

YEAR 3 LONG TERM PLAN

AUTUMN TERM: ON OUR DOORSTEP	SPRING TERM: Life in (early) Britain	SUMMER TERM: SPIN THE GLOBE REMARKABLE ROMANS
<p>En: Setting Description Haiku poems Non-chronological report Alternative traditional tales</p> <p>Ma: Place Value, Addition Subtraction and Measurement</p> <p>Sc: Light, Plants (throughout the year)</p> <p>G: Geographical skills and fieldwork (maps and compasses), Locational Knowledge (United Kingdom), Place of Significance – Bradford</p> <p>H: Local History Study (Cartwright Hall), Person Study – Lord Masham</p> <p>DT: Design and make a Christmas decoration (drilling)</p> <p>Art: Observational drawings (pencil and oil pastels), Painting</p> <p>MFL: Numbers, Greetings, colours</p> <p>COMPUTING – yet to add</p> <p>R.E: Beliefs – What do different people believe about God? L2.7 Hinduism: • I can explain what it means to be Hindu in Britain today (Hinduism) What are the deeper meanings of festivals?</p> <p>PSHE Family and relationships L1 – Healthy families</p>	<p>En: Shape Poems (historical fiction) portal story Letters chronological report</p> <p>Ma: Multiplication, Division, Fractions and Shape</p> <p>Sc: Rocks, Forces and Magnets, Plants (throughout the year)</p> <p>G: Types of settlement and land use, locational knowledge (UK monuments)</p> <p>G: 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>H: Changes in Britain from the Stone Age to the Iron Age</p> <p>DT: Cooking and Nutrition, Textiles (linked to Art)</p> <p>Art: Textiles/Collage, Print Making (natural resources)</p> <p>MFL: Time (days of the week, months of the year, seasons and birthdays)</p> <p>R.E: Incarnation – What is the Trinity? Salvation – Why do Christians call the day Jesus died ‘Good Friday?’</p> <p>PSHE Health and Well Being L1 – My healthy diary L5 – Resilience: breaking down barriers L6 – Diet and dental health</p>	<p>En: Narrative – Quest Story Diary entry Newspaper report Nonsense poetry</p> <p>Ma: Fractions, Measurement and Statistics</p> <p>Sc: Humans (nutrition and skeletons/muscles), Plants (throughout the year)</p> <p>G: Locational Knowledge: (European major cities), physical geography – mountains, Place of Significance – Rome</p> <p>G: Understand geographical similarities and differences by studying the human and physical geography of a market town and a large city.</p> <p>H: The Roman Empire and its impact on Britain, Person Study – Julius Caesar</p> <p>DT: Construction (3D structures – chariots or colosseum)</p> <p>Art: Mosaics, sculpture (bust of an emperor)</p> <p>MFL: All about school/me</p> <p>R.E: Creation/the fall – What do Christians learn from the Creation story? Gospel – What kind of world did Jesus want?</p> <p>PSHE Summer 1 Citizenship L1 – Rights of a child</p>

<p>L2 – Friendship conflicts L3 – Friendship conflicts vs bullying</p> <p>Autumn 2 Family and relationships</p> <p>L 5 – Learning who to trust. L 6 – Respecting differences in others</p>	<p>Spring 2 Safety and the Changing Body</p> <p>L1 – First Aid: emergencies and calling for help L4 – Cyberbullying L7 – Drugs, alcohol and tobacco: influences L8 – Keeping safe and out and about.</p>	<p>L 5 – Charity L 6 – Local democracy Summer 2</p> <p>Economic well being</p> <p>L1 Ways of paying L3 How spending affects others L5 Jobs and careers</p>
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YEAR 3 SCIENCE

	<p>Autumn On Our Doorstep</p> 	<p>Spring Life in (early) Britain</p> 	<p>Summer Remarkable Romans</p> 
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<p>Plants</p>	<p>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)</p> <p>Do the biggest fruits have the most seeds?</p>		
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	<p>(Pattern seeking) How do our plants change over the year? (Observing over time) NC PoS</p> <ul style="list-style-type: none"> • <i>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</i> • <i>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</i> • <i>investigate the way in which water is transported within plants</i> • <i>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</i> 		
<u>Animals</u>			
<u>Humans</u>			<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) NC PoS</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>

