Green Lane Primary School

- Year 3 Long Term Plan -

	Autumn		Spring		Summer	
English	Week 1 – Identity **Text** – Proudest Blue I am who I am – poetry Text - **The Stone Age Boy*** **Genre** – Narrative Adventure Story Setting **RHW** - Om's Adventure Skara Brae – modelled text Persuasive Advert linked to Stone Age visitors sites – Stonehenge – **RHW** - Poster Visit Scotland website Stonehenge site	**Text** – **The Street Beneath my Feet*** **Genre** - Explanation **RHW** – Rocks Text - Coming Home Genre - instructions – short topic	**Text** – **The Story of Tutankhamun*** **Genre** – Newspaper Report **RHW** – The Discovery of Tutankhamun's Tomb	**Text** – **The Egyptian Cinderella*** **Genre** – Traditional Tale **RHW** – Traditional Tale set in Ancient Egypt	**Text** – **Weslandia*** **Genre** - Diary Entry **RHW** – Greek Myths – three heroic tale Theseus and the Minotaur	Text – The Homo-Sapien **Genre** – Non-chronological Report **RHW** – Animal Report **Text** – **The River by Valerie Bloom*** **Genre** – Poetry **RHW** – The River is … (in the style of A seed is Sleepy)
Reading	The Stone Age Boy The First Drawing	The Secrets of Stonehenge The Rock is Lively Life in the Stone Age	The Story of Tutankhamun	The Egyptian Cinderella	Weslandia -shorten? The Human Body Greek Myths – Theseus and the Minotaur	The Seed is Sleepy The Lorax Genre Letter
Maths Following NCETM Year 3 Curriculum Map	**Adding and subtracting across 10** Unit 1 – 2 weeks **Numbers to 1,000** Unit 2 – 4 weeks	**Numbers to 1,000** Unit 2 – 4 weeks **Right angles** Unit 3 – 2 weeks	**Manipulating the additive relationship and securing mental calculation** Unit 4 – 4 weeks **Column addition** Unit 5 – 2 weeks	**2, 4, 8 times tables** Unit 6 – 3 weeks **Column subtraction** Unit 7 – 1 week **Unit fractions** Unit 8 – 2 weeks	**Unit fractions** Unit 8 – 3 weeks **Non-unit fractions** Unit 9 – 3 weeks	**Non-unit fractions** Unit 9 – 1 weeks **Parallel and perpendicular sides in polygons** Unit 10 – 2 weeks **Time** Unit 11 – 1 week

Green Lane Primary School

Science	Rocks and Fossils	Forces and Magnets	Light	Plants	Animals and Humans
	Are all rocks made in the same way? Using criteria, chn sort rock samples (and pictures) into the three types. Grouping and classifying C1, C2: All matter (stuff) in the universe is made up of tiny building blocks. Matter can change if the arrangement of these building blocks changes. Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes	Are all metals attracted to magnets? Chn sort materials into magnetic and non-magnetic materials using a magnet and find other materials around the room that Grouping and classifying P2: Forces are different kinds of pushes and pulls that act on all the matter that is in the universe. (Magnets can exert a force.) Sc4/1.2 setting up simple practical enquiries, comparative and fair tests Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Sc4/1.8 identifying differences, similarities or changes	Does the amount of light we experience only change a lot at night? Using 'Lux' ipad app, chn gather data on light levels over the period of an hour and over the period of 24 hours. Chn interpret the gathered data. P3: Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it. (In this case, the rule is that light energy travels in straight lines and doesn't pass through some objects.) Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Sc4/1.4	Do all plants need exactly the same things? Chn give both a parsley plant and a small cactus minimal water over a two week period and observe the changes (perhaps drawing the result) Observing over time Comparative test B3: The different kinds of life, animals, plants and microorganisms, have evolved over millions of generations into different forms in order to survive in the environments in which they live. Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Sc4/1.7 using results to draw simple conclusions, make predictions for new	How does our body move and stand up? Chn use information from science encyclopaedias / textbooks to label a human skeleton and answer simple questions about it. finding out things from secondary sources B3: The different kinds of life, animals, plants and microorganisms, have evolved over millions of generations into different forms in order to survive in the environments in which they live Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

		related to simple scientific ideas and processes Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Observing over time Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.	values, suggest improvements and raise further questions Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.	

