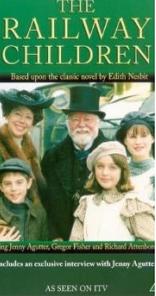
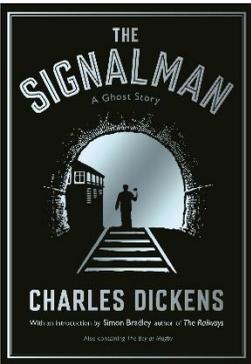
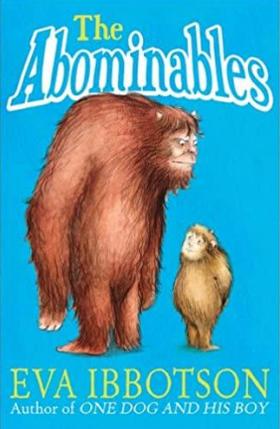
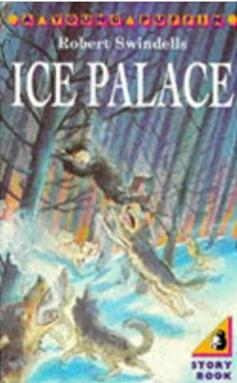
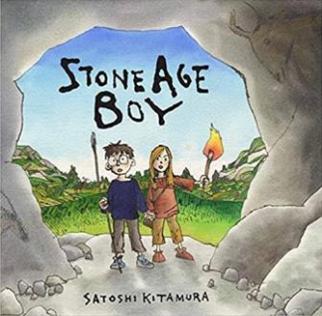
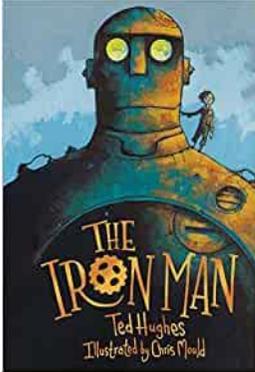
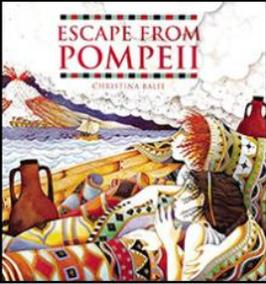
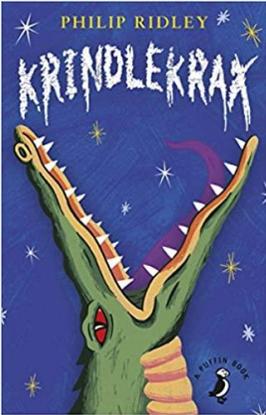
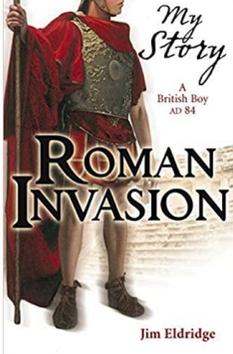
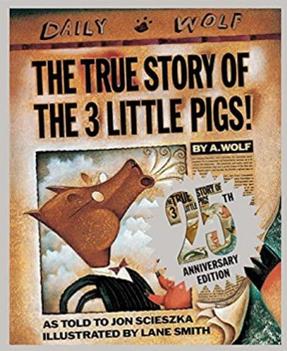
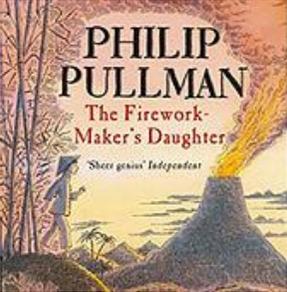


# Year 3 Curriculum Long Term Plan

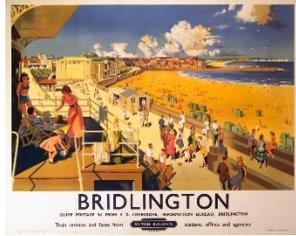
Whole School Theme	Home is where the heart is		Explorers		A Wild Adventure	
Year 3 Strand	Great Engineers	Misty Mountains	Through the ages	Tremors	I Claudius	Eastern Adventure
Engaging question	Where did the Railways come from?	In the bleak mid-winter	Who First Lived in Britain?	What Makes the Earth Angry?	What did the Roman's Do for us?	Why is there a huge wall in China?
Books and Visual Literacy resources of focus	 	 	 	 		 

<b>English</b>  <b>Writing Genres</b>	Horror narrative  Non-Chronological reports	Poetry week  Recounts  Non-Chronological reports  Calligrams  Explanations  Leaflets	Character profiles  Diary Writing  Instructions  Commands  Character descriptions	Recounts  Poetry  Historical narrative  Narrative using personification	Soliloquies  Historical Narrative  Play script  Instructions  Invitations  Menes Letters	Newspaper reports  Narrative
<b>Maths</b>	addition and subtraction, multiplication and division	addition and subtraction, multiplication and division	Multiplication and division, money, statistics,	statistics, length and perimeter, fractions	Fractions, Time	Properties of shape, mass and capacity
<b>Science</b>	<u>Forces and magnets</u>  To recognise movement using a push or a pull  - To compare how things, move on different surfaces  - To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance  - To observe how magnets, attract or repel each other and attract some materials and not others  - To compare and group materials based on magnetic properties	<u>Animals including humans</u>  To 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  - To identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<u>Light</u>  To recognise that they need light in order to see things and that dark is the absence of light  - To notice that light is reflected from surfaces  - To recognise that light from the sun can be dangerous and that there are ways to protect their eyes  - To recognise that shadows are formed when the light from a light source is blocked by an opaque object  - To find patterns in the way that the size of shadows change.	<u>Rocks</u>  To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  - To describe in simple terms how fossils are formed when things that have lived are trapped within rock  - To recognise that soils are made from rocks and organic matter.	<u>Plants - over a term to allow plant growth</u>  To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  To 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  - To investigate the way in which water is transported within plants  - To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	

