

## Long Term Plan: Year 3

<u>Autumn Term:</u> <i>The Groovy Greeks</i>	<u>Spring Term:</u> <i>The Pride of the Potteries</i>	<u>Summer Term:</u> <i>Back to the Stone Age</i>
<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement</li> <li>• Geometry</li> <li>• Statistics</li> </ul> <p>(See separate Maths plan for further details)</p>	<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement</li> <li>• Geometry</li> <li>• Statistics</li> </ul> <p>(See separate Maths plan for further details)</p>	<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement</li> <li>• Geometry</li> <li>• Statistics</li> </ul> <p>(See separate Maths plan for further details)</p>
<p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• Myths, Legends, Fables</li> <li>• Stories from an imaginary world (<i>Fantastic Mr Fox</i>)</li> <li>• Poetry (Creating images)</li> <li>• Information Texts</li> <li>• Letters</li> </ul> <p>(See separate English plan for further details)</p>	<p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• Instructions and Explanations</li> <li>• Adventure &amp; Mystery stories (<i>Tom's Sausage Lion</i>)</li> <li>• Performance Poetry</li> <li>• Dialogue and Plays</li> <li>• Stories from other cultures</li> <li>• Traditional poems</li> </ul> <p>(See separate English plan for further details)</p>	<p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Non-chronological reports</li> <li>• Persuasive Writing</li> <li>• Shape/Performance Poetry</li> <li>• Story writing (<i>Stig of the Dump</i>)</li> <li>• Recounts</li> </ul> <p>(See separate English plan for further details)</p>
<p><b><u>Science</u></b></p> <p><b>Animals and Humans</b></p> <ul style="list-style-type: none"> <li>• Identifying and naming plants and animals</li> <li>• Changes in animals over time</li> <li>• Changes to the human skeleton over time</li> <li>• Life cycles of animals</li> </ul>	<p><b><u>Science</u></b></p> <p><b>Light and Shadows</b></p> <ul style="list-style-type: none"> <li>• Light sources, seeing, reflections and shadows.</li> <li>• Explaining how light appears to travel in straight lines and how this affects seeing shadows and seeing.</li> </ul> <p><b>Rocks, Soils and Fossils</b></p> <ul style="list-style-type: none"> <li>• Compare and group rocks and describe the formation of fossils</li> </ul>	<p><b><u>Science</u></b></p> <p><b>Plants - helping things grow</b></p> <ul style="list-style-type: none"> <li>• The function of parts of flowering plants, requirements of growth, water and transportation in plants</li> <li>• Life cycles of plants</li> </ul> <p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>• Contact and distant forces, attraction and repulsion, comparing and grouping materials</li> <li>• Poles, attraction and repulsion</li> <li>• Transference of forces in gears, pulleys, levers</li> </ul>

		and springs
<p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>• Multimedia and word processing - combining text and graphics</li> <li>• Programming - Textease Turtle, '2Code'</li> <li>• E-Safety - passwords and log-ins, E-awareness and safe practice</li> </ul>	<p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>• Multimedia and word processing - combining text and graphics</li> <li>• Data handling and presentation</li> <li>• Digital media - Soundscapes and Animations</li> <li>• Programming - Scratch, '2Code'</li> </ul>	<p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>• E-Safety - Online research and communication</li> <li>• Communication and collaboration - messaging and publishing</li> <li>• Digital media - Imagery (videos and photos)</li> </ul>
<p><b><u>RE</u></b></p> <ul style="list-style-type: none"> <li>• <b>Our World</b> (Creation stories)</li> <li>• <b>Judaism</b> (part 1)</li> </ul>	<p><b><u>RE</u></b></p> <ul style="list-style-type: none"> <li>• <b>Judaism</b> (part 2)</li> <li>• <b>Easter traditions around the world</b></li> </ul>	<p><b><u>RE</u></b></p> <ul style="list-style-type: none"> <li>• <b>Parables of Jesus</b></li> <li>• <b>The Church</b> (The building and its people)</li> </ul>
<p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• Ancient Greeks - civilisation, philosophy, literature and religion</li> </ul> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Locating European countries and cities</li> <li>• Similarities and differences of physical and human geography in Europe</li> <li>• Map/Atlas work</li> <li>• Using a Compass (Maths focus)</li> </ul>	<p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• The local area (Stoke-on-Trent &amp; Kisgrove) - canals, mining, pottery, famous people and places, urban/rural comparisons, timelines etc.</li> </ul> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Geographical features of the UK</li> <li>• Similarities and differences of physical and human geography in UK</li> <li>• Atlas &amp; Compass work - grid references</li> <li>• Fieldwork - human and physical features of the local area</li> </ul>	<p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age - lifestyle comparisons, living conditions, engineering, timelines</li> </ul> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Similarities and differences of physical and human geography in Ancient Britain</li> <li>• UK atlas - cities, counties, rivers and mountains</li> <li>• Types of settlement and land use</li> </ul>
<p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>• <b>Drawing</b> - producing a wide range of textures and patterns, pen/pencil control, infilling shapes with coloured pens and pencils, changing colours (Trojan Horses)</li> <li>• <b>Painting</b> - mixing and matching colours, lightening and darkening, brushing to produce appropriate marks, experience with the colour wheel (Medusa Masks)</li> <li>• <b>3D</b> - shaping, forming and modelling from observation or imagination, experiencing surface</li> </ul>	<p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>• <b>Printmaking</b> - creating and repeating patterns, overlaying, recording textures and patterns (Pottery banks freize and charcoal landscapes) *Violins taking place during this term*</li> </ul> <p><b><u>D&amp;T</u></b></p> <ul style="list-style-type: none"> <li>• Applying understanding of computing to program, monitor and control products</li> </ul> <p><b><u>Cooking</u></b></p>	<p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>• <b>Drawing</b> - working from observation and imagination, using sketchbooks, pen/pencil control, expressing feelings, work of artists (Cave man art)</li> <li>• <b>Painting</b> - mixing and matching colours, lightening and darkening, brushing to produce appropriate marks, experience with the colour wheel (Cave man paintings and stone age jewellery)</li> <li>• <b>3D</b> - shaping, forming and modelling from</li> </ul>

