

YEAR 3 – LONG TERM PLAN

TERM 1 – Britain at War	TERM 2 – Funny Bones	TERM 3 – Mighty Mountains
<p>History - A study over a period of time - Britain at war. Name and locate counties and cities of the UK, identifying key human and physical features and land use. Following directions and maps, can read and interpret the globe as a flat map. World War One and life in the trenches. Compare with World War Two – the impact of the bombing on civilians. Explore how life in Britain changed in particular for women and children. Remembrance Day.</p> <p>Geography Locate world continents/countries with a focus on Europe and Russia identifying key human and physical characteristics, countries and major cities.</p> <p>Art – Learn about great artists (Georgia O’Keeffe) and recreate their style in our own work. Use pastels and charcoal. Paintings based Charles Pears (1873-1958) Blitz. Our London Docks, 1940. Sculpture using clay and natural materials.</p> <p>Design Tech Science Food Healthy Eating –follow and make recipe (war time recipes)</p> <p>Science – Physics Light can be reflected & absorbed. Light box investigation. Design Sun Safety posters. Still life art work looking at shadows. Investigate light/shadows at different distances from object .</p> <p>Science - Working Scientifically - Light and Shadows Explore light sources and how light travels. Explore how light is reflected and how shadows are formed. Find patterns in the size of shadows as they change. Test for materials being opaque, translucent or transparent. Use torch to test and measure shadows. Describe which materials allow light to travel through. Answer questions about best materials to use for black out curtains. Suggest uses for transparent, translucent or opaque materials. Which materials reflect light?</p> <p>RE – What is the Trinity?</p> <p>Computing – Understand computer networks.</p> <p>PSHE – Making a positive contribution.</p> <p>French – counting to ten.</p> <p>PE – Dance – explore moving in different ways. Work as a group to learn and create their own dance steps.</p> <p>Games – Play competitive games, modified as appropriate.</p> <p>Music – World War Two – rhythm and beat.</p>	<p>Science - children will learn how human body has a number of systems, each with its own function. Identify that humans and some other animals have skeletons and muscles for support, protection and movement 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. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Biology Learn about food groups, understand food pyramid and how we need different amounts of different food groups, design healthy food plates, learn that other mammals have similar food needs</p> <p>Geography - locate world’s continents, looking at key physical & human features, with a focus on Italy.</p> <p>RE – What is the Trinity</p> <p>PSHE – Economic Well-being and Financial Capability</p> <p>PE – Dance – Children will learn how to create and perform dances using a range of movement patterns. Country dancing in pairs and groups working together in time to music. Games - Develop flexibility & control in gym, dance & athletics play competitive games, modified as appropriate.</p> <p>Computing – Sending and receiving emails.</p> <p>French – Meeting and greeting.</p> <p>Design Tech Food Understand sections of the EatWell plate. Healthy Eating- use knowledge of food groups design a healthy meal.</p> <p>Music – Singing</p> <p>Art – Drawing and Collage</p> <p>Termly value – Generosity.</p>	<p>Geography Location of major mountain ranges in the world. Explore volcanoes and how they erupt. Compare different types of mountains. Rivers</p> <p>Science – Chemistry Rocks, soil and fossils Pose questions about properties of rocks Devise test for the rock strength that is fair Use a hand lens to observe features of rocks Use a table to record findings of scratch test on rocks Describe strongest rocks. Describe how rocks are formed Which rocks could be used in building? Pose questions about properties of soils & test soil drainage. Use a hand lens to observe features of soils Describe and draw items found in soil, Explore how soil is made.</p> <p>RE – Why do Christians call the day Jesus died, ‘Good Friday’?</p> <p>Art – Explore making marks and lines. With pencil, create hard and soft lines. Look at shadow, tone and draw portraits of each other. Compare with portraits with the work of Picasso . Use a sketchbook to record observations.</p> <p>PSHE – Emotional Health & Well-being/Keeping safe, staying safe, Feeling safe.</p> <p>Computing – Online safety.</p> <p>French – Names and titles</p> <p>PE – Gymnastics – children explore travelling in different ways and balancing on different parts of the body. Create sequences with a partner including imaginary and mirroring showing as much control and precision as possible. Games – Practise skills to use in games.</p> <p>Music – The class orchestra. Exploring arrangements</p> <p>Termly value – Thankfulness.</p>
