



# Gwladys Street C P and N School Long Term Plan - Year 3



Year 3	Autumn	Spring	Summer
	<b>Meet the Flintstones/ Tomb Raiders</b>	<b>Journey through Europe</b>	<b>Extreme survival</b>
<b>History/ Geography</b>	<p>Use more than one source of historical enquiry. Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Ask questions to support discussion and deeper thinking.</p> <p>Suggest cause and consequence of some of the main events and changes in history</p> <p style="text-align: center;"><b>Tomb Raiders</b></p> <p>Use more than one source of historical enquiry. Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Ask questions to support discussion and deeper thinking.</p> <p>Suggest cause and consequence of some of the main events and changes in history</p>	<p>Key information about the countries that form Europe - flags, capital cities, landmarks etc..</p> <p>About the climate and landscape, including mountain ranges and rivers of different European countries.</p> <p>The famous art and architecture that can be found in Europe.</p>	<p>How to use maps, atlases, globes and digital/computer mapping to locate areas of extreme heat and cold.</p> <p>How to explain why some areas are very cold and some very hot.</p> <p>How to describe and understand what life is like in those places for people, animals and vegetation.</p>

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<b>Art</b>	<p>Drawing - Design and draw a version of a Cave painting. Discuss different forms of patterning and record, enlarge and extend them with regard for line, shape and colour. Explore ideas, collect examples and respond to marks made by Vincent Van Gogh.</p>	<p>Printmaking- Print European landmarks by making a stamp out of clay. Use rollers to produce work using different marks, ink-up a slab and produce monoprint designs on different surfaces. Adapt and improve work according to its purpose. Understand the idea of repeat patterning.</p>	<p>Textiles - Create a dip dyed fabric suitable to aid survival in an extreme environment. Explore ideas about how pattern and colour can be organised and combined.</p>
<b>DT</b>	<p>Mechanisms- Levers and linkages. Using flaps, sliders and levers to create an information book using a pop-up based on the Stone Age or Egyptians.</p>	<p>Structures- Shell Structures. Using 2D and 3D shapes to create an airport. Developing prototypes to make them stronger and stiffer shell structures.</p>	<p>Food- Healthy and varied diet. Working hygienically to create a meal to help with survival – food linked to energy - using seasonal products.</p>
<b>Science</b>	<p><b>Rocks</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter. <b>Forces</b> 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><b>Plants</b> Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. Explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant. Investigate the ways in which water is transported within plants. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <b>Light</b> 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 a solid object Find patterns in the way that the sizes of shadows change.</p>	<p><b>Animals, including humans</b> 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 animals have skeletons and muscles for support, protection and movement.</p>

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<b>RE</b>	<p><b>Faith stories</b> Hinduism Islam Sikhism Judaism</p>	<p><b>Nativity – Jesus is the light of the world.</b> Christianity</p>	<p><b>Religious symbols</b> Hinduism Judaism Islam Buddhism Sikhism</p>	<p><b>Easter story – why is the cross important.</b> Christianity</p>	<p><b>Inspirational Figures</b> Christianity Judaism Hinduism  Buddhism</p>	
<b>Music</b>	<p>Let your spirit fly- R 'n' B. RnB and other styles. Exploring the structure of a piece.</p>	<p>Glockenspiel stage 1- Exploring &amp; developing playing skills.  Learning to play and read the notes C, D, E and F.</p>	<p>Three Little Birds- Reggae. Reggae and animals.</p>	<p>The Dragon Song- A Pop song that tells a story. Music from around the world, celebrating our differences and being kind to one another.</p>	<p>Bringing us Together- Disco. Disco, friendship, hope and unity. Identifying funky rhythms, tempo changes and dynamics.</p>	<p>Reflect, rewind and replay- Classical. The history of music, look back and consolidate your learning, learn some of the language of music.</p>
<b>Physical Education</b>	<p><b>Gymnastics</b> Spin on patches. Spin at different levels. Create a sequence with a partner. Use symmetrical and asymmetrical moves in a sequence.</p>	<p><b>Dodgeball</b> Develop an effective throwing technique. Develop catching skills. Officiate a game effectively. Compete against others.</p>	<p><b>Dance</b> Show good timing, posture and extension. Show good timing and control. Show good cooperation skills.</p>	<p><b>Tag Rugby</b> Send and receive a ball under pressure. Pass a rugby ball backwards accurately. Pass missing players in a line. Develop game understanding and compete in a game of Tag Rugby.</p>	<p><b>Athletics</b> Use correct technique to start a sprint. Develop coordination to improve speed. Develop technique and consistency of jumps. Develop accuracy of overarm throw. Replicate techniques for running, jumping and throwing in competitive situations. <b>Rounders</b> Send a receive a tennis ball. Develop basic bowling and batting skills. Develop ground fielding skills. Develop awareness of tactics.</p>	

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<b>Computing</b>	<p><b>How things work including Networks</b> To identify components within a PC/ Laptop and what each component does. To understand the basic fundamentals of how a network works.</p>	<p><b>iProgram</b> To program an animation that executes a sequence of statements To understand that computer programs containing graphics use x y coordinates and turns are measured in degrees. To program a sequence of instructions that create visual effects. To import, create and record sounds. To understand that algorithms and programs can involve repetition. To predict the outcome of a simple algorithm To combine images, sounds and movement to create a personal animation.</p>	<p><b>iData</b> Learn how to organise data in a database. Use a prepared database to find information about a holiday Add records to a database using information found online.</p>	<p><b>Microbits</b> Program abstracted images on the microbit LED display to make digital flashcards. Improve programs by introducing delays and spotting patterns. Use sensors in algorithms. Debug, evaluate and apply information technology.</p>	<p>Perform well in range of positions in a competitive game.</p>
	<p><b>iAnimate</b> Design and create computer animations. Create storyboards. Combine narrative with digital artwork. Produce an online safety animation.</p>	<p><b>iConnect</b> Know the difference between the Internet and the World Wide Web. Use URLs in web browsers. Question the Cross check information with another website. Online safety.</p>			
<b>MFL</b>	<p>Name, age, feelings, where you live Numbers 1 – 10 (in and out of sequence, add) Body parts Colours Objects in pencil case</p>	<p>Days and months 1 – 10 (R/W) 1 - 31 [odd and even] Birthday Animals</p>	<p>Sports 1 [and opinions] 1 - 39 [random order/ backwards] Fruits + opinions Handa's surprise story</p>		

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	Classroom instructions (basic) Numbers 1 – 20 (in and out of sequence, number bonds to 20) More colours – linked to Christmas	Descriptions (agreement) Dear zoo story 1 – 39 [count in 2s]	1 – 39 [calculations, halving/doubling]
<b>Safe Messages</b>	Using equipment correctly.	Understand that plants can be poisonous. Children to know that they should not look straight at the sun.	How to survive - what we need as humans to stay healthy

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