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History	**Stone Age, to Bronze Age to Iron Age** When did most people change from a nomadic way of life to settled agriculture and how did this happen? End points Understand that time is divided into two periods known as BCE (before common era) and CE (common era) Know that human prehistory is divided into three periods: the stone age, the bronze age and the iron age Understand that the stone age is divided into three parts: the Palaeolithic, the Mesolithic and the Neolithic and use a range of evidence to find out what life was like during those periods and its significance for future generations Understand the significance of Skara Brae/ Stonehenge monument and why historians disagree what it was used for Talk and write about what life was like in the Bronze Age (Ancient Egypt) and how settlements and humans adapted- pottery, textiles, round houses -People of Significance archaeologists -NC Coverage Changes in Britain from Stone Age to Iron Age		**Ancient Civilisations - Ancient Egypt** Who were the ancient Egyptians and why is ancient Egypt considered to be an early civilisation End points Children to use a range of evidence to know about civilisation, life in ancient Egypt and its significance for future generations (trade – fertile crescent, slavery, pyramids, mumification, hieroglyphics Able to use a range of sources of evidence to compare and contrast similarities and differences on two ancient civilisations Egypt/Stone Age Britain and explain these Know that a century is 100 years; millennium is 1,000 years -People of Significance Cleopatra, TBC -NC Coverage Achievements of the earliest civilisations- depth study of Ancient Egypt		**Ancient Civilisations - Ancient Greece** Why is Ancient Greece considered to be so influential on the modern world? End points Children to understand aspects of ancient Greece, including the idea of democracy (Athens vs Sparta), Greek myths, invention of the alphabet, Olympics and the development of trade Recognise and reflect on the contributions made during the Classic Golden Age (500BCE and 400 BCE) that have influenced the modern world: Mathematics, key philosophers: Socrates, Plato, Aristotle and the role of Alexander the Great and how he spread greek ideas and culture -People of Significance Alexander the Great TBC -NC Coverage Ancient Greece- study of Greek life and achievements and their influence on the western world	
Geography (Subject to changes)		To know regions of the U.K. Understand there are different types of maps.		To know counties, cities, geographical regions of the U.K. (Links to regional farming and produce.) Understand the importance of rivers on human activity now (local rivers and farming)		To know the importance of the River Nile & the effects on human geography

Green Lane Primary School

Art	Possible topics/artists: Le Corbusier DA Vinci • To show facial expressions in their drawings. • To use their sketches to produce a final piece of work. • To use different grades of pencil shades, to show tones and textures. • To predict with accuracy the colour that they mix. • To know where the primary and secondary colours sit on a colour wheel. • To produce a background using a wash. • To use a range of brushes to create different effects		Possible topics/artists: Hockney • To design a printing block and use it to create a print. • To make a 2 colour print. • To identify pattern in the environment. • To use mosaic. • To use montage.		• To join clay together using a range a techniques. • To work with life size materials. • To create pop ups. • To sew fabric together. • To use more than one type of stitch. • To use sewing to add detail to a piece of work. • To add texture to a piece of work. • To experiment with paste resistance. • To use papier mache to create a simple 3D object. • To cut very accurately. • To overlap materials. • To experiment using different colours. Possible topics/artists: Carnivale – Cartwright Hall	
DT						
PSHE	SCARF – see PAT intranet Zone of Regulation Materials Traditional Playground games doc Picture News (weekly) Newsround (2x/week)	SCARF – see PAT intranet Traditional Playground games doc Picture News (weekly) Newsround (2x/week)	SCARF – see PAT intranet Zone of Regulation Materials Picture News (weekly) Newsround (2x/week)	SCARF – see PAT intranet Traditional Playground games doc Picture News (weekly) Newsround (2x/week)	SCARF – see PAT intranet Zone of Regulation Materials Picture News (weekly) Newsround (2x/week)	SCARF – see PAT intranet Picture News (weekly) Newsround (2x/week)

Green Lane Primary School

MFL	Where is France? Major cities and locations Virtual trip to Paris	Introducing yourself and saying how we are	1 - 10	Colours of the rainbow Introduce pets and describe using colours	Where do I live? My home – Rooms in the home- basic adjectives – big/small Designing dream homes	Common foods To create a simple menu for a French café.
RE	How do Jews remember God's covenant with Abraham and Moses?	What is Spirituality and how do people experience this?	What do Christians believe about a good life?	What do the creation stories tell us?	Who can inspire us?	
PA*	Listening: Fisherman's Friends (Sea shanties- musical traditions) Windlass Shanties Short-Haul Shanties Halyard Shanties Call and response Composing Creating and singing their own sea shanties Performing 'Wellerman' – Nathan Evans and their own sea shanty. Understanding and Appraising Make suggestions to improve their music and singing. Revise syllables Pulse End Points		Listening to and learning about: David Bowie (Pop Rock) Space Oddity Heroes Let's Dance Composing: Using vocals to create a range of space sounds to accompany Space Oddity. Use a range of different instruments and select an instrument because of its timbre. Performing space sounds to Space Oddity Make suggestions about improving their sounds		Listening: Abba (Disco) Waterloo Mamma Mia Dancing Queen (Eurovision entries) Composing Writing simple 4 beat rhythms. Using images / words to represent the notes (tea, coffee, lemonade, coca cola) Performing 'Waterloo' – focusing on pitch. Understanding and Appraising Understand what the Eurovision song contest is	
PE*						
Computing*	Programming – Scratch intro Exploring the concept of sequencing in programming through Scratch	Creating Digital Media Students will use desktop publishing software to develop work for an audience	Databases – Logging and Grouping Students will consider how and why data is collected over time. They will collect and assess data points.	Computer Networks – Connecting Computers Students will develop their understanding of digital devices, with a focus on inputs, processes, and output	I am a Music Maker Using music to develop programming skills. Purplemash repetition work, mixed with Makey Makey Scratch projects	3D Model Making Introduction to using computers to develop 3D Models. Using BeetleBlocks and TinkerCAD as tools for building
• Visits	**Science – Cliffe Castle**			**The Barge**	**Cartwright Hall**	
• Experiences						
• Visitors						