

Year 3 Long Term Plan

Core knowledge to be learned in each topic is included underneath the topic question. Additional knowledge will be covered through child led curious questions.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>How are rocks similar and different? (Rocks and soils)</p> <p>Children know some physical properties of rocks.</p> <p>Children can compare and group rocks.</p> <p>Children know what igneous, metamorphic and sedimentary rocks are and how they are formed.</p> <p>Children know the rock cycle.</p> <p>Children know that fossils are formed when previously living things have been trapped in rocks.</p> <p>Children know the soil profile.</p>	<p>Why do we need light and where does it come from? (Light and shadows)</p> <p>Children know we need light to see and darkness is the absence of light.</p> <p>Children know that light is reflected from surfaces.</p> <p>Children know that light from the sun can be dangerous and how to protect their eyes.</p> <p>Children know that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Children notice patterns in the way that the size of shadows change.</p>	<p>How do our bodies work? (Animals, including humans)</p> <p>Children know that animals including humans need the right types and amounts of nutrients.</p> <p>Children know that we get nutrients from the food that we eat.</p> <p>Children know that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>How do forces and magnets make things move? (Forces and magnets)</p> <p>Children know how things move on different surfaces.</p> <p>Children know that magnetic forces can act at a distance.</p> <p>Children know that magnets attract and repel each other and attract some materials but not others.</p> <p>Children know some magnetic materials and some materials which are not magnetic.</p> <p>Children know magnets have two poles.</p>	<p>How do plants grow? (Plants)</p> <p>Children identify and describe the functions of roots, stems, trunks, leaves and flowers.</p> <p>Children know that plants need air, light, water, nutrients from soil and room to grow, in order to thrive.</p> <p>Children know how water is transported within plants.</p> <p>Children know the life cycle of a flowering plant.</p>	
Computing	<p>ONLINE</p> <p>Internet research and emails</p> <p>Children know how to use the internet safely and effectively.</p> <p>Children use the internet to help them research.</p> <p>Children can send emails to multiple people and include attachments.</p>	<p>MULTIMEDIA</p> <p>Simulations (PM) Unit 3.7</p> <p>Children know that a computer simulation is a program, which mimics real life scenarios.</p> <p>Children know the reasons why computer simulations are useful.</p>	<p>ONLINE</p> <p>E-safety Typing (PM) Unit</p> <p>+ BASIC SKILLS</p> <p>Children know what a password is and how to keep it safe.</p> <p>Children know if they are old enough to play a computer game.</p> <p>Children know that not everything we read on online is true.</p>	<p>DATA</p> <p>Branching databases</p> <p>Children know the functions of a branching database.</p> <p>Children make their own branching databases.</p> <p>Children can modify and alter a branching database, which they have created</p>	<p>CODING (PM) Unit 3.1 Or SCRATCH</p> <p>Children know that sometimes you will need to use 'if' when you are coding.</p> <p>Children know that a timer is a variable when coding and why this would be useful.</p> <p>Children know that an algorithm is a set of instructions needed to complete a task.</p>	<p>DATA</p> <p>Graphing</p> <p>Children know the different graphs they can make on a computer.</p> <p>Children can input data on to a graph.</p>

History	<p>What was life like in the Stone Age? How did things change in the Bronze and Iron Ages? (Stone Age-Bronze Age- Iron Age)</p> <p>Children know how and why life was more challenging in the Stone Age.</p> <p>Children know the Stone Age ended about 5000 years ago.</p> <p>Children know that Skara Brae is a prehistoric village discovered on the Orkney Islands.</p> <p>Children can talk about how things changed in the Bronze and Iron Ages.</p> <p>Children can talk about artefacts and other evidence left from the Stone Age/Bronze Age/Iron Age.</p>			<p>How did the Ancient Egyptians influence how we live today? (Ancient Egypt)</p> <p>Children can explain that we know about the Ancient Egyptians because of the artefacts and monuments discovered.</p> <p>Children can talk about the daily life in Ancient Egypt.</p> <p>Children know that pharaohs were important and people had slaves.</p> <p>Children know about the life of the young pharaoh Tutankhamun.</p> <p>Children know that pyramids were built as tombs for Egyptian royalty.</p>	<p>How did the earliest civilisations influence how we live today?</p> <p>Children know that there is evidence of the earliest civilisations in our art, architecture, literature, language etc.</p> <p>Children know that Ancient Sumer, Indus Valley and Shang Dynasty were all around at the same time as Ancient Egypt.</p> <p>Children know that Ancient Egypt was around 5000 years ago.</p> <p>Children know that ancient civilisations relied on rivers to supply drinking water and to fertilize the surrounding land for crop growth.</p> <p>Children know that the Stone Age was an ancient civilisation at the same time as Ancient Egypt.</p>	
Geography		<p>What is special about where I live?</p> <p>(Map skills-countries, locational knowledge, skills and fieldwork)</p> <p>(Local area-land use and mapping)</p> <p>Children know that a settlement is a community where people live.</p> <p>Children know there are different types of settlements.</p> <p>Children can explain that land use is the purpose of the land/what it is used for.</p>	<p>How is our area similar/different to a coastal town?</p> <p>(UK- Physical geography - mountains, hills, coasts and land use- compare costal area to local area)</p> <p>Children know several similarities and differences between Whitby and Urmston.</p> <p>Children know that natural resources are materials produced by the environment.</p> <p>Children now how/why Urmston has changed over time.</p>		<p>How do earthquakes occur?</p> <p>(Contrasting location- earthquakes/fault lines)</p> <p>Children know that an earthquake is a sudden shaking of the ground.</p> <p>Children know and can locate some places where earthquakes have happened.</p> <p>Children know that some places are more prone to earthquakes because they sit on the edges of tectonic plates.</p>	