<u>Light</u>	Which things give us light? (Identifying & classifying)		How can I stay safe in the sun? (how to protect our eyes; research)
	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><u>NC PoS</u></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 • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change.
<u>Rocks</u>		<p>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)</p> <p>Why is Mary Anning important to Palaeontologists? (Research)</p> <p>What gifts do rocks, gems and minerals give us? (Research)</p> <p><u>NC PoS</u></p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their 	

		<p><i>appearance and simple physical properties</i></p> <ul style="list-style-type: none"> <i>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</i> <i>• recognise that soils are made from rocks and organic matter.</i> 	
<p><u>Forces and magnets</u></p>		<p>Which materials are magnetic? (Identifying & classifying)</p> <p>Which is the strongest magnet? (Comparative/fair testing)</p> <p>How are magnets used in everyday life? (Research)</p> <p>How do objects move across different surfaces? (Comparative/Fair Testing)</p> <p><u>NC PoS</u></p> <ul style="list-style-type: none"> <i>• compare how things move on different surfaces</i> <i>• notice that some forces need contact between two objects, but magnetic forces can act at a distance</i> <i>• observe how magnets attract or repel each other and attract some materials and not others</i> <i>• 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</i> <i>• describe magnets as having two poles</i> <i>• predict whether two magnets will attract or repel each other, depending on which poles are facing.</i> 	

YEAR 3 HISTORY

Autumn On Our Doorstep



Spring Life in (early) Britain



Summer Remarkable Romans



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 research facts about Heaton and use Google Maps to look at the village. We will use a map to guide us on our local walk around Heaton. We will use a variety of sources to find out about Cartwright Hall. We will consolidate our knowledge of Cartwright Hall through a visit looking at urban and local art.

Time line of historical landmarks of Bradford.

Hook – Cartwright Hall visit 9/11/21 **Curious Cartwright Hall**
In 1898, Lord Masham gave 40k to Bradford to

We will understand that the Stone age is divided into three distinct periods and look at the changes that occurred during this time. We will begin by looking closely at Britain today through different aspects of life such as homes/settlements, food, technology and lifestyle. We will then use these themes as a structure for how life has changed from stone age to iron age. How did this impact on the life of individuals?

Hook – Cliffe Castle workshop – 03/03/2022

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?

Hook – Roman day (first day back)

Local History




<u>Study</u>	<p>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</u> Life in (early) Britain</p> 	<p><u>Summer</u> Remarkable Romans</p> 
<p><u>Locational Knowledge</u></p>	<p>Recap 7 continents and oceans. What is on our doorstep? Where do I live? We will locate the capital cities of the United Kingdom then we will locate the main cities in the UK including Bradford and other nearby cities.</p>		
<p><u>Place Knowledge</u></p>			




<p><u>Human and Physical Knowledge</u></p>		<p>Where do we live? We will look at the different environmental regions of the UK (towns, villages, cities) and their human and physical features.</p> <p>Look at historical and modern maps and compare the change of land use overtime. We will look at the types of settlements and locate them on a map.</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>Understand geographical similarities and differences by studying the human and physical geography of a market town and a large city. (tbc)</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 DESIGN TECHNOLOGY

	<p style="text-align: center;"><u>Autumn</u> On Our Doorstep</p> 	<p style="text-align: center;"><u>Spring</u> Life in (early) Britain</p> 	<p style="text-align: center;"><u>Summer</u> Remarkable Romans</p> 
<p>Challenges to solve</p>	<p>The church and school need decorating for Christmas. How can we do this using natural resources found on our doorstep?</p>	<p>Stone Age boy needs a quick, warm meal preparing. What can you make for him? (vegetable stew) Plan, make and evaluate.</p>	<p>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.</p>
<p>Background research and design</p>	<p>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.</p>	<p>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.</p>	<p>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</p>

