



**ST. GEORGE'S CE PRIMARY SCHOOL LONG TERM PLANNING**  
(National Curriculum Coverage)

**LEARNING THE ST. GEORGE'S WAY- BROAD, BALANCED AND WITH DEPTH**  
YEAR Three



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
SUBJECTS	1	2	3	4	5	6
<b>TERMLY VALUE</b>	Friendship/Community	Generosity/Peace	Thankfulness/Joy	Forgiveness/Hope	Respect/Dignity	Courage/Wisdom
<b>5 WAYS TO MENTAL WELL BEING</b>	e.g Be Active	e.g Give	e.g Take notice	e.g Keep learning	e.g Keep learning	e.g To connect
<b>KEY DATES/EVENTS</b>	Harvest Festival	Remembrance Service Antibullying Week Christingle Service Christmas Performance YR-Y4 Christmas Service	Forest School	Easter service	Pentecost	Sports Day
<b>THEME:</b>	Prehistoric Life		The Romans		Plants and Growth	
<b>MATHS</b>	<b>Number</b> - Place Value <b>Number</b> - Addition and Subtraction	<b>Number</b> - Addition and subtraction <b>Number</b> - Multiplication and Division	<b>Number</b> - Multiplication and Division <b>Measurement</b> - length and perimeter	<b>Number</b> - fractions <b>Measurement</b> - mass and capacity	<b>Number</b> - fractions <b>Measurement</b> -Money <b>Measurement</b> - Time	<b>Geometry</b> - properties of shape <b>Statistics</b>
<b>ENGLISH</b>	Shape Poetry Setting Descriptions	Stories with Familiar Settings Instructional Writing	Fantasy Stories Traditional Stories	Non-chronological Reports Text study	Author Character Descriptions	Plays and Dialogues Poetry - performance
<b>RE</b>	LAS Compulsory God - Hinduism [How are deities and key figures described in	LAS Compulsory God - Islam [What do the main concepts in Islam reveal about the	God/Incarnation UC 2a.3 (core) What is the Trinity?	Salvation UC 2a.5 (core) Why do Christians call the day Jesus died 'Good Friday'?	God/Incarnation UC 2a.3 (Digging Deeper)	LAS Additional Big Questions (including Christianity): What does it mean to live a good life?

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	Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?] B1, B2a T2, T3	nature of Allah? What is the purpose of visual symbols in a mosque?]  B1, B2a T2, T3	B1, B2a L2, L3, L4a, L4b T1, T2, T3	B1, B2a L2, L3, L4a, L4b T1, T2, T3	What is the Trinity? B1, B2a L2, L3, L4a, L4b T1, T2, T3	[Opportunity to look at guidelines and laws in various religions and nonreligious worldviews. Chance to explore whether 'good' means the same thing to everybody] B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3
<b>SCIENCE</b>	<b>Skeletons</b> (3 weeks) <b>Movement</b> (1 week) Pupils should be taught to: identify that humans and some other animals have skeletons and muscles for support, protection and movement. <b>Nutrition and diet</b> (3 weeks) Pupils should be taught to: ♣ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot	<b>Food and Waste</b> (1 week) Pupils should be taught to:  <b>Rocks</b> (3 weeks) Pupils should be taught to: ♣ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	<b>Fossils</b> (2 weeks) Pupils should be taught to: ♣ describe in simple terms how fossils are formed when things that have lived are trapped within rock ♣  <b>Soils</b> ♣ recognise that soils are made from rocks and organic matter	<b>Light</b> (6 weeks) Pupils should be taught to: ♣ 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	<b>Plants A (6 weeks)</b> Pupils should be taught to: ♣ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ♣ investigate the way in which water is transported within plants ♣ 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 ♣ explore the part that flowers play	<b>Forces and Magnets</b> (4 weeks) Pupils should be taught to: ♣ 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 ♣ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify



