

Year 3 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Blue Planet		Walk like an Egyptian		Effervescent Earth	
DRIVE Values Determined to make myself and the world around me better Resilient in the setbacks I may face Innovative, creative and original in my thinking Value and understand others cultures and beliefs Empathic to be able to put myself in the shoes of others	D – A study into the impact of pollution on the earth and creating ways that we can prevent further damage to the earth.		E – Developing an awareness of countries that suffer with floods and famine and the effects of these. V – To learn about the importance of slaves in the creation of the pyramids and review the history and ethics surrounding this.		D and E – Creating innovative ways as a year group to fund raise for those countries/charities who have suffered from natural disasters	
Trips and Visits	Christmas Service at the Church Cinema trip		The Easter Story at the Church Ancient Egyptian Experience		Creswell Crags Visiting a Gurdwara	
Class Novels	Chosen in collaboration with children in individual classes – Reading for Pleasure WCR – The day I fell into a fairytale		Chosen in collaboration with children in individual classes – Reading for Pleasure WCR – The wild robot		Chosen in collaboration with children in individual classes – Reading for Pleasure WCR – Wolf Road	
English	Fiction Basics of forming sentences, word classes, SPaG focus. Quality Texts – The Tin Forest	Non – fiction Quality Texts – A Planet full of Plastic and You're Called What? Poetry – Performance Non-Fiction Fact file / Information text in Geography and Science	Fiction Quality Text – The Egyptian Cinderella Fiction – Marcy and the Riddle of the Sphinx	Non-fiction Quality Texts – The Scarab's Secret Fiction – Warning Tale Non-Fiction Letters Diary entry – History	Fiction Quality Texts – Stone Age Boy Fiction – How to wash a woolly mammoth Non-Fiction – Instructions Poetry – Historic Poems (On a grassy hill / I was born in the Stone Age/We will Rock you)	Non – fiction Quality Texts – Iron Man Text type – letters

Wider Curriculum	Non Chronological report - Geography (about Toton)		Diary Entry - History Ancient		Explanation text - Science (forces and magnets)	
Maths <i>(The length of these topics can depend on the amount of time it takes the children to master and may not be a true reflection in terms of timeline)</i>	Baseline assessments Place Value Addition and Subtraction Mental arithmetic Times Tables (Revisit 2, 5, 10 Teach 3,4)	Addition and Subtraction (carried Over) Multiplication and Division Assessment Week Mental arithmetic	Multiplication and Division Money Statistics Mental arithmetic	Length and Perimeter Fractions Mental arithmetic	Fractions Time Mental arithmetic	Properties of shape Mass and capacity Mental arithmetic
Science	Light & Shadows 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.	Animals including humans - skeletons of animals Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Animals including humans - diet/ health and nutrition 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	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.	Rocks & Soils 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.	Forces & Magnets 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 Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.

History			Ancient Egyptians <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	Stone Age <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 		
Geography	Locating and naming the UK and North and South Pole Countries and Cities in the UK <ul style="list-style-type: none"> <u>Name and locate</u> counties and <u>cities of the United Kingdom</u>, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time <u>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</u> (including day and night) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		Locating Egypt on a world map <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Use eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	Locate places where natural disasters occur <ul style="list-style-type: none"> <u>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</u> Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 		
Computing NCCE TEACH Computing	Connecting Computers	Stop-frame animation	Sequencing Sounds	Branching Databases	Desktop Publishing	Events & Actions in programs
PE	Invasion	Drumba	Dance Gymnastics	Net and Wall	Athletics	Striking and fielding
Life Skills / RSE	<ul style="list-style-type: none"> Ourselves, growing and changing- H29,H36 Healthy lifestyle - H3, H6,H7, H9 Mental Health - H15, H16.H19 Keeping safe - H39, H40, H41 Shared responsibilities - L4, L5 		<ul style="list-style-type: none"> Families and close positive relationships - R1 Friendships - R10, R17 Managing hurtful behaviour and bullying - R19 Communities - L6, L7 Computing-Media Literacy and digital resilience - L12 		<ul style="list-style-type: none"> Economic wellbeing: Aspirations, work and career - L25 Ourselves, growing and changing-recap H36 	

