

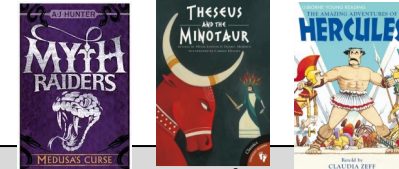
Year 3 Long Term Plan



The Stone Age



Chocolate



Groovy Greeks

| Subject | Autumn | Spring | Summer |
|------------------|---|--|--|
| Hook | Visit to Brackenhurst | Chocolate Workshop | Greek Day |
| English | To Entertain: Narrative—Stone Age Boy To Inform: Explanation—The Street Beneath My Feet To Persuade: Holiday brochure—Skara Brae To Entertain: Poetry – Autumn is Here | To Entertain: Narrative: Charlie and the Chocolate Factory To Recount: Newspaper report To Entertain: Poetry - the Colour Collector | To Inform: Non-Chron – Skeletons and Muscles To Entertain: Narrative Theseus and the Minotaur To Recount: Diary Entry—King Midas To Inform: Instructions— Making an Olympic torch |
| Maths | Place Value, Addition and Subtraction, Multiplication and Division | Multiplication and Division, Length and Perimeter, Fractions, Mass and Capacity | Fractions, Money, Time, Shape, Statistics |
| Science | Matter: Rocks Compare and group rocks on the basis of their simple physical properties. Recognise that soils are made from rocks and organic matter. Describe in simple terms how fossils are formed Energy: Forces and Magnets Compare and contrast the movement of objects across surfaces and explain this using knowledge of friction. Explain how magnets attract and repel one another using knowledge of poles; use this to make predictions. Identify the effect of the force of gravity. Identify the effect of air resistance and water resistance on movement. | Energy: Lights and Shadows Recognise that light travels in straight lines and explain the effect of the position of an object in relation to a light source on its shadow. Explain that objects are seen because they give out or reflect light into the eye. Life: Plants Identify and describe the role of skeletons and the circulatory system in animals. Describe the life cycle and process of reproduction in plants. Explain the specific nutritional needs of plants, animals and humans. Explain how different plants' needs vary. | Life: Animals (including humans) 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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement |
| RE | UC2a.4 Gospel What kind of world did Jesus want? UC2a.3 Incarnation/God What is the Trinity? | UC2a.2 People of God What is it like to follow God? UC2a.5 Salvation Why do Christians call the day Jesus died 'Good Friday'? | NAS3.2 Religion, Family & Community - Prayer How do religious families and communities practice their faith. Muslim rituals, actions, symbols and ideas NAS3.3 Worship and Sacred Places Where, how and why do Christians and Muslims worship? |
| PE | Invasion games (Basketball) – Starting to develop a range of throwing, catching and passing techniques. Able to be aware of space and use it support team-mates and cause problems for the opposition. Able to keep possession with some success. Dance – Able to use a greater number of their own ideas for movements in response to a task. Choose and plan sequences of contrasting actions; can adapt sequences to suit different types of apparatus and their partner's ability. Swimming – End of KS2 objectives: Swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke; Perform safe self-rescue in different water based situations | Gymnastics – Able to use a greater number of their own ideas for movements in response to a task. Choose and plan sequences of contrasting actions; can adapt sequences to suit different types of apparatus and their partner's ability. Net and wall (Badminton) - Able to hold the racket correctly and safely. Starting to use a small range of racket skills. Able to choose and use a range of simple tactics for sending the shuttle in different ways. | Athletics – Starting to choose the best pace for an activity so that performance can be sustained. Improving control in movements involving jumping. Beginning to show increasing accuracy and good technique in throwing activities. Starting to understand that individual performance can be improved by working on different areas of fitness e.g. speed, stamina, power etc. Target Games (Tri-golf) – Able to hit a ball at a target with some success. Starting to understand that the ball can be hit in different ways and the effects this can have on distance. Starting to show an awareness of obstacles that may be present on the field of play e.g. slopes, long grass before taking a shot/throw. Able to complete a tri-golf course and starting to understand the scoring systems. |
| Computing | Purple Mash: Touch Typing Purple Mash: Online Safety Purple Mash: Email | Purple Mash: Coding Purple Mash: Spreadsheets | Purple Mash: Databases Purple Mash: Simulations Purple Mash: Graphing |
| DT | Stonehenge User: look at Stonehenge and the ideas around the reasons for its' construction Innovate: Research and identify different ways that Stonehenge was constructed and how the stones were moved. Implement: test and audition different methods of moving model and sample loads. Select and prove choices through modelling. Evaluate: Present outcomes for presentation using photos and diagrams showing how the blocks may have been moved. | Chocolate Bar Design User: Design appealing products. Innovation: Combine detailed design ideas with evaluation process, testing different alternatives before creating a final product . Use research and develop design criteria based on the user's need. Implementation: Cutting, folding, planning. Evaluation: Evaluate ideas against design criteria with increasing detail. | Puppets User: Examine a range of textile based puppets that could be used as templates for models in a Greek Play Innovate: Practice and test different textile joining methods then create designs and plans for puppets to be used in a puppet theatre based on a given Greek story. Implement: Use a range of methods to join different textiles to produce the planned puppet. Evaluate: Put on the play as groups to other children and gain feedback on the puppets. |
