



Year 3 Long Term Plan

| Year 3 | Autumn | | Spring | | Summer | |
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| Topics | From Stone Age to Iron Age | | Let there be light | We will rock you | Look local | May the force be with you |
| Visits/Visitors | Herd Farm: Iron Age Experience Day | | RE: Ask a Christian/Muslim/Jew – Reverend visit Rocks and Fossils Workshop in school Pizza Express | | Local trip/ walk –Adel/Alwoodley woods and surrounding area Harlow Carr | |
| Literacy | Novels as a theme – Stig of the Dump Descriptive Writing Instructions | Non-Chronological Reports – Fact files about the Iron Age Diary writing – Stig of the Dump | Information texts – wolves / owls / Antarctica Quest /character and setting description – Ice Palace Playscripts – based on Ice Palace Letter – to parents to invite them to share work | | Non-chronological fact files Poetry – shape poems and nature theme Recount – trip Letter writing – local community PSHE link Instructions for making sweets/chocolate – Chocolate factory Biography – Roald Dahl | |
| Hook with a book | Stig of the dump – Clive King | | Ice Palace – Robert Swindells | | George’s Marvellous Medicine – Roald Dahl | Charlie and the Chocolate Factory – Roald Dahl |
| Mathematics | Maths No Problem Numbers to 1000 Addition and subtraction | Maths No Problem Multiplication and division | Maths No Problem Length Mass volume | Maths No Problem Money Time Pictures and graphs | Maths No Problem Fractions Angles | Maths No Problem Line and shape |

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| <p>Science (AT 1 covered throughout the year)</p> | <p>Animals, including humans (Neanderthal link)</p> <p>What impact does diet and nutrition have on our growth?</p> <p>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> | <p>Animals, including humans (Neanderthal link)</p> <p>Why do humans and animals have skeletons?</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | <p>Light - What is light? How are shadows formed?</p> <p>Biography – Albert Einstein On a Beam of Light, Jennifer Berne.</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows changes.</p> | <p>Rocks - particular focus on volcanoes</p> <p>What is a rock? Why do you get different rocks?</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter</p> | <p>Plants - How do plants grow?</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | <p>Forces - How do things move?</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> |

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| <p>RE</p> <p>Christianity Judaism</p> | <p>What does it mean to be a Jew?</p> <p>Re-tell some Jewish stories and consider their importance.</p> <p>Discover how Jews express their faith through rituals and actions.</p> | <p>What does it mean to be a Jew?</p> <p>Express ideas about the rituals and practices which demonstrate belonging to a community</p> <p>Christianity – Advent and Christmas</p> | <p>Who can inspire us?</p> <p>Describe and make links between different leaders (religious and non-religious), exploring similarities and differences.</p> <p>Explain how leaders teach through their personal qualities, actions and stories.</p> | <p>Who can inspire us? Continued</p> <p>Explain how leaders teach through their personal qualities, actions and stories.</p> <p>Christianity - Easter</p> | <p>How are beliefs expressed through the arts?</p> <p>Observe and respond thoughtfully to the ways beliefs are expressed through various art forms.</p> <p>Express their beliefs and values through creating a piece of art work.</p> | <p>What do Christians believe about a good life?</p> <p>Re-tell some well-known parables and teachings of Jesus and consider their meaning.</p> <p>Observe and consider how the Bible influences Christians in the way they live.</p> <p>Respond thoughtfully and express ideas about right and wrong.</p> |
| <p>History</p> | <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>What changes occurred in the prehistoric period? How was life different in the prehistoric period?</p> <p>This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> | | | | <p>A local history study of Alwoodley</p> <p>What features of our local areas are there? What is in my local area?</p> <p>A study over time tracing how several aspects of national history are reflected in the locality.</p> | |

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| Geography | <p>Human and physical geography strand: General UK Place knowledge</p> <p>Locating Iron Age settlements – focus on UK rivers</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>Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links.</p> | <p>Human and physical geography strand: general European knowledge</p> <p>Location knowledge</p> <p>Locating countries within Europe concentrating on their environmental regions, key physical and human characteristics and major cities.</p> | <p>Place knowledge strand: Italy European Region – Pompeii – Volcano focus</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in Italy.</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of volcanoes.</p> <p>Economic activity including trade links.</p> | <p>Study of local area – Alwoodley UK Region (Local Area)</p> <p>Understand geographical similarities and differences through the study of human and physical geography the local area: Alwoodley.</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers and water cycle.</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>Geographical skills and fieldwork.</p> | |

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| Geography (continued) | | | | | <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>Geographical skills and fieldwork.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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, plans and graphs, and digital technologies.</p> | |
| Art | COLLAGE/Paintings Cave Paintings/ collage pictures | | Sketching/Shading Light/Dark Effects – Silhouette paintings | 3D Use Tom Gates Doodles as a stimulus Project with JJ | CLAY- Leaf print reliefs Leaf Printing | Study of Yorkshire Artists – Barbara Hepworth Study artists that use natural materials |

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| <p>Technology</p> <p>Evaluating processes and products ongoing throughout the year</p> | <p>Den building – structures.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Stig of the Dump - recycled materials construction challenge.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Food - Iron Age Bannocks, design type of Bannock.</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> | <p>Shadow puppets - 2D shape to 3D product.</p> <p>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.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Food- Italian dishes</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> | <p>DT/Forces - toy using pushes pulls and levers (forces link) mechanisms.</p> <p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>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</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Food - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Children to grow own vegetables in school garden</p> |

