

## Year 3 Long Term Plan 2020/21

Theme	Settlements in the Stone Age and Iron Age	The UK	Ancient Egypt	Investigating Mountains and Volcanoes	Ancient Greece	Looking at Europe
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English Genre and Key Texts</b>	<p><b>Text:</b> Stone Age Boy <b>Outcome:</b> Portal Story</p> <p><b>Text:</b> Stone Age Boy <b>Outcome:</b> Instructions</p> <p><b>Text:</b> Hook – Stone Age workshop <b>Outcome:</b> Non-chronological Report</p>	<p><b>Text:</b> Plays for children by Roald Dahl <b>Outcome:</b> Playscripts</p> <p><b>Text:</b> Hook – visit a hamlet, village, town and city <b>Outcome:</b> discussion</p> <p><b>Text:</b> Tourism adverts <b>Outcome:</b> informative adverts</p> <p><b>Text:</b> The Jabberwocky <b>Outcome:</b> poetry</p>	<p><b>Text:</b> The true story of the three little pigs <b>Outcome:</b> Write a twisted fairy tale</p> <p><b>Text:</b> The true story of the three little pigs <b>Outcome:</b> News report</p> <p><b>Text:</b> Hook – Ancient Egyptian visit to Manchester Museum <b>Outcome:</b> explanation on mummification</p> <p><b>Text:</b> Various poetry texts <b>Outcome:</b> Haikus about Egypt/Tutankhamun</p>	<p><b>Text:</b> Escape from Pompeii <b>Outcome:</b> First person narrative</p> <p><b>Text:</b> various non-fiction texts <b>Outcome:</b> Non-chronological report</p>	<p><b>Text:</b> Aesop's Fables <b>Outcome:</b> Narrative</p> <p><b>Outcome:</b> Letter writing linked to science topic</p> <p><b>Text:</b> Various poetry texts <b>Outcome:</b> Similes about Greek heroes</p>	<p><b>Text:</b> Various texts by Michael Foreman <b>Outcome:</b> Author Study</p> <p><b>Text:</b> Tourism brochures <b>Outcome:</b> Persuasion</p> <p><b>Text:</b> Diary entries <b>Outcome:</b> Holiday diary</p>
<b>Maths</b>	<p><b>Number and place value:</b> numbers to 1000 <b>Calculations:</b> addition and subtraction</p>	<p><b>Calculations:</b> multiplication and division</p>	<p><b>Measurement:</b> length <b>Measurement:</b> mass <b>Measurement:</b> volume</p>	<p><b>Measurement:</b> money <b>Measurement:</b> time</p>	<p><b>Statistics:</b> picture and bar graphs <b>Fractions</b></p>	<p><b>Geometry:</b> angles <b>Geometry:</b> lines and shapes <b>Measurement:</b> perimeter</p>
<b>Science</b>	<p><b>Rocks (Chemistry)</b> Comparisons of types of rocks and how fossils are formed.</p>	<p><b>Light (Physics)</b> Relationship between light and how we see; the formation of shadows.</p>	<p><b>Living organisms (Biology)</b> The role of muscles and skeletons; the importance of nutrients.</p>	<p><b>Plants (Biology)</b> The key features of flowering plants and what they need to survive.</p>	<p><b>Forces and magnets (Physics)</b> Magnets have poles which attract or repel</p>	
<b>Geography</b>		<p><b>United Kingdom Mapwork, Fieldwork, Analyse data</b> Understanding the key geographical features of the United Kingdom</p>		<p><b>Investigating mountains and volcanoes. Mapwork, Analyse data</b> Understanding how volcanoes are formed and the human and physical impacts they can have</p>		<p><b>Looking at Europe. Mapwork, Analyse data</b> Comparing the human and physical features of the Alps and the Amalfi coast, and exploring how these features interact with tourism</p>

