

YEAR 3 LONG TERM PLANS

Year 3	ON OUR DOORSTEP	GRAB YOUR PASSPORT	SPIN THE GLOBE
	<p>En: Setting Description, Diary Entry</p> <p>Ma: Place Value, Addition Subtraction and Measurement</p> <p>Sc: Plants, Light and Rocks</p> <p>G: Geographical skills and fieldwork (maps and compasses), Locational Knowledge (United Kingdom).</p> <p>H: Local History (United Kingdom) , Stone Age,</p> <p>DT: Cooking and Nutrition and Textiles (Weaving)</p> <p>Art: Observational drawings (pencil and oil pastels)</p> <p>MFL: Numbers, Greetings,</p> <p>Mu: Listen, improvise, play and perform ('Let your spirit fly')</p> <p>P.E: Invasion Games Football; Gymnastics</p> <p>Co: Using software to present data and use technology safely.</p> <p>R.E: Beliefs – What do different people believe about God? (Hinduism)</p> <p>PSHE: Relationships How can we be a good friend? What are families like?</p>	<p>En: Recount, Non-Chronological Report</p> <p>Ma: Multiplication, Division, Fractions and Shape</p> <p>Sc: Plants, Light, Forces and Magnets</p> <p>G: Locational Knowledge (Europe), Human and Physical Geography</p> <p>H: Roman Empire</p> <p>DT: Cooking and Nutrition, Electrical System (Circuits)</p> <p>Art: Sculpture (Clay), Drawing (oil pastels and paint)</p> <p>MFL: What is your name?, How old are you?, Colours</p> <p>Mu: Listen, improvise, play and perform ('Three Little Birds')</p> <p>P.E: Dance; Rugby</p> <p>Co: Design, write and debug programs, use sequence in programs and use technology safely.</p> <p>R.E: Practices – How do faith communities demonstrate what is sacred? (Christianity)</p> <p>PSHE: Living the wider world What makes a community?</p>	<p>En: Narrative - Traditional Story Opening, Quest Story</p> <p>Ma: Fractions, Measurement and Statistics</p> <p>Sc: Plants and Animals, including humans,</p> <p>G: Locational Knowledge: (Worldwide) Human & Physical Knowledge</p> <p>H:</p> <p>DT: Construction (3D structures)</p> <p>Art: Drawing (painting), Sculpture (3D masks)</p> <p>MFL: Days of the week, Months of the year, Fruit & Veg</p> <p>Mu: Listen, improvise, play and perform ('Bringing us Together')</p> <p>P.E: Netball; Tennis/cricket</p> <p>Co: Using software to present data.</p> <p>R.E: Forms of expression – How do believers use symbolism to show their beliefs? (Sikhism)</p> <p>PSHE: Health and Wellbeing Why should we eat well and look after our teeth? Why should we keep active and sleep well? What keeps us safe?</p>

YEAR 3 SCIENCE

Autumn On Our Doorstep



Spring Grab Your Passport



Summer Spin the Globe



Plants

What gifts do plants give us? (Describing the different parts of a flowering plant) How do our plants change over the year? (Observing over time)

What effects how well our plants grow? (Comparative/fair test)
Do all plants need water, light and warmth to grow? (Research)
How long does it take to change the colour of a carnation using food colouring? (Observing over time)
How do our plants change over the year? (Observing over time)

Do the biggest fruits have the most seeds? (Pattern seeking)
How do our plants change over the year? (Observing over time)

NC PoS

- *identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers*
- *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*
- *investigate the way in which water is transported within plants*
- *explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.*

Animals

<p><u>Humans</u></p>			<p>Are the children with the biggest feet the tallest? (Pattern seeking) What food have I eaten this week? (Observing over time) Do all animals have a skeleton? (Research) How can you use exercise to keep our muscles strong and healthy? (Research)</p> <p><u>NC PoS</u></p> <ul style="list-style-type: none"> • <i>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</i> • <i>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</i>
<p><u>Light</u></p>	<p>Which things give us light? (Identifying & classifying)</p>		<p>How can I stay safe in the sun? (how to protect our eyes; research)</p>
	<p>How can I stay safe in the dark? (Testing which material is the most reflective for a reflector) What information can I get from shadows? (Observe how shadows change over the day and create a fact file) The nearer to the torch, the bigger the shadow. True or false? (Pattern seeking)</p>		<p><u>NC PoS</u></p> <ul style="list-style-type: none"> • <i>recognise that they need light in order to see things and that dark is the absence of light</i> • <i>notice that light is reflected from surfaces</i> • <i>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</i> • <i>recognise that shadows are formed when the light from a light source is blocked by an opaque object</i> • <i>find patterns in the way that the size of shadows change.</i>

Rocks

What treasures can I find by exploring underground? (Grouping different rocks and creating models to compare) How have the rocks/gravestones/buildings/cliffs around us changed over time? (Observing over time)
Why is Mary Anning important to Palaeontologists? (Research)
What gifts do rocks, gems and minerals give us? (Research)

NC PoS

- *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.*

Which materials are magnetic? (Identifying & classifying)
Which is the strongest magnet? (Comparative/fair testing)
How are magnets used in everyday life? (Research)
How do objects move across different surfaces? (Comparative/Fair Testing)

NC PoS

- *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 materials and not others*

Forces and magnets

- 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.