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	make their own food; they get nutrition from what they eat ♣			blocked by an opaque object ♣ find patterns in the way that the size of shadows change.	in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	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. <b>Plants B</b> (1 week) <b>Biodiversity</b> (1 week)
<b>COMPUTING</b>	Computing systems and networks - connecting computers: develop understanding of digital devices, initial focus on inputs, processes, and outputs. Comparing digital and non-digital devices, introduce to computer networks that include infrastructure devices like routers and switches.	Creating media - animation: Use a range of techniques to create a stop-frame animation using tablets. Apply those skills to create a story-based animation.	Creating media - desktop publishing: Become familiar with the terms 'text' and 'images'. Use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents.	Data and information - branching databases: Develop understanding of what a branching database is and how to create one. Understand what attributes are and how to use them to sort groups of objects by using yes/no questions. Create physical and on-screen branching databases.	Programming - sequence in music: Explores sequencing in programming through Scratch. Introduction to the programming environment, be new to most learners. Introduced to motion, sound, and event blocks which they will use to create their own programs, featuring sequences. Final project is to make a representation of a piano.	Programming - events and actions: Moving a sprite in four directions (up, down, left and right). Explore movement within the context of a maze, using design to choose an appropriately sized sprite.



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<p align="center"><b>HISTORY</b></p>	<p><b>British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</b> ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ♣ Bronze Age religion, technology and travel, for example, Stonehenge ♣ Iron Age hill forts: tribal kingdoms, farming, art and culture</p>		<p><b>British History 2: Why did the Romans settle in Britain?</b> ♣ Julius Caesar's attempted invasion in 55-54 BC ♣ the Roman Empire by AD 42 and the power of its army ♣ successful invasion by Claudius and conquest, including Hadrian's Wall ♣ British resistance, for example, Boudica ♣ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>		<p><b>British History 3: How hard was it to invade and settle in Britain?</b> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ♣ Scots invasions from Ireland to north Britain (now Scotland) ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture ♣ Christian conversion - Canterbury, Iona and Lindisfarne</p>	
<p align="center"><b>GEOGRAPHY</b></p>	<p><b>Why do people live near volcanoes?</b> Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.</p>		<p><b>Who lives in Antarctica?</b> Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton</p>		<p><b>Are all settlements the same?</b> Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.</p>	
<p align="center"><b>ART/DT</b></p>	<p><b>Design and Technology</b> Cooking and nutrition: Eating seasonally. Cooking and nutrition: Eating seasonally Discovering when and where fruits and vegetables are grown. Learning about seasonality in the UK and the relationship between the colour of fruits and vegetables and their health</p>	<p><b>Art and design</b> Drawing: Growing artists. Drawing: Growing artists Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium,</p>	<p><b>Design and Technology</b> Digital world: Electronic charm. Digital world: Electronic charm Designing, coding, making and promoting a Micro:bit electronic charm to use in low-light conditions. Children develop their understanding of programming to monitor and control their products</p>	<p><b>Art and design</b> Craft and design: Fabric of nature. Craft and design: Fabric of nature Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design</p>	<p><b>Design and Technology</b> Structures: Constructing a castle. Structures: Constructing a castle Learning about the features of a castle, children design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.</p>	<p><b>Art and design</b> Sculpture and 3D: Abstract shape and space: Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create</p>



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	benefits by making three dishes.	scale and the way tonal shading can help create form.		a repeating pattern suitable for fabric.		free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.
<b>MUSIC</b>	<b>Music Express</b> Food and drink Communication	<b>Music Express</b> Building Time	<b>Music Express</b> High lo, middle lo China	<b>Music Express</b> Human Body Ancient worlds	<b>Music Express</b> Environment In the Past	<b>Music Express</b> Sounds Poetry
<b>PSHE</b>	<b>Being Me in My World.</b>	<b>Celebrating Differences.</b>	<b>Dreams and Goals.</b>	<b>Healthy Me.</b>	<b>Relationships</b>	<b>Changing Me.</b>
<b>PE</b>	Dance Netball/ Basketball	Yoga Fitness <b>(Physical)</b>	Gymnastics <b>(Personal, Health)</b> Football	Hockey <b>(Cognitive, personal)</b> Tennis/Badminton <b>(Physical)</b>	OAA Cricket	Athletics <b>(Cognitive, health)</b> Rounders <b>(Physical)</b>