

Year 3 Long Term Plan 2023 – 2024

	Autumn	Spring	Summer
English Core Text	Robot and the Bluebird Tin Forest	Marcy and the Riddle of the Sphinx Pattan's Pumpkin	The King Who Banned the Dark The Green Ship
Class reading for pleasure	The Ironman Little Home Bird by Jo Empson The Giving Tree by Shel Silverstein	The Ancient Egypt Sleepover by Stephen Davies Secrets of a Sun Kind by Emma Carroll James and the Giant Peach by Roald Dahl	The Dark by Lemony Snicket Orion and the Dark by Emma Yarlett Mrs Armitage and the Big Wave by Quintin Blake All Join in by Quintin Blake
Poetry	Midnight Feasts by A F Harold	Cherry Moon by Zaro Weil	Werewolf Club Rules by Joseph Coelho
Maths	<ul style="list-style-type: none"> Adding and Subtracting across 10 Numbers to 1000 	<ul style="list-style-type: none"> Right Angles Manipulating the additives relationship and securing mental calculations Column addition Column subtraction Unit fractions 	<ul style="list-style-type: none"> Unit fractions Non-unit fractions Parallel & Perpendicular sides in polygons Time
Science	<p>Chemistry and Earth Science: Rocks and Fossils</p> <p>Knowledge endpoints Compare and group different kinds of rocks based on properties. Relate properties to formation. (igneous or sedimentary). Describe how fossils and soil are formed.</p> <p>Scientific Endpoints Pupils can use careful observation to compare, noticing patterns and making predictions. Pupils can identify when to use secondary sources of scientific information to answer simple questions.</p>	<p>Physics: Forces and Magnets</p> <p>Pupils understand that some forces need contact between two objects, but magnetic forces can act at a distance. They can observe how magnets attract or repel each other and attract some materials and not others. Pupils can 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 and predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Physics: Light</p> <p>Knowledge Endpoints Pupils 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. Pupils recognise that shadows are formed when the light from a light source is blocked by a solid object and can find patterns in the way that the size of shadows change.</p> <p>Scientific endpoints Pupils can use careful observation to compare, noticing patterns and making predictions.</p>

	<p>Pupils can use careful observations to compare, group and identify, explaining their criteria and justifying their choices. They can raise questions and research answers using secondary sources, presenting their findings using simple scientific language.</p> <p>Biology: Animals including Humans Skeletons and muscles Pupils can identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. They can identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p>Scientific Endpoints Pupils can make systematic and careful observations, using patterns, similarities and differences to compare and group, justifying their choices. Pupils can use careful observation to raise relevant scientific questions about the world around them.</p>	<p>Scientific Endpoints Pupils can set up simple practical enquiries, comparative and fair tests, recognising when a simple fair test is necessary and help to decide how to set it up. Pupils can select what data to record, collecting and representing it accurately using a variety of instruments and methods.</p> <p>Biology: Plants Knowledge Endpoints Pupils can identify and describe the functions of different parts of flowering plants and describe water transportation in plants. They can describe how the requirements of plants for life and growth vary from plant to plant. They can describe the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Scientific endpoints Pupils can perform close observation of living things in the local environment, and can describe, group, sort and classify. Pupils can identify and group living things in their local environment and choose how to present this in different ways, explaining their choices They can concisely and accurately explain the function of different parts of a plant, suggesting scientific explanations for differences in these features between plants.</p>	<p>Pupils can identify when to use secondary sources of scientific information to answer simple questions. Pupils can use careful observations to compare, group and identify, explaining their criteria and justifying their choices. They can raise questions and research answers using secondary sources, presenting their findings using simple scientific language.</p>
History	<p>Stone Age, to Bronze Age to Iron Age- When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p>	<p>Ancient Civilisations – Introduction to Civilisations /Ancient Egypt What do all the Ancient Civilisations have in common?</p>	<p>Ancient Civilisations – Ancient Greece Why is Ancient Greece considered to be so influential on the modern world?</p>

	<p>End points Children can talk about what it was like to live in the Stone Age, Bronze Age and Iron Age</p> <p>Understand how discoveries by archaeologists can changed the way we think about the past</p> <p>Children can make historical comparisons between different time periods and present their conclusions</p> <p>-People of Significance archaeologists</p> <p>-NC Coverage Changes in Britain from Stone Age to Iron Age</p>	<p>Who were the ancient Egyptians and why is ancient Egypt considered to be an early civilisation?</p> <p>End points Children establish clear comparisons between the early civilisations and discuss their achievements.</p> <p>Children to use a range of evidence to know about civilisation, life in ancient Egypt and its significance for future generations (trade. significant individuals and the pyramids)</p> <p>-People of Significance Cleopatra</p> <p>-NC Coverage Achievements of the earliest civilisations- depth study of Ancient Egypt</p>	<p>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</p> <p>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</p> <p>-People of Significance Alexander the Great, Socrates, Plato, Aristotle</p> <p>-NC Coverage Ancient Greece- study of Greek life and achievements and their influence on the western world</p>
Geography	<p>Our place in Europe</p> <p>Enquiry question: Are European countries and cities the same ours?</p> <p>End points: Children will...</p> <ol style="list-style-type: none"> 1. understand what a continent is and know the countries which comprise Europe and their surrounding waters 2. Recall major physical geographical features in European countries eg. The Alps, Rivers, 3. Recall major human geographical features in European eg. Leaning tower of Pisa, Eiffel 4. Tower, St Peter's Basilica, Colosseum, Sagrada Familia 	<p>Rivers and waterways</p> <p>Enquiry question: How does the water cycle work and why is it important to us?</p> <p>End points: Children will...</p> <ul style="list-style-type: none"> • recall and explain the key processes of the water cycle • know that a river begins at the source and eventually flows into the sea at the river mouth • explain that a river's journey can be split into three different stages – upper course, middle course and lower course 	<p>The Amazon River</p> <p>Enquiry question: Where is the Amazon River and how does it affect its surroundings?</p> <p>End points: Children will...</p> <ol style="list-style-type: none"> 1. Understand that the earth is split into the northern and southern hemispheres along the equator 2. Know that the Tropic of Cancer is to the north and the Tropic of Capricorn is to the south – and that the Amazon river lies in and around the Tropic of Capricorn

