

Year 3 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>James and the Giant Peach</i>	<i>Adventurers and Explorers</i>	<i>Stone Age to Iron Age</i>	<i>Rainforests</i>	<i>Ancient Greece</i>	<i>Modern Greece</i>
<i>Literacy</i>	<p>Novel: James and the Giant peach.</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Imaginative description (Character / settings) - Retelling - Newspaper report - Diary entry 	<p>Novel: The Explorer</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Non-chronological report - Descriptive writing about Antarctica - Postcard - Setting description 	<p>Novel: Stone age boy / Stig of the Dump</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Narrative - Diary entries from Barney and Stig's perspective - Instruction writing: How to make a den - Writing own ending to Stone Age boy 	<p>Novel: The Explorer/The Great Kapok Tree</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Poetry - Persuasive letter to stop deforestation - Descriptive writing - Recount of trip to Tropical World 	<p>Novel: Greek myths</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Retelling of Theseus and the Minotaur - Character description - Creating own myth 	<p>Novel: Greek myths</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Non-chronological reports - Persuasive writing: travel brochures
<i>Mathematics</i>	<p>Number: place value Number: addition and subtraction</p> <p><i>See White Rose Material for objectives.</i></p>	<p>Number: Multiplication and division Measurement</p> <p><i>See White Rose Material for objectives.</i></p>	<p>Number: multiplication and division Measurement</p> <p><i>See White Rose Material for objectives.</i></p>	<p>Measurement Number: fractions Consolidation</p> <p><i>See White Rose Material for objectives.</i></p>	<p>Number: fractions Geometry: properties of shapes</p> <p><i>See White Rose Material for objectives.</i></p>	<p>Measurement Statistics Consolidation</p> <p><i>See White Rose Material for objectives.</i></p>
<i>Science</i>	<p>Forces: Magnets <i>Objectives:</i></p> <ul style="list-style-type: none"> • 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 	<p>Light <i>Objectives:</i></p> <ul style="list-style-type: none"> • 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 	<p>Rocks <i>Objectives:</i></p> <ul style="list-style-type: none"> • 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. 	<p>Plants <i>Objectives:</i></p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Water and warmth help seeds germinate • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow and the correct 	<p>Animals, including humans <i>Objectives:</i></p> <ul style="list-style-type: none"> • 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 	<p>Animals, including humans <i>Objectives:</i></p> <ul style="list-style-type: none"> • Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

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	<p>materials and not others</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Recognise that shadows are formed when the light from a light source is blocked by a solid object • Find patterns in the way that the sizes of shadows change. 		<p>temperature) and how they vary from plant to plant</p> <ul style="list-style-type: none"> • Investigate the way in which water is transported within plants. Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 		
<p>Art and Design</p>	<p>Skills linked to topic</p> <ul style="list-style-type: none"> - Watercolour - Sketching <p><i>Learning Objectives:</i></p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Replicate some of the techniques used by notable artists, artisans and designers. 	<p>Seascapes and industrial scenes</p> <p>Artist: L.S. Lowry</p> <ul style="list-style-type: none"> - Watercolour - Sketching <p><i>Learning Objectives:</i></p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Replicate some of the techniques used by 	<p>Stone Age Art</p> <ul style="list-style-type: none"> - Chalk - Wood painting - Charcoal <p><i>Learning objectives:</i></p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language • Annotate sketches to explain and elaborate ideas. 	<p>Plant Artwork</p> <p>Artist: Nixiwaka Yawanawa</p> <ul style="list-style-type: none"> - Pencils <p><i>Learning objectives:</i></p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Use different hardness of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. 	<p>Greek pots</p> <p><i>Learning objectives:</i></p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Use different hardness of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. 	<p>Greek sculpture Clay</p> <p><i>Learning objectives:</i></p> <ul style="list-style-type: none"> • Use clay and other mouldable materials. • Add materials to provide interesting detail. <p>Greek architecture</p> <p><i>Learning objectives:</i></p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress.

