

YEAR 3 – LONG TERM PLAN

TERM 1 – Prehistoric Age	TERM 2 – Funny Bones	TERM 3 – Romans
<p>History - Prehistoric Britain - Learn about late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</p> <p>Geography - United Kingdom Settlement - Identify and name the countries of the United Kingdom and Great Britain.</p> <p>Art - Clay work and sculptures. Use charcoal to explore and make marks and lines.</p> <p>French - counting to ten.</p> <p>Science - Rocks - Compare and group together different kinds of rocks on the basis of their physical properties. Describe in simple terms how fossils are formed when living things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p> <p>RE - Hinduism - How are deities and key figures described in Hindu sacred texts? Why might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?</p> <p>Computing - Coding / Online Safety.</p> <p>PSHE - Being Me in My World.</p> <p>PE - Tag Ruby - Learn to keep possession of the ball using attacking skills. Play uneven and even sided games, developing strategies and social skills to self-manage games. Understand the importance of playing fairly and keeping to the rules. Pupils will think how to use skills, strategies and tactics to outwit the opposition. Learn to evaluate their own and others' performances and suggest improvements.</p> <p>Music - Mood and Movies</p> <p>Value - Friendship</p>	<p>Science - Animals, including humans. 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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>History - Bronze Age to the Iron Age Explore bronze Age religion, technology and travel, for example Stonehenge. Find out about Iron Age hill forts, tribal kingdoms, farming, art and culture.</p> <p>Geography - Explore characteristics of each country in the United Kingdom.</p> <p>RE - Islam - What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?</p> <p>PSHE - Celebrating Differences.</p> <p>PE - Football - Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p> <p>Computing - Spreadsheets</p> <p>French - Meeting and greeting.</p> <p>Design Technology</p> <p>Food Understand the sections of the Eat Well plate and explain what a balanced diet is. Use knowledge of food groups design a healthy meal. Use design ideas from Iron Age art to design Iron Age jewellery and shield.</p> <p>Music - Singing and perform songs from memory including harvest songs and Christmas songs and carols.</p> <p>Termly value - Generosity.</p>	<p>History - Julius Caesar's attempted invasion in 55-54 BC. Explore the Roman Empire by AD 42 and the power of its army. Find out about the successful invasion by Claudius and conquest, including Hadrian's Wall.</p> <p>Geography - European country - Italy. Compare two cities Rome and London. Look at landmarks, population, customs, religion, population, language, currency and food.</p> <p>Science - Forces and Magnets - Forces and Magnets - 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 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.</p> <p>RE - Why do Christians call the day Jesus died, 'Good Friday'?</p> <p>Art - Use collage and design and make mosaics.</p> <p>PSHE - Dreams and Goals.</p> <p>Computing - Touch-Typing</p> <p>French - Names and titles</p> <p>PE - Cricket - Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>Music - create own symbols to represent different sounds.</p> <p>Termly value - Thankfulness.</p>
TERM 4 – Italy	TERM 5 – Anglo-Saxons	TERM 6 – Plants and Growth
<p>Science - Light - 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 and find patterns in the way that the size of shadows change.</p> <p>History - British resistance, for example, Boudica. Explore 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p> <p>Geography - Identify and compare human and physical characteristics of Rhome and London. Explore the Vatican City.</p> <p>RE - Big Questions - What does it mean to live a good life? Look at guidelines and laws in various religions and nonreligious worldviews. A chance to explore whether 'good' means the same thing to everybody.</p> <p>Art - Drawing. Architecture project linked to buildings.</p> <p>Computing - Email.</p> <p>PE - Orienteering - Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p> <p>French - ask and answer questions.</p> <p>PSHE - Healthy Me.</p> <p>Music - Create own symbols to represent different sounds.</p> <p>Termly value - Forgiveness</p>	<p>Science - Plants - Identify and describe the functions of different parts of flowering plants. Investigate the way water is transported within plants.</p> <p>RE - What is the Trinity?</p> <p>History - Britain's settlement by Anglo-Saxons and Scots - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>♣ Scots invasions from Ireland to north Britain (now Scotland).</p> <p>Computing - Branching databases.</p> <p>Art - Anglo-Saxon jewellery. Artist - Yoyoi Kusama - exploring and using pattern and paint.</p> <p>Geography - Mountains and Volcanoes - Different types of mountains. Identify mountain ranges. How volcanoes are formed.</p> <p>PE - Hockey - Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p> <p>PSHE - Relationships.</p> <p>French - colours.</p> <p>Music - Listen and compare and evaluate music (pitch, mood, rhythm and tempo).</p> <p>Termly value - Respect</p>	<p>Science - 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 in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Working Scientifically - Compare how things move on different surfaces.</p> <p>Art / D&T - Vehicle Challenge - Design, make and evaluate own vehicle with axis. Observation drawing linked to plant topic.</p> <p>RE - What is the Trinity?</p> <p>Geography - Mountains and Volcanoes Different types of mountains. Identify mountain ranges. How volcanoes are formed?</p> <p>History - Britain's settlement by Anglo-Saxons and Scots - Anglo-Saxon invasions, settlements and kingdoms: place names and village life □ Anglo-Saxon art and culture □ Christian conversion - Canterbury, Iona and Lindisfarne.</p> <p>Computing - Simulations and Graphing.</p> <p>PSHE - changing Me.</p> <p>PE - Netball - Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p> <p>Music - Listen and compare and evaluate music (pitch, mood, rhythm and tempo).</p> <p>Termly value - Courage</p>