	<ol style="list-style-type: none"> Understand that European countries have different climates depending on their location in relation to the equator and use this to compare climates in Bradford and Rome Know that Italy is a country in Europe and its capital city is Rome Understand why Rome is a huge tourist attraction and be able to explain own opinions using their geographical knowledge Be able to explain geographical similarities and differences between Bradford and Rome Begin to understand how to use the 8 points of a compass to describe the position of human and physical features 	<ul style="list-style-type: none"> use aerial photos of the River Aire to identify physical and human features along its course, such as settlements, waterfalls, gorges, lakes, valleys gain, through field work and direct observation, knowledge of the River Aire and its human and physical features understand and explain why some of these features came about locate rivers and related human and physical features on a map using the 8 points of a compass and 4 figure grid references know the major counties and cities of the UK. 	<ol style="list-style-type: none"> Know that the Amazon river is a renewable source of energy for human settlements through hydroelectric power. Know that the Amazon River is the longest river in South America and the second longest in the world behind the River Nile Know that the Amazon River carries more water than any other river on Earth Know that a tributary is a smaller river or stream that joins a larger river, adding to its flow Know that the Amazon River and its tributaries flow through Peru, Bolivia, Venezuela, Colombia, Ecuador, and Brazil before emptying into the Atlantic Ocean know how to identify the countries and the Amazon River using an atlas Understand how the Amazon River affects life along its course Be able to compare human and physical features of the Amazon River to the River Aire using appropriate geographical language
Art	<p>Drawing Artists: Vincent Van Gogh and Pablo Picasso Amadeo Modigliani and Edgar Degas Daniel Fooks</p> <ul style="list-style-type: none"> Use a sketchbook for different purposes, including recording observations and exploring skills. Explore creating work with line, tone, texture, proportions and emotions Create a self-portrait. 	<p>Sculpture Artists: Joseph Mallord William Turner Hokusai Barbara Hepworth</p> <ul style="list-style-type: none"> Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. 	<p>Printing Artist: Neil Bousfield</p> <ul style="list-style-type: none"> Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work.

	<ul style="list-style-type: none"> Take the time to reflect upon what they like and dislike about their work. Gather and review information, references and resources related to their ideas and intentions. Know about and describe the work of some artists, craftspeople, architects and designers. Know and be able to explain how to use some of the tools and techniques they have chosen to work with 		<ul style="list-style-type: none"> Produce a background using a wash and a variety of brushes. Create a 3d structure. By the end of the unit children will: Know about and describe the work of some artists, craftspeople, architects and designers. Know and be able to explain how to use some of the tools and techniques they have chosen to work with. 		<ul style="list-style-type: none"> Take the time to reflect upon what they like and dislike about their work in order to improve it. To create their own print and create their own mosaic Know about and describe the work of some artists, craftspeople, architects and designers. Know and be able to explain how to use some of the tools and techniques they have chosen to work with. 	
DT	Healthy and Balanced Wrap <ul style="list-style-type: none"> Name the main food groups and identify foods that belong to each group. Describe the taste, feel and smell of a given food. Think of three different wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan. 		TBC		TBC	
PSHE	Me and My Relationships <ol style="list-style-type: none"> As a Rule Looking After Our Special People How we solve this Problem Tangram Challenge Friends are Special Thanks Dan's Dare My Special Pet 	Valuing Difference <ol style="list-style-type: none"> Respects and Challenge Family and Friends My Community Our Friends and Neighbours Let's Celebrate our Differences Zeb 	Keeping Safe <ol style="list-style-type: none"> Safe or Unsafe Danger or Risk Risk Robot Super Searcher Help or Harm Alcohol and Cigarettes 	Rights and Respect <ol style="list-style-type: none"> Helping Each Other Stay Safe Recount Task Our Helpful Volunteers Can Harold Afford it? Earning Money Harold's Environment Project 	Being my Best <ol style="list-style-type: none"> Healthy Eating I am Fantastic Poorly Harold Body Team Work For and Against Top Talents 	Growing and Changing <ol style="list-style-type: none"> Relationship Tree Body Space None of Your Business Secret or Surprise Basic First Aid

RE	Autumn 1 How to Jews Remember Abraham and Moses?	Spring 1 What Do Christians Believe About a Good Life?	Summer 1 & 2 Who Can Inspire Us?
	Autumn 2 How Do People Express Spirituality?	Spring 2 What Do Creation Stories Tell Us About Our World?	
<ul style="list-style-type: none"> • Visits • Experiences • Visitors 	Visit to Manningham Library Zoolab Lyfta learning experiences	Church Leeds City Museum Lyfta Learning experiences	Mandir Lister Park Lyfta Learning experiences