressive qualities of dance?</li> <li>• Can they suggest improvements to their own and other people's dances?</li> </ul>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>• Can they use a greater number of their own ideas for movement in response to a task?</li> <li>• Can they adapt sequences to suit different types of apparatus and their partner's ability?</li> <li>• Can they explain how strength and suppleness affect performances?</li> <li>• Can they compare and contrast gymnastic sequences, commenting on similarities and differences</li> </ul>	<p>Games</p> <p>Can they run at fast, medium and slow speeds, changing speed and direction?</p> <ul style="list-style-type: none"> <li>• Can they link running and jumping activities with some fluency, control and consistency?</li> <li>• Can they make up and repeat a short sequence of linked jumps?</li> <li>• Can they take part in a relay activity, remembering when to run and what to do?</li> <li>• Do they throw a variety of objects, changing their action for accuracy and distance?</li> </ul>	<p>Athletics</p> <p>Can they run at fast, medium and slow speeds, changing speed and direction?</p> <ul style="list-style-type: none"> <li>• Can they link running and jumping activities with some fluency, control and consistency?</li> <li>• Can they make up and repeat a short sequence of linked jumps?</li> <li>• Can they take part in a relay activity, remembering when to run and what to do?</li> <li>• Do they throw a variety of objects, changing their action for accuracy and distance?</li> </ul>	<p>Outdoor Education</p> <p>Can they follow a map in a familiar context?</p> <ul style="list-style-type: none"> <li>• Can they move from one location to another following a map?</li> <li>• Can they use clues to follow a route?</li> <li>• Can they follow a route safely?</li> </ul>	
<p><u>Swimming:</u></p> <p><u>Acquiring and developing skills</u> • • Can they select and use the most appropriate skills, actions or ideas? • Can they move and use actions with co-ordination and control?</p> <p><u>Evaluating and improving</u> • Can they explain how their work is similar and different from that of others? • With help, do they recognise how performances could be improved?</p> <p><u>Health and fitness</u> • Can they explain why it is important to warm-up and cool-down? • Can they identify some muscle groups used in gymnastic activities?</p>						
Global	Embedding Rights Respecting Action Plan.					
		Children in Need		Comic Relief World Book Day		
Outdoor Learning	Pond dipping Measuring distance Shelter building		Rock hunting Making a wormery	Investigating shadows Shadow pictures/clocks Making Woodland mythical creatures	Pond Dipping Local environment walk Planting seeds/ plants Map work Outdoor forces	
Curriculum Enrichment	Archaeological workshop	Christmas Production	Greek workshop day		?	

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