

## Year 3 Long Term Plan

	The Ancient Greek Legacy	May The Force Be With You!	Dem Bones Dem Bones	Settlements	Plant Life	Switch It On!	How much has our local area changed?
Science		<p><b>Forces and Magnets</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</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 other animals have skeletons and muscles for support, protection and movement. <b>Scientific Skills</b> Asking relevant questions and using different types of scientific enquiries to answer them. Making systematic and careful observations and, where</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 other animals have skeletons and muscles for support, protection and movement <b>Scientific Skills</b> Using straightforward scientific evidence to answer questions</p>	<p><b>Plants</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <b>Scientific Skills</b> Asking relevant questions and using different types of scientific enquiries to answer them</p>	<p><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 an opaque object. Find patterns in the way that the size of shadows change. Electricity Identify common appliances that run on electricity Construct a simple series</p>	<p><b>Forces</b> Compare how things move on different surfaces <b>Scientific Skills</b> Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>

		<p>two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>Scientific Skills</b> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>	<p>appropriate, taking accurate measurements using standard units, using a range of equipment. Recording findings using simple scientific language and drawings, labelled diagrams. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.</p>		<p>Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment. Gathering and recording and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings and labelled diagrams. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identifying differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors. <b>Scientific Skills</b> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple</p>	
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		<p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Using straightforward scientific evidence to answer questions or to support their findings.</p>			<p>Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment. Recording findings using simple scientific language, drawings and labelled diagrams. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions. Using straightforward scientific evidence to answer</p>	
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						questions or to support their findings.	
<b>Geography</b>	<p><b>Locational knowledge</b> Locate the world's countries and seas and some major cities, using maps - focus on Europe. Identify the position of the Poles and the Tropics of Cancer and Capricorn</p> <p><b>Human and physical geography</b> describe and understand key aspects of: climate zones – Greece and the UK biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle types of settlement and land use, economic activity including trade links, and the</p>		<p><b>Human and physical geography</b> describe and understand key aspects of: human geography, including: the distribution of natural resources - food</p>	<p><b>Human and physical geography</b> describe and understand key aspects of: human geography, including: types of settlement and land use physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains – in relation to settlement site</p> <p><b>Geographical skills and fieldwork</b> use atlases and digital/computer mapping use the four and eight points of a compass use fieldwork</p>	<p><b>Human and physical geography</b> describe and understand key aspects of: vegetation belts</p>	<p><b>Human and physical geography</b> describe and understand key aspects of: human geography, including: the distribution of natural resources including energy</p>	<p><b>Geographical skills and fieldwork</b> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use symbols and keys</p> <p><b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region e.g. Whitby</p>

	<p>distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use the four points of a compass</p>			<p>to, record and present the human and physical features using sketch maps</p>			
<b>History</b>	<p><b>A study of Greek life and achievements and their influence on the western world.</b></p> <p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the period.</p> <p>Note connections, over time and develop the appropriate use of historical terms.</p> <p>Construct informed responses that involve thoughtful selection and organisation of</p>			<p><b>Changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Iron Age hill forts: tribal kingdoms, farming, art and culture,</b></p> <p>Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the</p>			<p><b>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (e.g. canal)</b></p> <p>Develop a chronologically secure knowledge and understanding of local history, establishing clear narratives within and across the period.</p> <p>Note trends over time and develop the appropriate use of historical terms.</p> <p>Address historically valid questions about change, cause, similarity and</p>

	<p>relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</p>			<p>periods they study. Note contrasts and trends over time and develop the appropriate use of historical terms. Address historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</p>			<p>difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</p>
<b>Art</b>	<p>Create sketch books to record their observations and use them to</p>		<p>Create sketch books to record their observations and use them to</p>	<p>Create sketch books to record their observations</p>			

	<p>review and revisit ideas          Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - clay          About great artists, architects and designers in history.</p>		<p>review and revisit ideas          Improve their mastery of art and design techniques, including drawing, and sculpture with a range of materials – human body sketching and figure sculptures.          About great artists, architects and designers in history - Giacommetti.</p>	<p>and use them to review and revisit ideas          Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials – charcoal/painting          Cave art.</p>			
<b>Design Technology</b>		<p><b>Design</b>          Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups          Generate, develop, model and communicate their ideas through discussion,</p>		<p><b>Design</b>          Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups          Generate, develop, model and communicate their ideas</p>	<p><b>Cooking and nutrition</b>          Understand and apply the principles of a healthy and varied diet.          Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques          Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		

		<p>annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b> Evaluate their ideas and products against their own design criteria and</p>		<p>sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range through discussion, annotated sketches, cross-of materials and components, including construction materials, textiles and ingredients, according to their functional properties and</p>	Pizza		
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		<p>consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b> Use mechanical systems in their products - levers and linkages to move an item</p>		<p>aesthetic qualities</p> <p><b>Evaluate</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b> Strengthening - textiles</p>			
<b>Music</b>	<p>Play and perform in solo and ensemble contexts, using their voices</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Develop an understanding of the history of</p>				<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff</p>	

	music.				related dimensions of music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	and other musical notations	
<b>Music – Charanga and Musical Futures</b>	Let your spirit fly Instrument - Recorder	Three Little Birds Instrument - Recorder		Bringing us Together Instrument - Recorder			