	- To describe magnets as having two poles					
<b>Computing</b>	<p>Coding –</p> <p>To review coding vocabulary that relates to Object, Action, Output, Control and Event.</p> <p>- To design and write a program that simulates a physical system.</p> <p>- To create a program with an object that repeats actions indefinitely - To debug simple programs</p>	<p>Online Safety - To know what makes a safe password. Methods for keeping passwords safe.</p> <p>- To understand how the Internet can be used in effective communication.</p> <p>- To understand how a blog can be used to communicate with a wider audience.</p> <p>- To consider the truth of the content of websites.</p>	<p>Spread Sheets - To use the symbols more than, less than and equal to, to compare values.</p> <p>- To use spreadsheet program to collect data and produce a variety of graphs.</p> <p>Typing - Introduce typing terminology. –</p> <p>To understand the correct way to sit at the keyboard. -</p> <p>To practice typing with the</p>	<p>Email - To think about different methods of communication.</p> <p>- To open and respond to an email using an address book.</p> <p>- To learn how to use email safely.</p> <p>- To add an attachment to an email. To explore a simulated email scenario. Branching Database</p> <p>- To sort objects using just 'yes' or 'no' questions.</p> <p>- To complete a branching database.</p>	<p>Simulations - To consider what simulations are, explore a simulation and analyse and evaluate a simulation.</p>	<p>Graphing - To enter data into a graph and answer questions. To solve an investigation and present the results in graphic form</p>
<b>History</b>	<p><u>a local history studies</u></p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p><u>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p>Isambard Kingdom Brunel – Railways</p>	<p><u>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p>Mountain exploration</p>	<p><u>changes in Britain from the Stone Age to the Iron Age</u></p> <p>Ancient Sumer</p>	<p><u>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p>Pompeii</p>	<p><u>the Roman Empire and its impact on Britain</u></p>	<p><u>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:</u></p> <p>The Shang Dynasty of Ancient China</p>

<p><b>Geography</b></p>	<p><u>Geographical skills and fields work</u></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Locational Knowledge</u></p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p><u>Human and physical geography</u></p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><u>Locational Knowledge</u></p> <p>name and locate counties and cities of the United Kingdom, 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</p> <p><u>Geographical skills and field work</u></p> <p>use the 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</p>	<p><u>Human and physical geography</u></p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><u>Locational Knowledge</u></p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Place Knowledge</u></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, and a region within North or South America</p>	<p><u>Human and physical geography</u></p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
<p><b>Art</b></p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, about great artists, architects and designers in history.</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, about great artists, architects and designers in history.</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques,</p> <p><b>Stone age Art</b></p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques,</p> <p><b>Sculpture and photography</b></p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques,</p> <p><b>Roman Mosaic art</b></p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques,</p>

**Artist Focus - Railway poster art**



**Artist focus: Andy Goldsworthy - Art in nature**



about great artists, architects and designers in history.

**Chinese art**



**Design Technology**

Design, make and evaluate

Bridge challenge with a lifting mechanism

Design, make and evaluate

Insulation fashion show

Design, make and evaluate

draw string purses

To create a draw string purse by selecting from and using a wide range of materials and components according to their functional properties and aesthetic qualities.

Mechanical Systems

Create a popup book inspired by our English text.

Cooking and nutrition

Roman Feast

Design, make and evaluate

**Music Charanga Scheme**

Let your Spirit Fly

Glockenspiel Stage 1

Three Little Birds

The Dragon Song

Bringing Us Together

Reflect, Rewind and Replay

**PSHCE**

Rights and responsibilities`

Valuing differences

Being my best

Keeping safe

Growing and changing

Me and my relationships

<b>PE</b>	<i>Team Building</i>  <i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>Gymnastics</i>  <i>develop flexibility, strength, technique, control and balance</i>	<i>Tennis</i>  <i>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i>	<i>Rounders</i>  <i>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i>	<i>Dance</i>  <i>perform dances using a range of movement patterns</i>	<i>Athletics</i>  <i>use running, jumping, throwing and catching in isolation and in combination</i>
<b>RE</b>	<i>Unit L2.2 What is it like to follow God?</i>  <i>Core AND Digging Deeper</i>	<i>Unit L2.9 What are the deeper meanings of festivals?</i>  <i>Core</i>  <i>Picture cards</i>	<i>Unit L2.4 What kind of world did Jesus want?</i>  <i>Core AND Digging Deeper</i>	<i>Unit L2.5 Why do Christians call the day Jesus died Good Friday? Core AND Digging Deeper</i>	<i>L2.7 What does it mean to be a Hindu in Britain today?</i>  <i>Core AND Digging Deeper</i>	<i>Unit L2.10 How and why do believers show their commitments during the journey of life?</i>  <i>Core</i>  <i>Picture cards</i>
<b>Modern Foreign Languages</b>	<b>La Jolie Ronde - Spanish Scheme</b>					
<b>Educational Visits and Enrichments</b>	Trip to KVWR		Prehistoric workshop		Royal Armouries Roman workshop	