			Children know that trade means buying and selling. Children can explain what is special about Urmston.	Children know how/why Whitby has changed over time.		Children know that earthquakes are measured with a seismograph.
Technology	Textiles-Stone Age clothing Children use research to design Stone Age costume. Children communicate their design ideas through discussion, sketches and diagrams. Children select and use appropriate materials to make a Stone Age costume. Children evaluate their costumes against the design criteria.			Shell Structures-biscuit packaging. Children know how to strengthen, stiffen and reinforce a biscuit package. Children use tabs on their packaging. Children know how to make a packaging appealing for the consumer.		Cooking and nutrition-measuring, weighing, following recipes. Children understand and apply the principles of a healthy diet. Children prepare and cook savoury dishes using a range of cooking techniques. Children understand seasonality and know where ingredients come from.
Art	Techniques using different materials-cave paintings Children will sketch their own cave painting in the style of original cave paintings. Children can use a range of materials to recreate cave paintings.		Techniques to improve mastery of art and design- drawing skills Children know the skills needed to draw effectively. Children apply a range of techniques for drawing.		Sculpture and painting-Ancient Egypt-Canopic masks. Children will select appropriate materials to design and build a 3D model.	Studying an artist-L.S. Lowry Children will confidently talk about and recognise the work of L.S.Lowry. Children know that Lowry painted matchstick people and used dull colours mostly in his artwork. Children compare the work of Lowry to different artists. Children know that Lowry takes most of his inspiration for his artwork from industrial scenes.
Music	Kapow- Jazz Learning about ragtime style music, Dixieland music and scat singing. Children know the ragtime and Dixieland styles of music. Children create a scat singing call. Children know that a motif is a short snippet of music, which repeats.	Kapow- Jazz Learning about ragtime style music, Dixieland music and scat singing. Children know the ragtime and Dixieland styles of music. Children create a scat singing call. Children know that a motif is a short snippet of music, which repeats. Children play a jazz version of a nursery rhyme.	Kapow- Pentatonic melodies and composition (Chinese New Year). Children dance in response to musical elements- crescendo, tempo and duration. Children know the pentatonic scale.	Kapow-Ballads Children know that ballads tell a story through song. Children know how to perform a ballad.	Kapow- Creating compositions in response to an animation (mountains) Children create stories through music. Children create sound effects.	Kapow- Traditional instruments and improvisation (India). Children know some traditional Indian music and instruments. Children read notes to improvise a rag and then add a drone.

	Children play a jazz version of a nursery rhyme. Wider opportunities- ukulele lessons		Children create and perform a piece of music called 'Enter the Dragon'. Children write and perform a ballad.		Children add rhythm to an animation.	Children know the different timbres and pitches that can be made using drums. Children learn and perform a traditional Indian song.
PE	Gymnastics (symmetry and asymmetry) (PP) Children know what symmetrical shapes look like. Children know how to work in time with a partner. Children know different ways of performing with a partner. Dance-Stone Age Follow and copy dance routines, perform with control and poise. Children know how to translate images in to actions to communicate meaning.	Invasion Game Skills(PP) Children know how to travel with their head up. Children can attack and defend. Multi-skills Bootcamp To develop core strength, stability and resilience	Athletics (PP) Children know how to start a sprint race. Children know the technique associated with hurdling. Children know how to high jump. Children know the pull technique when throwing. Children can improve on personal bests. Yoga (PP) Children know breathing techniques. Children know how to meditate. Children know how to relax.	Invasion: Handball (PP) Children know the various rules of handball. Children know the importance of demonstrating values of teamwork and sportsmanship. Gymnastics (linking body movements) (PP) Children know the difference between a point and a patch. Children can spin with control. Children know how to perform asymmetrically and symmetrically and on different levels. Children have good quality transitions between movements.	Net and Wall: Tennis (PP) Children know what the ready position is. Children know to hit the ball with a full backswing. Children know the rules of tennis and how to score. Multi-skills Bootcamp To develop core strength, ility and resilience	Invasion: Hockey (PP) Children know the rules of hockey. Children know the techniques for push passing. Children know the importance of good close control. Dance- Egyptians (PP) Children know how to translate images in to actions to communicate meaning.
RE	L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship matter to a Muslim?	L2.10 How do festivals and family show what matters to Jewish people? <i>Experience Easter</i>	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C/M/J/NR)

PSHCE	<p>Jigsaw- Being me in my world</p> <p>Setting personal goals</p> <p>Self identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspectives</p>	<p>Jigsaw- Celebrating difference</p> <p>Families and their differences</p> <p>Family conflicts and how to manage it (child centred)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>Jigsaw- Dreams and goals</p> <p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings</p> <p>Simple budgeting</p>	<p>Jigsaw- Healthy me</p> <p>Exercise</p> <p>Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it is important (online and offline scenarios)</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p>Jigsaw- Relationships</p> <p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p>Jigsaw- Changing me</p> <p>How babies grow</p> <p>Understanding a babies needs</p> <p>Outside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>

MFL	A New Start <ul style="list-style-type: none">Getting to know youNumbersColours	Calendar and Celebrations <ul style="list-style-type: none">Command, colours, numbersBonfire Night coloursCalendar timeChristmas starry night	Animals I like and don't like <ul style="list-style-type: none">Epiphany celebrationsAnimals around us	Carnival colours , playground games <ul style="list-style-type: none">Carnival and playground gamesEaster celebrations	Breakfast, fruit nouns and a hungry giant <ul style="list-style-type: none">A hungry giant story	Going on a picnic <ul style="list-style-type: none">Where does the gingerbread man live?Going on a picnic (story)