YEAR 3 HISTORY

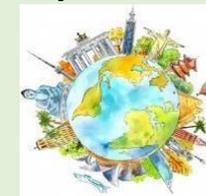
Autumn On Our Doorstep



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Summer Spin the Globe



Changes in Britain; Stone Age to iron Age; Romans.

Curious Cartwright Hall - Historical people in their local area / Mapping of the local area
How did life change in Early Britain?

We will understand that the Stone age is divided into three distinct periods and look at the changes that occurred during this time. How did this impact on the life of individuals?

Stone age sites – ilkley moor (Visit)

What changes did the bronze and iron age bring?
How did life improve?

What is the mystery behind Stonehenge? We will use a variety of sources to find out about

What does Hadrian's wall tell us about the Roman Empire?

We will use a variety of sources to find out about Hadrian's wall and create a class model wall.

How did the Roman's change Britain?

How does this impact on us today?

What did the Romans do for us?

What happened to the Romans?

What did they leave behind?

What evidence can we find today from Roman times?

We will look at many different aspects of Roman life and how that impacts our lives today

What followed the Romans?

	Stonehenge and create a news report (winter solstice).		
<u>Local History Study</u>	<p>Curious Cartwright Hall In 1898, Lord Masham gave 40k to Bradford to build a memorial to Dr Edmund Cartwright. Why?</p> <p>Who was Lord Masham? Who was Dr Cartwright? Explain what Cartwright Hall is like today.</p>		

YEAR 3 GEOGRAPHY

	<p><u>Autumn</u> On Our Doorstep</p> 	<p><u>Spring Grab Your Passport</u></p> 	<p><u>Summer</u> Spin the Globe</p> 
<u>Locational Knowledge</u>	<p>How will I map amazing places and spaces on a variety of maps? We will locate amazing places and spaces on a range of maps. We will know where places are located and why there</p>	<p>What has Europe got to offer? We will study a map of Europe to name and locate well know European countries, major cities and seas which surround the continent. We will name and locate European countries (France, Norway, Greece and Italy) and historical sites and landmarks which belong to these countries on different maps.</p>	<p>Continents and oceans of the World Where have you been? Where would you like to go? 7 wonders of the world</p>
<u>Place Knowledge</u>			

<p><u>Human and Physical Knowledge</u></p>	<p>How will I map amazing places and spaces on a variety of maps? We will develop our geographical imaginations of places and start to understand the physical and human characteristics of them. Stonehenge: Seventh wonder or National Disgrace? We will debate whether Stonehenge should have been chosen as one of the new Seven wonders of the world. We will use Google Earth to find the seven wonders. We will look at the impact of human activity on national treasures such as Stonehenge and devise a plan that will give it a better chance of becoming a World Wonder. We will research and justify our own choice of Seven Wonders from the 21 finalists.</p>	<p>Who made Europe famous? We will name the location of towns and cities founded by the Greeks, Romans, Vikings and the Stone Age. We will make links between Greek, Roman, Viking and Stone Age settlements and understand how these are influences by physical features. What makes a place a UNESCO Heritage Site? We will describe the similarities and differences between the four UNESCO sites using geographical vocabulary. We will identify the effect of physical geography on human geography and create a report to show our understanding.</p>	<p>Human and Physical features of the world – famous landmarks</p> <p>Use Google Earth to locate famous landmarks Follow the routes of famous explorers who sailed the globe</p>
<p><u>Geographical Fieldwork</u></p>	<p>Why are a map and a compass essential equipment for explorers? We will use a map and compass to locate and direct ourselves in Heaton / Bradford.</p>		

Year 3 Geography – to be worked into termly plans by Y3 Teachers

Locational knowledge	Place knowledge	Places of significance	Human geography	Physical geography	Geographical skills and fieldwork
<p>Use maps to locate countries, focusing on Europe (incl. Russia), concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p>	<p>Understand geographical similarities and differences by studying the human and physical geography of a market town and a large city. (tbc)</p>	<p>tbc - Leeds, York, Richmond, Scarborough, Whitby; plus specific capital cities in Europe.</p>	<p>Describe and understand types of settlement and land use in an area of West Yorkshire and an area of North Yorkshire (tbc)</p> <p><i>Review KS1 key terms.</i></p>	<p>Mountains</p> <p><i>Review KS1 key terms.</i></p>	<p>Use simple compass directions (NSEW), 4-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of UK and wider world.</p> <p>Use maps, atlases, globes 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</p>

maps, plans and graphs.