| Art | Artist Focus: <u>Giacometti (Sculpture)</u> Clay, wire Shape and form – Draw 3D forms and create organic 3D forms. Use 2d shapes to create patterns. Line - short dashes. Proportion – Refer to proportion as size in relation to human features | Artist Focus: <u>Van Gogh</u> Oil pastels Night Sky Landscape Colour – create a colour wheel. Explore warm and cool colours. Explore different ways of apply colour e.g. splashing, dotting. Use colour to express mood. Tone – use black/white to create a given tone of colour | Artist Focus: <u>Atta Kwami</u> Oil pastels, black paints, PVA glue, acrylic paint, felt tip. Woven/ Paper Art Pattern – Explore natural and manmade patterns in the environment. Use ICT to create patterns Look at tessellation. Colour – Build on primary and secondary colours and look at tertiary colours and monochromatic colours. Build on colour to express mood. |
| History | <u>The Stone Age (4500 BC – 2400 BC – Neolithic)</u> The impact of the Neolithic period on today Chronology: Place the Stone Age and its three periods on a timeline and discuss. Focus on Neolithic period. 1850 – discovery of Skara Brae. Evidence: primary evidence from Skara Brae Significance: Study the significance of the discovery of Skara Brae and how this informs our knowledge and understanding of life in prehistoric times. Study changes during the Neolithic period that had an impact on the development of humankind and society today (farming, settlements). Vocabulary: Professor Childe, Skara Brae, Orkney , sandstone, flint, hunter-gatherer, farming, settlement | <u>Maya Civilisation (2000 BC – 1500 AD)</u> Chronology: Place the Mayan civilisation on a timeline and discuss. Evidence: Study primary sources and how we know about the Maya people, including the discoveries from cities of Copan, Chichen Itza, Lagunita and Tamchen. Significance: Study the importance of cacao beans and their significance on society today. Study the beliefs of the Maya people (religion, afterlife) and how this is the same or different to beliefs today. Vocabulary: John Lloyd Stephens, Frederick Catherwood, cacao, civilisation, Central America, afterlife, priests | <u>Ancient Greeks (1200 BC – 480 BC)</u> Chronology: Place the Ancient Greek civilisation on a timeline and discuss. Dates and life of Alexander the Great. Evidence: artefacts, primary sources, myths Significance: Study the importance and significance of the Olympic Games. Look at the impact of the Olympic Games on society today. Study the emergence of democracy and the significance of this system today. Vocabulary: Alexander the Great, legacy, ancient, empire, Olympics, democracy |
| Geography | Place: Locate Skara Brae, its position within the UK and in relation to the 7 continents. Compare in relation to the location of Stonehenge of Stonehenge. Space: Study Skara Brae as a Stone Age settlement. Change and Sustainability: Study the use of the Earth's resources from the Stone Age to the Iron Age and compare with the present day. How can the use of the Earth's resources be sustained. Disciplinary: Know the 7 continents of the world. I know the seven continents of the world. To know major cities and countries in Europe | Place: Locate Mexico and describe using continents and major cities. Compare with the location of London and Hucknall. Space: Study the human and physical features of Mexico and compare with past and present. Study Maya settlements and compare with the UK. Change and Sustainability: Study the Mexican rainforest and deforestation. Study the impact of tourism on Mexico. Disciplinary: To know what the equator, northern and southern hemisphere is . | Place: Locate Greece and describe using continents and major cities. Compare with the location of London and Hucknall. Space: Study the human and physical features of Greece. Change and Sustainability: Study the impact of tourism on Greece and how this can be sustained and reduce the impact on climate change. Understand the meaning of carbon footprint and how this can be reduced. Disciplinary: To know what a carbon footprint is. Create a map and plan a journey from school to the Hucknall Leisure Centre To know how to read 2 figure coordinates 4 points of a compass. |
| PSHE | Heart Smart: Get Heart Smart Heart Smart: Don't Forget to Let Love In! | Heart Smart: Too Much Selfie Isn't Healthy! Heart Smart: Don't Hold on to What's Wrong! | Heart Smart: Fake is a Mistake! Heart Smart: No Way Through Isn't True! |
| Music | Singing: Melody Composing: Creating music in the style of Hans Zimmer | Reading notation: Samba drumming and Sea Shanties Performing: Play and perform melodies | Song writing —'Plastic' Reading Notation: Understanding differences and applying words. |
| MFL | Communication: Introducing yourself (name and age). Numbers to 10 | Communication: Naming animals /fruits. Nouns and determiners. | Culture: Foods in France Communication: Asking questions. |