



Year 3- Long Term Plan -2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school themes	Looking after our planet	Exploration and Discovery	Counties, Countries and Continents	Marvellous Men and Women	Active Planet	Changing Britain
Unit of Learning	Surviving the Sahara	Ancient Egyptians	London Our Capital	Scavengers and Settlers	Fantastic Forests	Rampaging Romans
Enquiry Question		Should the ancient Egyptians be proud of their pyramids?		What was new about the stone Age?		What did the Romans do for us?
Reading	<p>Non-fiction: Introducing Africa' Young Explorer Fiction: 4.4</p>  <p>Poetry: Pyramid by Dave Calder</p>	<p>Non-fiction: online website about ancient Egypt Fiction: 4.4</p>  <p>Poetry: Mummy</p>	<p>Non-fiction: TBC Fiction:5.7</p>  <p>Poetry: God Save the Queen</p>	<p>Fiction: Sone Age Boy Fiction:5.5</p>  <p>Poetry: I was Born in the Stone Age by Michael Rosen</p>	<p>Non-fiction: Woodland and Forest Fiction: 4.1 (classic)</p>  <p>Poetry: Little Red Riding Hood and the Wolf by Roald Dahl</p>	<p>Non-fiction: The History and Activities of the Roman Empire Fiction: 4.3</p>  <p>Poetry: What the Romans did for us by Jon Bratton</p>
Writing	<p>Fiction: Stone soup- Wishing tale</p> <p>Non-Fiction: Instructions</p> <p>Poetry: Free verse- Egypt/desert</p>	<p>Fiction: An Ancient Discovery- finding tale</p> <p>Non-Fiction: Recount- newspaper report</p>	<p>Fiction- The town Mouse and the Country mouse</p> <p>Non-Fiction Non chron report about a city –</p>	<p>Fiction- Journey The Nine Maidens stone circle</p> <p>Non-Fiction: Non chron report</p>	<p>Fiction: warning talev -Tin Forest</p> <p>Non-Fiction Discussion:</p>	<p>Fiction: Finding tale</p> <p>Non-Fiction: Explanation</p>



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<p>Maths</p>	<p>Number: Place Value Number: Addition & Subtraction Number: multiplication and division</p>		<p>Number: multiplication and division Measurement: money Statistics Measurement: Length and perimeter Number: fractions</p>		<p>Number: fractions Measurement: time Geometry: Properties of shape Measurement: mass and capacity</p>	
<p>Science</p>	<p><u>Animals including Humans (Sc3 2.2a)</u> Children will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food. This will tie into their unit of learning looking at survival in an extreme environment. This will build upon the year 2 topic 'Disaster at Sea'.</p>	<p><u>Animals including Humans (Sc3 2.2b)</u> Children will learn about the human skeletal system and the function of muscles. This will link with their Ancient Egyptian topic and the Egyptians' fascination with the human body/process of mummification.</p>	<p><u>Light</u> Children will be introduced to the topic of light for the first time. They will look at how light travels, shadows are formed and develop their understanding of Sun safety.</p>	<p><u>Rocks</u> Children will link their understanding of rocks to the uses during the Stone Age and beyond. They will be able to explain the process of fossilisation and build upon their knowledge of dinosaurs and fossils from year 1.</p>	<p><u>Plants</u> Children will be studying a forest biome and build upon their knowledge of plants from KS1 by looking at how a healthy plant can be maintained. They will identify the structure of plants, explore the requirements for healthy growth, investigate water transportation within plants and explore pollination, seed formation and seed dispersal. This builds upon their knowledge of desert biomes in Yr 3 Aut 1.</p>	<p><u>Forces and Magnets</u> Children will compare how things move on different surfaces and know that some forces need contact between two objects but magnetic forces can act at a distance. Children will explore magnetism and predict whether two magnets will attract or repel depending on which poles are facing.</p>
<p>History/Geography</p>	<p>Building on KS1 knowledge of hot and cold countries in relation to the equator. Pupils now begin to learn about the difference between biomes and climate with a focus on desert biomes and arid climate zones in particular the Sahara</p>	<p>Pupils move on from exploration of the seas and learn about the first civilisation and settlements in Egypt (3100BC): the pyramids, mummification, pharaohs, achievements early writing and sources of evidence.</p>	<p>Pupils continue to embed and broaden their knowledge and understanding of UK villages, towns and cities and counties. Pupils will study the human and physical features of (inc settlements) of London Understand the city as a settlement and its human and physical</p>	<p>Pupils look at history proceeding (pre-history) dinosaurs. Stone Age(2 -6 million-3300BC to Iron Age (500BC- 332BC)They look at early people and what life was like: early settlements, tools etc</p>	<p>Pupils will identify features of a forest biome and where they are located around the world with a focus N/S America. Pupils will compare a forest biome with a local forest and describe the similarities and differences. How forests are used as a</p>	<p>Pupils learn about the impact of the Romans (27BC-476AD): and what they did for us: roads, language, towns, education. Pupils learn about Boudicca, who led the revolt, but who was defeated, against the Romans</p>