YEAR 3 DESIGN TECNOLOGY

Autumn On Our Doorstep



Spring Grab Your Passport



Summer Spin the Globe



Challenges to solve	The church and school need decorating for Christmas. How can we do this using natural resources found on our doorstep?	Year 6 need a quick, warm meal preparing. What can you make for them?	You need a handy bag that you can take with you when you go out shopping. Test the strength, how the handles stay and that it can carry a variety of loads.
Background research and design	Design and make a mock-up of Christmas bauble in card with a whole punch. Identify a purpose and establish criteria for a successful product. Represent ideas in diagrams, annotated sketches and CAD computer aided drawing (where appropriate). Develop several design ideas.	Understand and gather information about what a particular group or people want from a product then generate ideas considering purpose and needs of the users.	Make drawings with labels when designing and discuss how it will work. Order the main stages of making and propose realistic suggestions as to how they can achieve their design ideas. Choose materials to use based on suitability of the properties. Create pattern pieces and prototypes. Order the main stages of making and propose realistic suggestions as to how they can achieve their design ideas.
Knowledge of designers.	Frank Gehry – Architect and furniture designer using wood. Stefan Diez, Ronan & Erwan Bouroullec, George Nakashima – woodworker and architect.	Chef Wong etc.	Look at the work of different bag and suitcase designers.
Skill for life - make	<u>Make it build it.</u> <u>Use a saw to saw twigs, branches, logs.</u> <u>Drill holes.</u> <u>Saw small natural pieces of wood.</u> <u>Apply finishing touches of choice to achieve the desirable finish wanted.</u> <u>Name equipment being used – drill, sandpaper, ruler.</u>	<u>Come dine with me.</u> <u>Clean, peel and dice vegetables.</u> <u>Slice and dice an onion.</u> <u>Use a soup spoon to eat soup.</u> <u>Use a ladle to serve soup.</u> <u>Follow hygiene rules.</u> <u>Follow safety rules.</u> <u>Learn to wash up.</u>	<u>Make do and mend</u> <u>Sew on a button correctly.</u> <u>Thread a needle by themselves.</u> <u>Use a needle and thread to sew a running stitch on paper, card or fabric.</u> <u>Know that when cutting out a pattern and fabric you need to leave a seem allowance.</u> <u>Use wonderwed to join two fabrics together.</u>

	<p>Be able to use tools safely – hand drill, ruler.</p>	<p>Select the best product from what is available. Talk about where our ingredients come from and how they are grown. Follow a recipe. Follow instructions to slice and dice an onion. Follow instructions to peel a potato safely. Weighing using standard measures. Measure liquids using standard measures. Practice pouring liquids. Hygienically prepare food – hand hygiene, washing and drying up, clean areas for food preparation and storing food things safely. Cut, slice, chop, mix, blend and discuss the processes used. Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe. Understand that recipes can be changed by adding or taking away ingredients. Understand that the season can affect food produce. Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet. Identify that food and drink are needed to provide energy for a healthy and active lifestyle. Identify that people should eat at least 5 portions of fruit and vegetables a day. Follow instructions / recipes.</p>	<p>Have a go at using an iron with an adult. Mark fabrics accurately. Cut fabrics accurately. Sew two pieces of fabric securely together with a running stitch. Attach a handle to a bag. Use a needle and thread to sew a running stitch, cross stitch and back stitch. Be able to turn a bag inside out. Hem the top of a bag. Add straps to bag using cross stitch. Follow a pattern. Follow instructions to use an iron safely. Follow instructions to make a bag. Follow instructions to sew two pieces of fabric together. Measure, mark out and cut with some accuracy.</p>
Evaluate	<p>Evaluate product against original challenge / design criteria – how well it meets the intended purpose. Identify strengths, areas for development. Consider the views of others.</p>		<p>Consider and explain how the finished product could be improved. Discuss how well the finished product meets the user's design criteria.</p>
The small make	<p>Sew xmas cards or xmas bauble or Victorian decoration. Make a 2D Christmas bauble with drill holes in.</p>	<p>Cut fruit and make smoothie ice lollies. Compare different smoothies to see which they like best. Make leek and potato soup. Make soda bread.</p>	<p>Make a tote bag to go shopping with.</p>
The Big Make	<p>Make a 2D Christmas bauble display. Make cards to hang on string round the classroom and share with parents.</p>	<p>Prepare and cook minestrone soup for year 6</p>	