	<p>Represent ideas in diagrams, annotated sketches and CAD computer aided drawing (where appropriate).</p> <p>Develop several design ideas.</p>		<p>can achieve their design ideas.</p> <p>Choose materials to use based on suitability of the properties.</p> <p>Create pattern pieces and prototypes.</p> <p>Order the main stages of making and propose realistic suggestions as to how they can achieve their design ideas.</p>
<p>Knowledge of designers.</p>	<p>Frank Gehry – Architect and furniture designer using wood.</p> <p>Stefan Diez, Ronan & Erwan Bouroullec, George Nakashima – woodworker and architect.</p>	<p>Chef Wong etc.</p>	<p>Look at the work of different bag and suitcase designers.</p>
<p>Skill for life - make</p>	<p><u>Make it build it.</u></p> <p>Use a saw to saw twigs, branches, logs.</p> <p>Drill holes.</p> <p>Saw small natural pieces of wood.</p> <p>Apply finishing touches of choice to achieve the desirable finish wanted.</p> <p>Name equipment being used – drill, sandpaper, ruler.</p> <p>Be able to use tools safely – hand drill, ruler.</p>	<p><u>Come dine with me.</u></p> <p>Clean, peel and dice vegetables.</p> <p>Slice and dice an onion.</p> <p>Use a soup spoon to eat soup.</p> <p>Use a ladle to serve soup.</p> <p>Follow hygiene rules.</p> <p>Follow safety rules.</p> <p>Learn to wash up.</p> <p>Select the best product from what is available.</p> <p>Talk about where our ingredients come from and how they are grown.</p> <p>Follow a recipe.</p> <p>Follow instructions to slice and dice an onion.</p> <p>Follow instructions to peel a potato safely.</p> <p>Weighing using standard measures.</p> <p>Measure liquids using standard measures.</p> <p>Practice pouring liquids.</p> <p>Hygienically prepare food – hand hygiene, washing and drying up, clean areas for food preparation and storing food things safely.</p> <p>Cut, slice, chop, mix, blend and discuss the processes used.</p> <p>Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe.</p>	<p><u>Make do and mend</u></p> <p>Sew on a button correctly.</p> <p>Thread a needle by themselves.</p> <p>Use a needle and thread to sew a running stitch on paper, card or fabric.</p> <p>Know that when cutting out a pattern and fabric you need to leave a seam allowance.</p> <p>Use wonderwed to join two fabrics together.</p> <p>Have a go at using an iron with an adult.</p> <p>Mark fabrics accurately.</p> <p>Cut fabrics accurately.</p> <p>Sew two pieces of fabric securely together with a running stitch.</p> <p>Attach a handle to a bag.</p> <p>Use a needle and thread to sew a running stitch, cross stitch and back stitch.</p> <p>Be able to turn a bag inside out.</p> <p>Hem the top of a bag.</p> <p>Add straps to bag using cross stitch.</p> <p>Follow a pattern.</p> <p>Follow instructions to use an iron safely.</p> <p>Follow instructions to make a bag.</p> <p>Follow instructions to sew two pieces of</p>

		<p>Understand that recipes can be changed by adding or taking away ingredients.</p> <p>Understand that the season can affect food produce.</p> <p>Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet.</p> <p>Identify that food and drink are needed to provide energy for a healthy and active lifestyle.</p> <p>Identify that people should eat at least 5 portions of fruit and vegetables a day.</p> <p>Follow instructions / recipes.</p>	<p>fabric together.</p> <p>Measure, mark out and cut with some accuracy.</p>
Evaluate	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>Consider and explain how the finished product could be improved.</p> <p>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.</p> <p>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.</p> <p>Make leek and potato soup.</p> <p>Make soda bread.</p>	<p>Make a tote bag to go shopping with.</p>
The Big Make	<p>Make a 2D Christmas bauble display.</p> <p>Make cards to hang on string round the classroom and share with parents.</p>	<p>Prepare and cook minestrone soup for year 6</p>	