<p><b>PE</b></p>	<p><b>Invasion games hockey and football</b>  <b>Use running, jumping, throwing and catching in combination and isolation</b>  <b>Play competitive games</b>  <b>Apply simple principles for attacking and defending</b>  Receive and pass the ball with the feet and hands as appropriate. Begin to show confidence in using ball skills in various ways  Perform basic hockey skills such as dribbling and push pass.  Apply basic skills suitable for attacking and defending in variety of invasion games.  Work well in a group. Understand and implement the basic rules of some invasion games.</p>	<p><b>Perform dances using a range of movement patterns.</b>  Respond imaginatively to a range of stimuli related to character, narrative and music. On their own, with a partner and in a small group.  Begin to manipulate space in a controlled manner to respond appropriately to character, narrative and music.  Use simple choreographic principles to create motifs and narrative  Perform dances that communicate character, narrative and music.</p>	<p><b>Develop flexibility, strength, technique, control and balance.</b>  Develop the range and quality of actions, body shapes, balances and rolls they include in performances. Link these with increasing control and precision. Create gymnastic sequences, following a specific theme or piece of music, including changes in height, speed and direction.  Work with a partner to create, repeat and improve a sequence, including the development of matching and mirroring partners.</p>	<p><b>Invasion games netball and football</b>  <b>Play competitive games</b>  <b>Apply simple principles for attacking and defending</b>  Receive and pass the ball with the feet and hands as appropriate. Begin to show confidence in using ball skills in various ways  Apply basic skills suitable for attacking and defending in variety of invasion games.  Work well in a group. Understand and implement the basic rules of some invasion games.  Develop basic netball skills such as the chest pass, catching and shooting.</p>	<p><b>Striking games Cricket and rounders</b>  <b>Play competitive games</b>  <b>Develop flexibility, strength, technique, control and balance.</b>  Develop a range of throwing techniques for small balls. Use ABC (agility, balance, coordination) to move into good catching positions and catch a small ball.  Use ABC (agility, balance, coordination) to accurately track and stop a small ball when fielding.  Develop correct batting and body positioning techniques.</p>	<p><b>Outdoor adventure</b>  <b>Take part in outdoor and adventurous activity challenges both individually and within a team.</b>  Work with others collaboratively in defined roles to solve problems.  Both lead others and be led.  Use maps, symbols and compasses to develop orientation of the school site.  Create a short trail for others.</p>
<p><b>RE</b></p>	<p><b>How do Jews remember God’s covenant with Abraham and Moses?</b></p>	<p><b>What is Spirituality and how do people experience this?</b></p>	<p><b>What do Christians believe about a good life?</b></p>	<p><b>What do the creation stories tell us?</b>  A. Investigate the beliefs</p>	<p><b>Who can inspire us?</b>  A. Investigate the beliefs and practices of religions</p>	

	<p>Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> <li>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</li> <li>2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</li> </ol> <p>Visit the Bradford Tree of Life Synagogue</p>			<p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> <li>2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</li> </ol> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> <li>2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values</li> </ol>			<p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> <li>1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;</li> <li>2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</li> </ol>			<p>and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> <li>1. Beliefs and Authority: core beliefs and concepts; sources of authority including written traditions.</li> <li>2. Worship and Spirituality; how individuals and communities express belief, commitment and emotion.</li> </ol> <p>B. Investigate how religions and worldviews address questions of meaning, purpose and values, including:</p> <ol style="list-style-type: none"> <li>1. The nature of religion and belief and its key concepts.</li> <li>2. Ultimate questions of belonging, meaning, purpose and truth.</li> </ol> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> <li>1. Moral decisions: teachings of religions and other worldviews on moral and ethical questions;</li> </ol>			<p>and other world views, including:</p> <ol style="list-style-type: none"> <li>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</li> <li>2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</li> </ol>		
<b>Computing (including Online Safety)</b>	<b>Self-Image and Identity (1)</b>	<b>Spreadsheets (3)</b>	<b>Online Relationships (1)</b>	<b>Touch Typing (4)</b>	<b>Online Reputation (1)</b>	<b>Email (5)</b>	<b>Online Bullying (1)</b>	<b>Graphing (2)</b>	<b>Managing Online Information (1)</b>	<b>Presenting (5)</b>	<b>Health, well-being and Lifestyle (1)</b>	<b>Coding (6)</b>	<b>Privacy and Security (1)</b>	<b>Branching Databases (4)</b>	<b>Copyright and Ownership (1)</b>

<b>PSHE</b>	<b>Me and My Relationships</b> As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare Thunks Friends are special	<b>Valuing Difference</b> Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb	<b>Keeping Myself Safe</b> Safe or unsafe? Danger or risk? The Risk Robot Alcohol and cigarettes: the facts Super Searcher None of your business! Raisin challenge (1) Help or harm?	<b>Rights and Responsibilities</b> Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money	<b>Being my Best</b> Derek cooks dinner! (healthy eating) Poorly Harold For or against? I am fantastic! Getting on with your nerves! Body team work Top talents	<b>Growing and Changing</b> Relationship Tree Body space Secret or surprise? Basic first aid
<b>Language</b>	Numbers from 0-10 Saying yes and no – (Oui, non) Greetings, asking and saying how you are Classroom instructions Ask for and give name Christmas Lessons		Revision of numbers 0-10 Ask for and state age Colours Verb- est (is) Connective- et (and) Easter Lessons		Names of fruit Food items Days of the week Months of the year	