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		notable artists, artisans and designers.		<ul style="list-style-type: none"> Use hatching and cross hatching to show tone and texture. <p>Artist: Henri Matisse - Paper collage</p> <p><i>Learning Objectives:</i></p> <ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. Cut materials accurately and safely by selecting appropriate tools. 	<ul style="list-style-type: none"> Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> Explore ideas in a variety of ways. Comment on artworks using visual language Annotate sketches to explain and elaborate ideas.
<i>Computing</i>	<p>To communicate: To use word, powerpoint, paint, textease</p> <p><i>Objective: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</i></p>	<p>To communicate – To deepen knowledge of word, powerpoint and textease</p> <p><i>Objective: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</i></p>	<p>E-Safety/To connect (blogs) Internet Safety Day</p> <p><i>Objectives:</i> Contribute to logs that are moderated by teachers. Give examples of the risks posed by online communicators. Understand the term 'copyright' Understand how online services work.</p>	<p>To Code – scratch</p> <p><i>Objectives:</i> Set appearances of object and create sequences and changes. Create and edit sounds. Control when they are heard, their volume, duration and rests.</p>	<p>To code – Building on simple scratch skills. Use pro-bots to draw shapes.</p> <p><i>Objectives:</i> Control the shade of pens. Specify conditions to trigger events Use IF THEN conditions to control events or objects.</p>	<p>To Collect Data collection using textease and excel.</p> <p><i>Objective:</i> Devise and construct databases using applications designed for this purpose in areas across the curriculum.</p>
<i>Design and Technology</i>	<p>Make a peach pie/tart -Prepare ingredients hygienically using appropriate utensils.</p>	<p>Compass -Cut materials accurately and safely by using appropriate tools</p>	<p>Making a Stone Age stew -Prepare ingredients hygienically using appropriate utensils.</p>	<p>Lever Animals -Measure and mark out to the nearest millimetre. -Apply appropriate cutting and shaping techniques that</p>	<p>Design a labyrinth/parthenon Control and monitor models using software designed for</p>	<p>Make a Greek meal -Prepare ingredients hygienically using appropriate utensils.</p>

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	<p>-Measure ingredients to the nearest gram accurately</p> <p>-Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p>	<p>-Measure and mark out to the nearest millimetre.</p> <p>-Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>-Select appropriate joining techniques.</p>	<p>-Measure ingredients to the nearest gram accurately</p> <p>-Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p>	<p>include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>-Select appropriate joining techniques.</p> <p>-Strengthen materials using suitable techniques-</p> <p>-Refine work and techniques as work progresses, continually evaluating the product design.</p> <p>-Improve upon existing designs, giving reasons for choices.</p>	<p>this purpose</p>	<p>-Measure ingredients to the nearest gram accurately</p> <p>-Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p>
<p>Geography</p>	<p><u>Local Area study of Cookridge</u></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. 	<p><u>Adventures and Explorers</u></p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Name and locate countries and cities of the U.K., geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date time zones. <p>Locate world countries – focusing on Europe. Using</p>	<p><u>Stone Age to the Iron Age</u></p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. 	<p><u>Rainforests</u></p> <p>Learning objectives:</p> <ul style="list-style-type: none"> · Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. · Describe some of the characteristics of the geographical areas. · Ask and answer geographical questions about the physical and human characteristics of a location. · Explain own views about locations, giving reasons. · Describe geographical similarities and differences between countries. · Name and locate the earth's continents 	<p><u>Ancient and Modern Greece</u></p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Describe some of the characteristics of the geographical areas. • Describe geographical similarities and differences between countries. <p>Geography – Modern Greece.</p> <p>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 (compare difference now and then).</p>	

