

Year 3 Long Term Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | <i>James and the Giant Peach</i> | <i>All Around the World</i> | <i>Stone Age to Iron Age</i> | <i>Rainforests</i> | <i>Ancient Greece</i> | <i>Food banks</i> |
| <i>Literacy</i> | <p>Novel: James and the Giant peach. Poem: Sing a Song of Yorkshire</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Narrative – retelling of part of story focussing on Character description - Newspaper report | <p>Novel: The Explorer Poem: 'Twas the night before Christmas</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Postcards and letters - Diary entry - Acrostic poem | <p>Novel: How to Wash a Woolly Mammoth – Michelle Robinson The Wild Way Home – Sophie Kirtley</p> <p>Poem: The Eagle – Alfred Lord Tennyson</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Instructions - Portal story | <p>Novel: Buddy's Rainforest Rescue – Ellie Jackson</p> <p>Poetry book – Wild World Angela McAllister</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Poetry - Explanation text – effect of deforestation | <p>Novel: Greek myths (Theseus and the Minotaur, Odysseus and the Cyclops, Perseus and the Gordon's head)</p> <p>Poem: Haiku poetry based around Greek Gods and Goddesses</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Narrative - writing own myth - Information text – create own mythical creature | <p>Novel: It's a No Money Day – Kate Milner The Great (Food) Bank Heist – Onjali Q. Rauf</p> <p>Poem: Golden Sun – Lenore Hetrick</p> <p>Key Genres:</p> <ul style="list-style-type: none"> - Narrative – Contemporary Story - Persuasive letter |
| <i>Mathematics (White Rose Maths scheme of work)</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</p> <p><i>See White Rose Material for objectives.</i></p> | <p>Number: fractions Time 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 | <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 | <p>Plants <i>Objectives:</i></p> <ul style="list-style-type: none"> • Identify and describe the functions 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 | <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. |

Year 3 Long Term Plan

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| | <p><i>and attract some materials and not others</i></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. | <ul style="list-style-type: none"> • Recognise that soils are made from rocks and organic matter. | <p><i>grow and the correct temperature) and how they vary from plant to plant</i></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><i>Art and Design</i></p> | <p><u>James and the giant peach</u></p> <p><u>Skills</u> Sketching Painting</p> <p><u>Artist</u> Arcimboldo – Colour/mood</p> | <p><u>Seascapes and industrial scenes</u></p> <p><u>Skills</u> Sketching Water colour painting</p> <p><u>Artist</u> L.S. Lowry</p> | <p><u>Stone Age Art</u></p> <p><u>Skills</u> Mark making Drawing Printing</p> <p><u>Artist</u> Andy Goldsworthy</p> | <p><u>Rainforests</u></p> <p><u>Skills</u> Painting Drawing Shading Collage</p> <p><u>Artists</u> Nixiwaka Yawanawa Henri Matisse</p> | <p><u>Greece</u></p> <p><u>Skills</u> Drawing Painting Sculpture</p> <p><u>Artist</u> Execias – Greek vases Pablo Picasso</p> | <p><u>Greece</u></p> <p><u>Skills</u> Digital Media – Brushes Redux / Tinkercad Architecture Shading</p> <p><u>Artist</u> Ictinus – Greek architect</p> |

Year 3 Long Term Plan

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| <p><i>Computing (Teach computing scheme of work)</i></p> | <p><u>Computing systems and networks – Connecting computers</u> <u>DOL: To connect</u></p> <ul style="list-style-type: none"> -To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To explore how digital devices can be connected -To recognise the physical components of a network | <p><u>Creating media - Stop-frame animation</u> <u>DOL: To communicate</u></p> <ul style="list-style-type: none"> -To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation -To identify the need to work consistently and carefully -To review and improve an animation -To evaluate the impact of adding other media to an animation | <p><u>Programming A - Sequencing sounds</u> <u>DOL: To code</u></p> <ul style="list-style-type: none"> -To explore a new programming environment -To identify that commands have an outcome -To explain that a program has a start -To recognise that a sequence of commands can have an order -To change the appearance of my project -To create a project from a task description | <p><u>Data and information – Branching databases</u> <u>DOL: To collect</u></p> <ul style="list-style-type: none"> -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To independently create an identification tool | <p><u>Creating media – Desktop publishing</u> <u>DOL: To communicate</u></p> <ul style="list-style-type: none"> -To recognise how text and images convey information -To recognise that text and layout can be edited -To choose appropriate page settings -To add content to a desktop publishing publication -To consider how different layouts can suit different purposes -To consider the benefits of desktop publishing | <p><u>Programming B - Events and actions in programs</u> <u>DOL: To code</u></p> <ul style="list-style-type: none"> -To explain how a sprite moves in an existing project -To create a program to move a sprite in four directions -To adapt a program to a new context -To develop my program by adding features -To identify and fix bugs in a program -To design and create a maze-based challenge |
| <p><i>Design and Technology (KAPOW scheme of work)</i></p> | <p><u>Cooking and Nutrition</u></p> <p>Eating seasonally – designing and making fruit skewers and a fruit crumble</p> | | <p><u>Textiles</u></p> <p>Making a cushion (sewing)</p> | <p><u>Mechanical systems</u></p> <p>Designing and making a rainforest animal pneumatic toy</p> | <p><u>Structures</u></p> <p>Designing and constructing a castle</p> | <p><u>Electronic systems</u></p> <p>Electronic charms</p> |
| <p><i>Geography</i></p> | <p><u>Autumn 2 – All Around the World</u></p> <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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | <p><u>Spring 2 – Rainforests</u></p> <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 • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts. Human geography, including: types of settlement and land use. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | <p><u>Summer 2 - Local Area Study</u></p> <ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and digital technologies. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom | |

Year 3 Long Term Plan

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| <p><i>History</i></p> | <p><u>The Industrial revolution</u></p> <p>A study over time tracing how several aspects of national history are reflected in the locality.</p> <p>Enquiry question: What was the impact of the industrial revolution in Leeds?</p> | | <p><u>Stone Age and Iron Age</u></p> <p>Changes in Britain from the Stone Age to the Iron Age. Enquiry question: How can historians argue that people were resourceful throughout the Stone Age to Iron Age period?</p> | | <p><u>Ancient Greece</u></p> <p>A study of Greek life and achievements and their influence on the western world</p> <p>Enquiry question: How did life differ for different social or economic groups throughout the Ancient Greek period?</p> | |
| <p>PSHE</p> <p><i>(You, Me, PSHE and MindMate schemes of work)</i></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"> • <i>about celebrating achievements and setting personal goals</i> • <i>about dealing with put-downs</i> • <i>about positive ways to deal with set-backs</i> | <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"> • <i>to recognise bullying and how it can make people feel</i> • <i>about different types of bullying and how to respond to incidents of bullying</i> • <i>about what to do if they witness bullying</i> | <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"> • <i>about what influences people’s choices about spending and saving money</i> • <i>how people can keep track of their money</i> • <i>about the world of work</i> | <p><u>Identity, society and equality: Celebrating difference</u></p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> • <i>Pupils learn about valuing the similarities and differences between themselves and others</i> • <i>Pupils learn about what is meant by community</i> • <i>Pupils learn about belonging to groups</i> | <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"> • <i>the definition of a drug and that drugs (including medicines) can be harmful to people</i> • <i>about the effects and risks of smoking tobacco and second hand smoke</i> • <i>about the help available for people to remain smoke free or stop smoking</i> <i>Asthma lesson for Year 2, 3 or 4</i> • <i>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</i> | <p><u>Physical health and wellbeing: What helps me choose?</u></p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> • <i>about making healthy choices about food and drinks</i> • <i>about how branding can affect what foods people choose to buy</i> • <i>about keeping active and some of the challenges of this</i> |
| <p>RE</p> <p><i>(Understanding Christianity and Syllabus thematic)</i></p> | <p>Christian Value – Year A Respect Year B Thankfulness</p> <p>Understanding Christianity unit L.2.1 Creation/Fall Key question:</p> | <p>Christian Value – Year A Service Year B Friendship</p> <p>Syllabus thematic unit L2.9 Celebrations</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?</p> | <p>Christian value – Year A Hope Year B Forgiveness</p> <p>Understanding Christianity unit L2.5 Salvation</p> | <p>Christian Value – Year A Compassion Year B Peace</p> <p>Syllabus thematic unit L2.7 Hinduism</p> | <p>Christian value – Year A Truthfulness Year B Courage</p> <p>Syllabus thematic unit L2.7 Hinduism</p> |

Year 3 Long Term Plan

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| <i>schemes of work)</i> | What do Christians learn from the Creation story? Religion: Christianity | Key question: What are the deeper meanings of festivals? Religion: Christians, Muslims, Jewish people, Hindus, Non-religious world views | Religion: Christianity | Key question: Who do Christians call the day Jesus 'Good Friday'? Religion: Christianity | Key question: What does it mean to be a Hindu in Britain today? Religion: Hinduism | Key question: What does it mean to be a Hindu in Britain today? Religion: Hinduism |
| <i>French (Language Angels scheme of work)</i> | Phonetics Lesson 1 'I am learning French' unit | Vegetables | Stone Age to Iron Age (Ancient Britain) | Presenting myself | Les Jeux Olympiques | My Family |