

Year 3 Long Term Plan



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	The Polar Regions	The power of nature (volcanoes/earthquakes)	The Stone Age and The Bronze Age	Iron Age Celts	The Romans	The Romans
Enquiry Question	Who lives in Antarctica?	Why do people live near volcanoes?	What was life like in pre-historic Britain?	Who were the Celts?	Why did the Romans invade and settle in Britain?	What was it like to live in Roman Britain?
Core Books	The Iron Man Ted Hughes	Rhythm of the Rain Grahame Baker-Smith	Fox Margaret Wild	Into the Forest Anthony Browne	A Midsummer Night's Dream Shakespeare Dear Earth Isabell otter	Little People; Big Dreams: Usain Bolt Maria Isabell Sanchez Vegara
WOW	Ice Block	STEM Visit	STEM Visit – Rocks and Fossils	Church Visit	Bosworth Battlefield – Roman Visit	Roman Day
Maths	<u>Number</u> Place value <u>Number</u> Addition and Subtraction	<u>Number</u> Addition and Subtraction <u>Number</u> Multiplication and Division	<u>Number</u> Multiplication and Division <u>Number</u> Fractions	<u>Number</u> Fractions	<u>Measurement</u> Length, mass, capacity time Number: problem solving <u>Geometry</u> Statistics	<u>Measurement</u> Length, mass, capacity time Number: problem solving <u>Geometry</u> Statistics
English	Approaching threat narrative Trap explanation	Setting narrative Information leaflet	Fable narrative Information report	Lost narrative Newspaper report	Potion recipe Environment letter	Olympian Recount Roman Diary
RE	What is the Trinity and why is it important to Christians?	What is it like for someone to follow God?	What do Christians learn from the creation story?	Why do Christians call the day Jesus died 'Good Friday'?	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?

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Science	<u>Light and Shadows</u> Dark is the absence of light, light reflection, formation /change of shadows	<u>Forces and Magnets</u> Magnetic attraction and repulsion, determining which materials are magnetic	<u>Rocks and Fossils</u> Comparing and grouping rocks, investigating fossils, recognising how soil is made	<u>Plants</u> Functions of parts of plants, what plants need to grow, transportation of water within plants, plant life cycles	<u>Animals including humans</u> That animals need nutrition to survive, the function of skeletons and muscles	<u>Animals including humans</u> That animals need nutrition to survive, the function of skeletons and muscles
History			Changes in Britain from The Stone Age to The Bronze Age	Changes in Britain - The Iron Age	Roman Empire and the impact on Britain	Roman Empire and the impact on Britain
Geography	Who lives in Antarctica? Describe the physical and human features of Antarctica. Using compass points	Why do people live near volcanoes? Name the layers of the earth. Explain why/where volcanoes happen. Understand positive and negative aspects of living near volcanoes. Understand the nature of earthquakes				
Design and Technology	Mechanisms - Design, make and evaluate a puppet with different mechanisms for a performance	Textiles – Cross Stitch and Applique (link to Christmas)	Digital World – Mindful Moments Timer (yr 4 plan)	Structures – Pavillions (yr 4 plan)		Cooking and Nutrition – Eating Seasonally
Art and Design	(Kapow mixed age 3/ 4 cycle A) Drawing – Developing Drawing Skills	Sculpture & 3D – Abstract Shape and Space	Painting and Mixed Media – Prehistoric Painting	Drawing – Growing Artists	Pattern, Printing and Textiles - Colour screen prints of endangered animals – Andy Warhol	
Computing	Computing systems and networks – connecting computers	Creating Media - Animation	Creating Media – Desktop Publishing	Data and information – branching database	Programming A – Sequence in music	Programming B - Events and actions

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Music	Ballads - Learning what ballads are, how to identify their features and how to convey different emotions when performing. Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad	Creating composition in response to an animation (theme mountains) Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation	Use whole class instrument lesson unit 1 - South Africa	Use whole class instrument lesson unit 1 - Caribbean	Jazz - Learning about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion	Traditional instruments and improvisation, introduction to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing
RSE & Health Education	World Mental Health Day Family and relationships	Anti-bullying week Health and Well-being	Safety and the changing body	Citizenship	Economic wellbeing	Healthy schools week identity and body image
Physical Education	Invasion games - football Gymnastics - Stretching, curling and arching	Games - Ball handling and Invasion games Gymnastics - symmetry and asymmetry	Dance Games - hockey	Gymnastics - pathways and travelling Games - Tag rugby	Games - net and court Athletics	OAA-communication, problem solving and orienteering Games - striking and fielding, cricket and rounders
French	Greetings	Adjectives - colour, size and shape	French playground games, numbers and age	In a French classroom	French transport	Circle of life