YEAR 3 ICT

	<p align="center"><u>Autumn</u> On Our Doorstep</p> 	<p align="center"><u>Spring</u> Grab Your Passport</p> 	<p align="center"><u>Summer</u> Spin the Globe</p> 
<u>E-safety</u>	E-Safety – Identify the dangers of clicking links they receive when using technology.	E-Safety - Explain the possible consequences of sharing personal information online	E-Safety - Understand that not all information you access online is accurate or reliable.
<u>Computer science</u>		<p><u>How can I show the process of a living thing through technology?</u></p> <p>We will create a program on the life cycle of a plant using sequence and repetition This will also include creating algorithms to show animations.</p>	
<u>Media</u>	<p><u>How will I present information about our local area for the school website?</u></p> <p><i>We will use search technology effectively and safely to display information about Clayton through a treasure hunt.</i></p> <p>Combine and refine text, sound and graphics to Communicate information for a given audience.</p>		
<u>Data handling</u>			Data handling - different graphs about mummies or pyramids
<u>Information Literacy</u>	<p>Use search technologies effectively by identifying specific keywords.</p> <p>Find and choose appropriate information and use it in other digital forms.</p> <p>Locate specific information online and recognise that web pages can be organised in different ways</p>		

YEAR 3 ART

Autumn On Our Doorstep



Spring Grab Your Passport



Summer Spin the Globe



Skills

Drawing

Experiment with different grades of pencil and other implements, applying and blending charcoal to create more sophisticated areas of tone.
Draw for a sustained period of time at their own level.

Begin to understand and apply four simple rules of shading (Crosshatch, stipple, linear, graded).
Draw from observation using geometry and tonal shading.
Plan, refine and alter their drawings as necessary.
Use a sketchbook or art working wall to collect and record visual information from different sources.

Develop skill and control when using different media (including charcoal) to achieve variations in line, texture, tone, colour, shape and pattern.

Painting

Use a more developed colour vocabulary.

Mix a variety of colours and know which primary colours make which secondary colours in order to replicate the more subtle and accurate colours and shades they have observed in nature.

Work confidently on a range of scales e.g. thin brush on small picture etc.

Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.

Articulate their understanding of application of colour to paint sculptural forms.

Printmaking

	Identify and print 2D shapes found in everyday objects as a starting point.	Talk about the processes used to produce a simple print, exploring pattern and shape, and independently create more intricate designs, building on your starting point.	Print using a variety of materials, objects and techniques <u>including layering</u> . Analyse and describe the use of texture within artists' work.
	<u>Textiles / Collage</u>		
	Develop skills in stitching, cutting and joining. Name the tools and materials they have used.	Experiment with a range of media e.g. overlapping, layering etc.	Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.
	<u>Sculpture / 3D form</u>		
	Join clay adequately (using slip) and work mostly independently to construct a simple clay base which is extended and modelled into other simple shapes.	Work with others to make a larger sculpture out of a variety of found objects.	Plan, design and make objects using papier mache.
<u>Evaluation</u>	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Adapt their work according to their views and describe how they might develop it further.	Discuss art using an increasingly sophisticated vocabulary. Annotate work in sketchbook/on wall.
<u>Links to topic</u>			

YEAR 3 MFL

<p><u>Autumn</u> On Our Doorstep</p> 	<p><u>Spring</u> Grab Your Passport</p> 	<p><u>Summer</u> Spin the Globe</p> 
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Speaking and listening Reading Writing	<u>All About Me</u> Greetings What's your name? My body Colours My family Pets	<u>Time</u> Numbers 1 -31 Days of the week Months of the year Time	<u>School</u> What's in the classroom? What do you like to do? The very greedy dog
Culture	Christmas traditions Letter to Father Christmas	Easter traditions	

YEAR 3 PHSE

	<u>Autumn</u> On Our Doorstep 	<u>Spring Grab Your</u> Passport 	<u>Summer</u> Spin the Globe 
Health and well Being What keeps us safe? Why should we		<u>Spring 2</u> Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29 Pupils will learn: • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep	<u>Summer 1</u> Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14 Pupils will learn: • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular

<p>eat well and look after our teeth?</p> <p>Why should we keep active and sleep well?</p>		<p>themselves (or others) safe</p> <ul style="list-style-type: none"> • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services 	<p>visits to the dentist</p> <ul style="list-style-type: none"> • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care <p><u>Summer 2</u></p> <p>Health and wellbeing Being healthy: Keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried
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<p>Living in the wider world</p> <p>What makes a community?</p>	<p><u>Autumn 2</u></p> <p>Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them 		
<p>Relationships</p> <p>How can we be a good friend?</p>	<p><u>Autumn 1</u></p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile 	<p><u>Spring 1</u></p> <p>Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) Valuing All God's children (use cornerstones resources) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this 	

	differences • how to recognise if a friendship is making them unhappy	• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe	
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