Green Lane Primary School

- Year 3 Long Term Plan -

	Autumn		Spring		Summer	
English	**The Secrets of Stonehenge** • Comparison • Design a goodness	**Tin Forest** • Diary from the Old Man's Perspective • Setting Description	**King Who Banned the Dark** • Advice Letter • Setting Description	**Pattan's Pumpkin** • Instructions • A recount of the flood	**Robot and the Bluebird** • Non-chronological Report on Bluebirds • Narrative from alternative perspective	**Werewolf Club Rules** • A range of poems **The Green Ship** • A narrative • Storm Description
Reading	**UG – Stone Age Boy** • Exploring the text • Retrieving information • Inferring meaning • Understanding sarcasm	**Bluest of Blues** • Exploring the text • Retrieving information • Inferring meaning • Considering different cultures	**VIPERS** • The Stone Age • Krag and The Beast • How to Mummify a Tomato • On a Mission • Important Animals	**VIPERS** • Floods and Droughts • The Wave • The Place for me • Microhabitats • Why do Dragons make good pets?	**VIPERS** • Fairy Lake • What is light? • Optical Wonders • How to make your own orchestra • Jack and Jill • Owl and the Pussy Cat	**VIPERS** • The Chase • Butler-Bot • Abandoned • Shoot like Robin Hood • Ocean Rhyming • Plastic Dinner
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
Science	**Rocks and Fossils** Are all rocks made in the same way? Using criteria, chn sort rock samples (and pictures) into the three types.	**Forces and Magnets** Are all metals attracted to magnets? Chn sort materials into magnetic and non-magnetic materials using a	**Animals and Humans** How does our body move and stand up? Chn use information from science encyclopaedias / textbooks to label a	**Plants** Do all plants need exactly the same things? Chn give both an ivy plant and a small cactus minimal water over a two week period and	**Light** 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	

	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	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 related to simple scientific ideas and processes Sc4/1.9 using straightforward scientific evidence to answer questions or	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	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 values, suggest improvements and raise further questions Sc4/1.9 using straightforward scientific evidence to	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 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.

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		to support their findings		answer questions or to support their findings.		
History	**<u>Stone Age, to Bronze Age to Iron Age</u>** 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 Paleolithic, 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		**<u>Ancient Civilisations - Ancient Egypt</u>** 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		**<u>Ancient Civilisations - Ancient Greece</u>** 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)		**Cities in the UK** To know regions of the U.K. Understand there are different types of maps.		**The Amazon** To know the importance of the Amazon Rainforest, River Nile & the effects on human geography.		**Landmarks** Exploring landmarks around the world and their significance.
Art	**Portraits** Possible topics/artists: Le Corbusier DA Vinci		**Sculptures** Possible topics/artists: Barbara Hepworth MW Turner. D Hokusai		**Printing** Possible topics/artists: Hokusai Neil Bousfield	

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	• 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		• Evaluating Artists – explaining their likes and dislikes • To create tints and tones of the colour blue and use these to create own version of The Wave by Hokusai • To understand the colour wheel and know how to make a range of shades • To be inspired by the work of Barbra Hepworth and create own Papier Mache sculptures • To be inspired by the work of Barbra Hepworth and create own Clay sculptures. • To use clay techniques to add details and add applicates to their own clay sculpture.		• Evaluating Artists – explaining their likes and dislikes • To know the difference between block, mono, lino and foam printing. • To explore ways to block print. • To create their own printing block using foam and create a repeating print. • To evaluate the effectiveness of their art work.	
DT		Stone Age Shelters		Making a Mini-Greenhouse		Building Picture Frames
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)

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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 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	**Cliff Castle**			**Inglebourgh Caves**		**Kemp Farm**
• Experiences						
• Visitors						