These topics can be cross-curricular with R.E. and P4C throughout the year: Respecting self and others – R32, R33, R34

Art and Design

Drawing

The Great Wave off Kanagawa by Hokusai
(pencils/charcoal)

- Experiment with different pencils (2B-HB) to show tone, texture.
- Encourage close observation of objects in both natural and man-made world.
- Observe and draw simple shapes.
- Draw positive and negative shapes (outline and shapes within it)
- Make initial sketches as preparation for other work.
- Developing accuracy in drawings of faces

Form

- Introduce children to sculptures and concept of aesthetics- Antony Gormley
- Develop understanding of adhesives and methods of construction.
- Plan, and develop ideas in sketchbook and then shape, form, model and construct from observation.

Sculptures -Gormley

Colour

- Extend exploring colour – mixing colours
- Create a colour wheel to show primary and secondary colours.
- Introduce different types of brushes for specific purpose.
- Apply colour using dotting, splashing to imitate an artist-eg Jackson Pollock
- Pointillism – George Seurat, Luce, Angrand)
- Control over coloured dots so shade and tone is evident (links to the work of Chuck Close who was influenced by Pointillism)

Pattern – ‘Usbourne Egyptian patterns to colour’ book

- Develop awareness of pattern in pictures, objects, natural world
- Use a variety of sources to make own pattern (rubblings)
- Use sketchbook to design own motif to repeat
- Make patterns on a range of surfaces – clay, dough, paper, fabric, chalk on playground
- Link to maths – symmetry and arrays. Create patterns ICT

Printing

- Use relief and impressed printing processes
- Relief printing process
- Record ideas, textures and patterns in sketch book
- Discuss own work and that of other artists; packaging/wrapping paper, wallpaper, Andy Warhol,
- Link to Pointillism
- Monoprinting
- simple monoprinting
- Explore colour mixing through overlapping colour prints deliberately

Texture

- Use smaller-eyed needles and finer threads.
- Use colours to express an idea in weaving – seasons, moods etc or create a picture.
- Use different materials (mixed media such as weaving with paper) – look at work of Linda Caverley and Ellen Jackson

Design and Technology

Make a moving diorama (using cams)
Design

Cooking – Egyptian Dishes
Cooking and Nutrition

Design and Make an iron man head with moving parts (linkages, levers and

	<p><i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i></p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><u>Make</u> <i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p> <p><u>Evaluate</u> <i>investigate and analyse a range of existing products</i> <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> <i>understand how key events and individuals in design and technology have helped shape the world</i></p> <p><u>Technical knowledge</u> <i>understand and use mechanical systems in their products [for example, gears, pulleys, <u>cams, levers and linkages</u>]</i></p>	<ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	<p>pneumatics)</p> <p><u>Design</u> <i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i></p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><u>Make</u> <i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p> <p><u>Evaluate</u> <i>investigate and analyse a range of existing products</i> <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> <i>understand how key events and individuals in design and technology have helped shape the world</i></p> <p><u>Technical knowledge</u> • <i>understand and use mechanical systems in their products [for example, gears, pulleys, <u>cams, levers and linkages</u>]</i></p>
RE	Christianity / Sikhism: Beliefs and questions	Worship and Sacred places Inspirational people from the past	Religion, family and community: prayer
Music	Creating compositions in response to an animation Developing singing technique	Ballads Pentatonic melodies and composition	Jazz Traditional instruments and improvisation

French	Intro to France Bonjour Je m'appelle	Numbers to 20	Body parts Numbers to 40 Money	Family	Months, Numbers to 31, Days	Classroom objects
P4C <i>(The stimulus can vary depending on relevant concepts within the class or year group, as well as what may be in the news currently).</i>	Thinking Skills	Thinking Skills	Introduction to P4C Thinking Skills	Introduction to P4C Thinking Skills	P4C Thinking Skills	P4C Thinking Skills