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<b>History</b>	<b>Stone Age and the Iron Age</b> <b>Similarity and Difference</b> How was life in a prehistoric settlement different to life today?		<b>Ancient Egypt</b> <b>Causation</b> Why were Pharaohs so powerful?		<b>Ancient Greece</b> <b>Historical Significance</b> How did the Ancient Greeks change the way we think today?	
<b>ICT</b>	<b>We are Year 3 rule writers</b> Reviewing and editing our online safety rules.  <b>We are programmers</b> Programming an animation	<b>We are not online bullies</b> Developing an awareness of online bullying  <b>We are bug fixers</b> Finding and correcting bugs in programs	<b>We are internet detectives</b> Assessing the trustworthiness of websites  <b>We are presenters</b> Videoing performance	<b>We are aware of our digital footprint</b> Understanding the digital trails we leave behind  <b>We are vloggers</b> Making and sharing a short screencast presentation	<b>We are netiquette experts</b> Practising good netiquette  <b>We are communicators</b> Communicating safely on the internet	<b>We are avatar creators</b> Who do we really know online?  <b>We are opinion pollsters</b> Collecting and analysing data
<b>Art and Design</b>	<b>Painting</b> Cave paintings		<b>Sculpture</b> Canopic jars			<b>Portrait of an artist</b> Learn about the life and work of <i>Seurat</i>
<b>DT</b>		<b>Free standing structures</b> Photo frame		<b>Mechanisms and control</b> Pneumatics (moving monsters)	<b>Cooking &amp; nutrition</b> Greek salad	
<b>Music</b>	<b>Environment</b> Songs and poems about places are used to explore music. Children create accompaniments and sound pictures to reflect sounds in their local environment.  <b>Buildings</b> The sights and sounds of a building site provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build into a performance.	<b>Sounds</b> Explores how instruments can be classified according to the sounds they produce. Music from around the world introduces the children to different timbres and structures as they create musical conversations.  <b>Poetry</b> Three contrasting poems are explored and developed. The children use voices, body percussion and instruments to create their own expressive performances	<b>China</b> Explores the pentatonic scale through traditional Chinese music. Children explore different ways of notating pitch as they sing, read and compose music, ending with a musical celebration of Chinese New Year.  <b>Time</b> The children develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of a final performance.	<b>In the Past</b> The origins of pitch notations are introduced as children make hand signals and compose three-note melodies. They learn basic dance steps and prepare a performance.  <b>Communication</b> The children learn to make music inspired by technology and computing. They explore and compose sounds from earcons, emoticons, mobile phone ringtones, computer games and apps.	<b>Human Body</b> Skeleton dances and songs teach children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance.  <b>Singing in French</b> Un, deux, trois, and away we go to enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games.	<b>Ancient Worlds</b> Children explore Ancient Greece with music inspired by Theseus, Orpheus and Echo. They perform a song cycle and a round, and compose their own ostinati.  <b>Food and Drink</b> A feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time!

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<b>RE</b>	What do different people believe about God?		What does it mean to be a Christian in Britain today?		Why do people pray?	
<b>PE</b>	<p><b>Dance</b> Repeat, remember and perform phases</p> <p><b>Fitness</b> 30 second intervals of circuits (running, skipping, hopping)</p>	<p><b>Gymnastics</b> Explain how strength and suppleness affect performance</p> <p><b>Football</b> Am aware of space and use it to support team mates</p>	<p><b>Dance</b> - Improvise feely and translate ideas from a stimulus to a movement. - Share and create phases with a partner and a small group.</p> <p><b>Basketball</b> Know and use rules fairly</p>	<p><b>Gymnastics</b> - Adapt sequences to suit different types of apparatus. - Compare and contrast gymnastic sequences.</p> <p><b>Hockey</b> I am aware of space and use it to support team mates</p>	<p><b>Athletics</b> Short distance running (50m)</p> <p><b>OAA</b> - Follow a map in a familiar context - Use clues to follow a route - Follow a route safely</p>	<p><b>Athletics</b> Long distance (100m)</p> <p><b>Cricket/ rounders</b> Throw and catch with control.</p>
<b>MFL</b>	<p>- A New Start: Greetings "Hola y ¿Qué tal?"</p> <p>Instrucciones de clase.</p>	<p>Números Españoles 0 - 10.</p> <p>Celebrations: A Spanish Christmas.</p>	<p>Los colores!</p>	<p>Food we eat everyday: frutas y vegetales</p> <p>Celebrations: A Spanish spring time.</p>	<p>Calendario: Días y meses</p>	<p>¡Soy yo!</p> <p>All about me!</p>
<b>Theme Days / Key Events</b>	<p>Stone Age/Iron Age workshop</p>	<p>Visit different settlement types (hamlet village, town, city)</p>	<p>Manchester Museum Ancient Egypt</p>	<p>Make volcanoes</p>	<p>Ancient Olympics</p>	<p>Visit to the Whitworth Gallery to investigate <i>Seurat</i> and other European artists</p>
<b>Authors</b>	<p>Stone Age Boy - Satoshi Kitamura</p>	<p>Roald Dahl</p>	<p>The true story of the three little pigs - Jon Scieszka</p>	<p>Escape from Pompeii – Christina Balit</p>	<p>Aesops fables</p>	<p>Michael Foreman</p>
<b>Class text</b>	<p>Stig of the dump – Clive King</p>	<p><b>The London Eye Mystery – Siobhan Dawd (autistic protagonist)</b></p>	<p>The mystery of the Egyptian Scroll – Scott Peters</p>	<p>Escape from Pompeii – Christina Balit</p>	<p><b>The Boy At the Back of the Class - Onjali Rauf (BAME author)</b></p>	<p><b>Warrior boy - Virginia Clay (BAME protagonist)</b></p>