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		<p>maps (including the location of Russia). Concentrating on their environmental regions, key features and human characteristics, countries and major cities.</p>		<p>and equator, the topics of Cancer and Capricorn</p>	
<p>Continuous teaching of Geographical skills throughout LKS2 <i>To communicate geographically</i> <i>Describe key aspects of:</i></p> <ul style="list-style-type: none"> • <i>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</i> • <i>human geography, including: settlements and land use.</i> • <i>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the U.K. and the wider world.</i> 					
<p><i>History</i></p>	<p><u>The Industrial revolution</u></p> <p><i>A study over time tracing how several aspects of national history are reflected in the locality</i></p>	<p>· <u>Adventures and Explorers</u> <u>Learning objective:</u></p> <ul style="list-style-type: none"> · <i>Place events, artefacts and historical figures on a time line using dates.</i> · <i>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology</i> -<i>Understand the concept of change over time, representing this, along with evidence, on a timeline.</i> · <i>Use dates and terms to describe events</i> 	<p><u>Stone Age and Iron Age</u> <u>Learning objectives:</u></p> <ul style="list-style-type: none"> • <i>Use evidence to ask questions and find answers to questions about the past.</i> • <i>Give a broad overview of life in Britain from ancient until medieval times.</i> • <i>Compare some of the times studied with those of other areas of interest around the world.</i> • <i>Describe the social, ethnic, cultural or religious diversity of past society.</i> 		<p><u>Ancient and Modern Greece:</u></p> <p><i>Learning objectives:</i></p> <ul style="list-style-type: none"> • <i>Use evidence to ask questions and find answers to questions about the past.</i> • <i>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</i>
<p>Continuous teaching of Historical skills throughout LKS2</p> <p><i>To understand chronology</i></p> <ul style="list-style-type: none"> • <i>Place events, artefacts and historical figures on a time line using dates.</i> • <i>Understand the concept of change over time, representing this, along with evidence, on a time line.</i> • <i>Use dates and terms to describe events.</i> <p><i>To communicate historically</i></p> <ul style="list-style-type: none"> • <i>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology</i> • <i>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</i> 					

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<p>PSHE</p>	<p><u>Mental health and emotional wellbeing: Strengths and challenges</u></p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> about celebrating achievements and setting personal goals about dealing with put-downs about positive ways to deal with set-backs 	<p><u>Keeping safe and managing risk: Bullying – see it, say it, stop it</u></p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> to recognise bullying and how it can make people feel about different types of bullying and how to respond to incidents of bullying about what to do if they witness bullying 	<p><u>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</u></p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> about what influences people’s choices about spending and saving money how people can keep track of their money about the world of work 	<p><u>Identity, society and equality: Celebrating difference</u></p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> Pupils learn about valuing the similarities and differences between themselves and others Pupils learn about what is meant by community Pupils learn about belonging to groups 	<p><u>Drug, alcohol and tobacco education: Tobacco is a drug</u></p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> the definition of a drug and that drugs (including medicines) can be harmful to people about the effects and risks of smoking tobacco and second hand smoke about the help available for people to remain smoke free or stop smoking <p><i>Asthma lesson for Year 2, 3 or 4</i></p> <ul style="list-style-type: none"> that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use 	<p><u>Physical health and wellbeing: What helps me choose?</u></p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> about making healthy choices about food and drinks about how branding can affect what foods people choose to buy about keeping active and some of the challenges of this
<p>RE/Christian Value</p>	<p>Christian Value – Year A Respect Year B Thankfulness</p> <p>Understanding Christianity unit L.2.1 Creation/Fall Key question: What do Christians learn from the Creation story? Religion: Christianity</p>	<p>Christian Value – Year A Service Year B Friendship</p> <p>Syllabus thematic unit L2.9 Celebrations Key question: What are the deeper meanings of festivals? Religion: Christianity, Islam, Judaism</p>	<p>Christian value – Year A Perseverance Year B Trust</p> <p>Understanding Christianity unit L2.4 Gospel Key question: What kind of world did Jesus want? Religion: Christianity</p>	<p>Christian value – Year A Hope Year B Forgiveness</p> <p>Understanding Christianity unit L2.5 Salvation Key question: Who do Christians call the day Jesus ‘Good Friday’? Religion: Christianity</p>	<p>Christian Value – Year A Compassion Year B Peace</p> <p>Understanding Christianity unit L2.6 Kingdom of God Key question: When Jesus left, what next? Religion: Christianity</p>	<p>Christian value – Year A Truthfulness Year B Courage</p> <p>Syllabus thematic unit L2.7 Hinduism Key question: What does it mean to be a Hindu in Britain today? Religion: Hinduism</p>
<p>French</p>	<p>Phonetics</p> <p>Language Angels ‘I am learning French’ unit</p>	<p>Animals</p>	<p>Stone Age to Iron Age (Ancient Britain)</p>	<p>Seasons-Weather Easter</p>	<p>Fruit</p>	<p>Les Jeux Olympiques (Creative Topic Teaching)</p>