<p>textures and patterns, health and safety (Medusa masks and Trojan horses)</p> <p><b>D&amp;T</b></p> <ul style="list-style-type: none"> <li>Designing, Making and Evaluating mechanical systems - gears, pulleys, cams, levers and linkages (Ancient Greeks focus - Building the Trojan horse)</li> </ul> <p><b>Cooking</b></p> <ul style="list-style-type: none"> <li>Cooking and Nutrition - Savoury dishes using a range of cooking techniques (Greek cuisine)</li> </ul>	<ul style="list-style-type: none"> <li>Seasonality - understanding how and where a variety of ingredients are grown and processed (Science focus)</li> <li>Local cuisines and types of food (Staffordshire focus - Topic)</li> </ul>	<p>observation or imagination, experiencing surface textures and patterns, health and safety (Stone age mammoth huts and jewellery)</p> <p><b>D&amp;T</b></p> <ul style="list-style-type: none"> <li>Designing, Making and Evaluating mechanical systems - gears, pulleys, cams, levers and linkages (Moving large materials in the Stone Age)</li> </ul> <p><b>Cooking</b></p> <ul style="list-style-type: none"> <li>Cooking and Nutrition - Savoury dishes using a range of cooking techniques (Stone age focus - 'gathering foods')</li> </ul>
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Exploring descriptive sounds</li> <li>Christmas songs and carols</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Whole class violin tuition</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Exploring arrangement</li> <li>End of year school production</li> </ul>
<p><b>Modern Foreign Languages - French</b></p> <ul style="list-style-type: none"> <li>Les mois de l'année- Months of the year</li> <li>Les saisons- seasons</li> <li>Mon anniversaire,</li> <li>Joyeux Noël- celebrations</li> <li>Les jours- days of the week</li> <li>Les nombres- 0-30</li> </ul>	<p><b>Modern Foreign Languages - French</b></p> <ul style="list-style-type: none"> <li>L'alphabet</li> <li>J'aime/je n'aime pas-mes loisirs- hobbies/ likes and dislikes</li> <li>Tu-as un animal?- pets</li> <li>Les couleurs- colours</li> </ul>	<p><b>Modern Foreign Languages - French</b></p> <ul style="list-style-type: none"> <li>Ma famille- family members</li> <li>Revision of previous units</li> </ul>
<p><b>PE</b></p> <ul style="list-style-type: none"> <li><b>Multi-skills</b> (Football, bench ball, netball) - movement, catching, ball work, striking</li> <li><b>Invasion games</b> (Football, Bench ball, netball) - dribbling, passing, shooting, possession</li> </ul>	<p><b>PE</b></p> <ul style="list-style-type: none"> <li><b>Gymnastics/Dance</b> - balance and rolling, hand apparatus, jumping and landing, combinations/sequences</li> <li><b>Net &amp; Wall games</b> (Tennis, Badminton) - contact, movement, reaction, rally</li> </ul>	<p><b>PE</b></p> <ul style="list-style-type: none"> <li><b>Athletics</b> (Track and field) - sprinting, jumping, throwing, hurdling</li> <li><b>Striking &amp; Fielding games</b> (Cricket/Rounders) - throwing, catching, batting, bowling</li> </ul>
<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>Rules of the classroom and school routines</li> <li>Health and wellbeing (Core theme 1)</li> </ul> <p><i>(All PSHE lessons are taught in discrete lessons and cross curricular learning across the year)</i></p>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>Diversity &amp; Difference unit 1 (6 week block)</li> <li>Living in the wider world (Core theme 3)</li> </ul> <p><i>(All PSHE lessons are taught in discrete lessons and cross curricular learning across the year)</i></p>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>Relationships (core theme 2)</li> </ul> <p><i>(All PSHE lessons are taught in discrete lessons and cross curricular learning across the year)</i></p>