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<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 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 Heaton through a treasure hunt.</i></p> <p>Combine and refine text, sound and graphics to Communicate information for a given audience.</p>	<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>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>		

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<u>Skills</u>			
	<u>Drawing</u>		
	<p>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.</p>	<p>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.</p>	<p>Develop skill and control when using different media (including charcoal) to achieve variations in line, texture, tone, colour, shape and pattern.</p>
	<u>Painting</u>		
	<p>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.</p>	<p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Articulate their understanding of application of colour to paint sculptural forms.</p>
	<u>Printmaking</u>		

	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></p> <p>On Our Doorstep</p> 	<p><u>Spring</u></p> <p>Life in (early) Britain</p> 	<p><u>Summer</u></p> <p>Remarkable Romans</p> 
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Speaking and listening Reading Writing	All About Me Greeting and introducing yourself My body Colours The family (naming members; 'I have)	Time Numbers 1 – 31 Days of the week Months of the year Age and birthday	School What's in the classroom? Classroom objects and classroom commands What do you like to do?
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Culture	Christmas traditions Letter to Father Christmas	Easter traditions	
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YEAR 3 PHSE

	<u>Autumn</u> On Our Doorstep 	<u>Spring</u> Life in (early) Britain 	<u>Summer</u> Remarkable Romans 
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	<u>Autumn 1</u> <u>Family and relationships</u> L1 - Healthy families L2 - Friendship conflicts	<u>Spring 1</u> <u>Health and Well Being</u> L1 - My healthy diary L 5 - Resilience: breaking down barriers	Summer 1 <u>Citizenship</u> L1 - Rights of a child L 5 - Charity
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	<p>L3 - Friendship conflicts vs bullying <u>Autumn 2</u> <u>Family and relationships</u> L 5 - Learning who to trust. L 6 - Respecting differences in others</p>	<p>L6 - Diet and dental health <u>Spring 2</u> <u>Safety and the Changing Body</u> L1 - First Aid: emergencies and calling for help L4 - Cyberbullying L7 - Drugs, alcohol and tobacco: influences L8 - Keeping safe and out and about.</p>	<p>L 6 - Local democracy <u>Summer 2</u> <u>Economic well being</u> L1 Ways of paying L3 How spending affects others L5 Jobs and careers</p>
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Year 3			
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<p><u>Singing and performing - recorders</u></p>	<p>Sing in tune. Start to show control in voice.</p>	<p>Begin to understand the importance of pronunciation in a song. Perform simple melodic and rhythmic parts.</p>	<p>Improvise repeated patterns. Perform with confidence.</p>
<p><u>Listening</u></p>	<p>Notice and explore the way sounds can be combined and used expressively.</p>	<p>Listen to different types of composers and musicians.</p>	<p>Listen to different types of composers and musicians.</p>

<u>Composing</u>	Carefully choose sounds to achieve an effect.	Order sounds to create an effect. Create short musical patterns with long and short sequences and rhythmic phrases.	Compose music that combines musical elements.
<u>Musical Notation</u>	Know how many beats in a minim, crotchet and semibreve, plus recognise their symbol.	Use musical notation when composing rhythms.	Know the names for the staff, treble clef, lines, spaces, and some notes (through the Charanga recorder course).
<u>Music Appreciation</u>	Comment on likes and dislikes.	Begin to recognise and identify instruments being played.	Recognise how musical elements can be used together to compose music.
<u>Musical History</u>	n/a	Understand that the sense of occasion affects the performance – linked to <i>Pictures from an Exhibition</i> .	Describe the different purposes of music throughout history and in other cultures.
<u>Composer / Musician Focus</u>	Frederick Delius 	Modest Mussorgsky – <i>Pictures from an Exhibition</i> Bob Marley - reggae	World Music focus: gamelan, African music, Indian music
<u>Topic Links</u>	Charanga: <i>Let Your Spirit Fly</i>	Charanga: <i>Three Little Birds</i>	Charanga: recorder course