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| Computing | Scratch – changing effects and animation Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | | Email and Office 365 Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. | Presentation and Documents Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | One Drive and One Note – collect and organise mixed media. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. | Revelation natural art – animated GIFs Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. |
| | Ongoing - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | | | | |
| Music | Charanga Music Scheme Let you spirit fly | Charanga Music Scheme Ho Ho Ho Christmas – Listening, performing | Charanga Music Scheme Glockenspiel Stage 2 Let There Be Light - Soundtracks to a fairytale Assorted percussion Focus: composition/pitch/performance | Charanga Music Scheme Benjamin Britten – There was a monkey We Will Rock You - Pompeii improvisa9on Focus: timbre | Charanga Music Scheme Reflect, Reward and Replay. May The Force Be With You - Star Wars Theme Listening/percussion | |

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| <p>MFL (Spanish La Jolie Ronde)</p> | <p>Numbers 0-20</p> <p>Si, no.</p> <p>Greetings, asking and saying how you are - Hola, Buenos dias, adios</p> <p>Que tal? Mui bien, bien , regular, mal Listen and respond to rhymes.</p> | <p>Classroom instructions. Hola! Escuchad, mired, sentaos, levantaos, repetid, veid aqui, silencio.</p> <p>Listen and follow simple commands.</p> <p>Ask for and give name. Como te llamas? Me llamo. Y tu? Senor, senhora, senorita.</p> <p>Christmas: Nativity characters and simple dialogue. Letter to 3 Kings. Spanish carols. Cultural differences affecting how Christmas is celebrated.</p> | <p>Revision of numbers 0-20</p> <p>Ask for and state age. Cuantos anos tienes? Tengo ocho anos.</p> <p>Colours - rojo, azul, blanco, negro, verde, Amarillo, naranja, rosa. Perform actions to Spanish songs.</p> | <p>Colours. Gris, marron, morado.</p> <p>Verbs -es (is) Connective y (and) Respond to questions. Short sentences using verb, adjective and connective.</p> <p>Easter Lessons.</p> <p>Vocabulary relating to spring - los corderos, las flores, los huevos, los pajaros.</p> <p>Weather conditions - hace sol, esta lloviendo. Spanish customs and traditions across Spain.</p> | <p>Names of fruit. Las naranjas, las peras, las ciruelas, las fresas, las manzanas, los tomates, los platanos.</p> <p>Food items el chocolate, el helado, las piruletas, las patatas fritas, los caramelos, la pizza.</p> <p>Easter lessons</p> | <p>Days of the week. Lunes, martes, miercoles, jueves, Viernes, sabado, domingo.</p> <p>Months of the year. enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.</p> <p>Identifying social conventions at home and in other culture.</p> |

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| PSHE | We are all stars Devising a class charter Gifts and talents Exploring feelings Working cooperatively Happy playtimes Having opinions | Be friendly, be wise The importance of friends Falling out with a friend Managing anger Anti-bullying What to do in an emergency E-safety Anti-Bullying Week | Living long, living strong SRE: differences: male and female SRE: personal space SRE: family differences Feeling happy Staying healthy Overcoming barriers to reaching goals | Daring to be different Similarities and differences Feeling good about yourself Surprises Hopeful and disappointed Hiding or showing feelings Standing up for yourself | Joining in and joining up Jobs at home and in school Representation – local council Voting and debating Having a say in the school community Voluntary, community and pressure groups Fund-raising | Dear diary Knowing where to go for help Taking responsibility Making wise choices Managing uncomfortable feelings – loss Dealing with worries Supporting each other |
| Values | Belonging, kindness, joy, love, peace, hope | | Thankfulness, democracy, forgiveness, self-control, faithfulness | | Service, forbearance, gentleness, humility, endurance, change | |
| SMSC | Moral: Developing and expressing personal views or values Moral: Investigating moral values and ethical issues Moral: Recognising right and wrong and applying it Social: Participating, cooperating and resolving conflicts Spiritual: Exploring the values and beliefs of others | | | | | |
| Enterprise | | | | Design & sell Easter cakes | Make and sell push/pull cards | |
| PE | Games | Games | Gymnastics | Dance | Athletics | Outdoor and adventurous activities |

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| Outdoor provision (possible focus links) | Iron Age experience Forest school activities. Den building Stig of the Dump tasks | Tracking shadows outdoors Outdoor maths | Exploring the local environment – geography and science Links Outdoor maths |
| British Values | Class charter – Rule of Law – See PSHE links. Democracy, individual liberty, mutual respect and tolerance. Remembrance day - Children made a class poppy wreath and individual poppies and participated in a collective worship where we looked at why remembrance day is celebrated in Britain. | Debate: Should you be afraid of the dark? Democracy Individual liberty – standing up for yourself PSHE links. Mutual respect and tolerance – speakers from different religions in school, visits to places of worship exploring heritage and different cultures and faiths. Fair trade fortnight Individual liberty, mutual respect and tolerance, the rule of law - E safety day. Children looked at the rights and responsibilities regarding social networking. They looked at the right of free speech, but being respectful of individuals' feelings. | Individual liberty – Bill’s New Frock exploring themes of differences and similarities in gender. Discussion for/against recent news issues in literacy. |