TERM 4 – Prehistoric Age	TERM 5 - Plants and Growth	TERM 6 – Stamford
<p>Science – Chemistry Rocks, soil and fossils Make diagrams and story boards to show how fossils are formed. Observations of soil, Describe what soil is made from, Compare soil types/ drainage, and investigate drainage of different soil types.</p> <p>Science - Working Scientifically Some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract/repel each other and attract some materials and not others. Compare and group together materials based on whether they are attracted to a magnet, and identify magnetic materials. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Describe magnets as having two poles. Observe features of magnets and how they attract or repel. Draw diagrams of how magnets attract/repel.</p> <p>History - Changes in Britain from the Stone Age to the Iron Age. Make and complete timelines, labelling AD and BC. How inventions and discoveries changed life e.g. metals, wheel, farming techniques in Stone age – Iron age. Questions to be answered using prior knowledge. Draw conclusions from cave art images, Look at images of tools and discuss what we can infer about life. Research Skara Brae.</p> <p>RE – Picturing Belief</p> <p>Art – Cave art., Drawing fossils, Make clay tiles</p> <p>Computing – Research using the internet.</p> <p>PE – Multi-skills – Children will further develop the fundamentals of movement such as agility, balance and co-ordination in a range of fun activities focussed on running, jumping and turning which forms the basis of most sports.</p> <p>French – ask and answer questions.</p> <p>PSHE – Relationships /Emotional Health & Well-being</p> <p>Music – Easter</p> <p>Termly value – Forgiveness</p>	<p>Science – Habitats provide living things with what they need Explore the requirements of plants for life and growth and how they vary from plant to plant Life cycles- Plants Identify and describe the functions of different parts of flowering plants. Investigate the way water is transported within plants Explore the part that flowers play in the life cycle of flowering plants.</p> <p>Science - Working Scientifically Pose questions about properties of soils. Devise a test for the growing of seeds and seedlings. comparing the effect of different factors on plant growth. Use a hand lens to observe features of a flower head. Measure growth of plants using cm and mm. Draw diagrams of plants and label parts, draw a diagram of how water travels in a plant. Use a table with measurements, pictures and photos of plants. Describe which plants or seeds grew the best. Answer questions about what plants need to grow. Which conditions are best for growing seeds?</p> <p>RE – What do Hindus belief about Ultimate reality?</p> <p>Computing – Design and code a game using Scratch.</p> <p>Art – Flowers and Plants – famous artists and observational drawings.</p> <p>PE - Swim a length of the pool, on front and back without stopping. Use the correct technique to swim breaststroke. Tread water for at least 2 minutes. Put head in the water when using different strokes. Use running, jumping, catching and throwing in isolation and in combination. Play competitive games, modified as appropriate.</p> <p>PSHE - Healthy Lifestyles/Drug Awareness.</p> <p>French – colours.</p> <p>Music – Mood and Movies</p> <p>Termly value – Respect</p>	<p>Science – Working Scientifically & Physics Compare how things move on different surfaces Pose questions. Test for how far vehicle will move over surfaces. Use a table and bar graph to show results of slope test Describe which slopes will allow the vehicle to move furthest. Answer questions about why certain surfaces allow movement (friction) talk about other, talk about how brakes work. Using results, describe which the best surface for moving further are. What happens if slope is different heights/weight?</p> <p>Art / D&T Vehicle Challenge Design products that are functional and designed for purpose. Create a shell or frame structure, strengthening with diagonal struts. Create simple joints with wood. Measure and mark a square section & dowelling to cm. Explain strengths and weaknesses of existing products. Create a cross sectional drawing of design. Colour mixing.</p> <p>RE – How do Hindus worship?</p> <p>Geography - Local study Stamford - Identify key features to make maps, Make notes of land use on the walk and match info to Google maps view, Aerial maps labelling features and use, Label compass points on map of Stamford and describe places in relation to each other using compass points (NSEW)</p> <p>Computing - Collect and present data appropriately.</p> <p>PSHE - Drug Awareness/Sex and Relationship. PE - Swim a length of the pool, on front and back without stopping. Use the correct technique to swim breaststroke. Tread water for at least 2 minutes. Put head in the water when using different strokes.</p> <p>Music – Rhythm and Layers</p> <p>Termly value – Courage</p>