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	<p>in the country of Egypt on the continent of Africa. They will identify the features biomes and locate deserts around the world; as well as the impact on humans, plants and animals.</p>		<p>features. What attracts people to London. Factors affecting the location of London and other capital cities. Understand the term population Know the difference between weather and climate consider the impact of weather on tourism</p>		<p>resource (recreation) and human impact. Visit to Tehidy Woods.</p>	
<p>Art/DT</p>	<p>Food: Eating seasonally Pupils discover when and where fruits and vegetables are grown and learn about seasonality in the UK. They look at the relationship between the colour of fruits and vegetables and their health benefits by making three dishes.</p>	<p>Focus: Painting Skills: -Create colour wheel -Use different brush types -Use different techniques Artist Study: Egyptian Art Egyptian Art - Art for Kids! (weebly.com)</p>	<p>Structures: Constructing a castle Learning about the features of a castle, pupils design and make one of their own. They will also be using configurations of handmade nets and recycled materials to make towers and turrets before constructing a stable base.</p>	<p>Textiles: Cushions Introduce two new skills to add to the pupils' repertoire: cross stitch and appliqué. Pupils apply their knowledge to the design, decoration and assembly of their own cushions.</p>	<p>Focus: Drawing Skills: -Make different tones using graded pencils -Awareness of perspective -Choose from different mediums to achieve desired effect (pencil, charcoal, pastel) Artist Study: Ivan Shishkin- Landscape Artist</p>	<p>Focus: 3D Skills: -Produce clay work using pinch, slab, coil techniques -Explore carving as a form of 3D art Artist Study: Roman Pottery #MetKids—How to Make a Clay Pot: Coil and Pinch - Bing video</p>



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					<p>Ivan Shishkin - 522 artworks - painting (wikiart.org)</p> 	
Computing	<p>Connecting Computers Identify that digital devices have inputs, processes and outputs, and how devices can be connected to make networks.</p>	<p>Creating Media Stop frame animation Capturing and editing digital still images to produce a stop frame animation that tells a story</p>	<p>Programming- Sequence in music Creating sequences in a block based programming language to make music</p>	<p>Programming- Events and actions Writing algorithms and programmes that use a range of events to trigger sequences of actions</p>	<p>Data- Branching databases Building and using branching databases to group objects using yes/no questions</p>	<p>Animation</p>
Spanish	<p>Locate Spanish speaking countries. Basic greetings. What is your name? Classroom phrases</p>	<p>Classroom objects. Numbers 1-20. How Spanish people celebrate Christmas.</p>	<p>Family members. Places of interest in London. Items of food. Famous landmarks in London.</p>	<p>Animals Days of the week Months of the year.</p>	<p>Items of clothing. Colours. Listening to stories</p>	<p>Fruit Adjectives to describe fruit.</p>
Music	<p>Developing notation skills How does music bring us closer together?</p>	<p>Enjoying improvisation What stories does music tell us about the past?</p>	<p>Composing using your imagination How does music make the World a better place?</p>	<p>Sharing musical experiences How does music help us to get to know our community?</p>	<p>Learning more about musical styles How does music make a difference to us every day?</p>	<p>Recognising different sounds How does music connect us with our planet?</p>



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	Use body percussion, instruments and voices.	Use instruments and voices. In the key centres of: C major, F major, G major and A minor.	Follow and use the time signatures of: 2/4, 3/4 and 4/4	Find and keep a steady beat.	Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests	Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C
RE	What do Christians learn from the Creation story? (Creation/Fall)	What is it like for someone to follow God? (People of God)	How do festivals and family life show what matters to Jewish people? (God/Torah/People/the Land)	How do festivals and worship show what matters to a Muslim? (Ibadah)	What kind of world did Jesus want? (Salvation)	How and why do people try to make the world a better place?
PE	Skill Co-ordination: footwork Cool down; static balance one leg	Skill dynamic balance: agility-jumping to landing Cool down- static balance- seated	Skill dynamic balance on a line Cool down- coordination- ball skills	Skill co-ordination- sending and receiving Cool down- Counterbalance: with a partner	Skill Agility reaction and response Cool down- static balance floorwork	Skill agility ball chasing Cool down- Static balance: floorwork
PSHE	WALT explain how behaviour can affect how others feel and behave. WALT explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	WALT describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. WALT tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g.	WALT explain the different ways that help me learn and what I need to do to improve. WALT be confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	WALT identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. WALT express how being anxious/ scared and unwell feels.	WALT explain how my life is influenced positively by people I know and also by people from other countries. WALT explain why my choices might affect my family, friendships and people around the world who I don't know.	WALT explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. WALT recognise how I feel about these changes happening to me and can suggest



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		Solve It Together or asking for help..				some ideas to cope with these feelings.
Experiences		Truro Museum – Egyptian Workshop	Trip to Truro (on public transport?)	Walk up to the talk of Carn Brea – Historic site	Tehidy Woods visit	RE – Visit to All Saints to talk with Church leader about their role in the community