

## Year 3 Long Term Plan

<b>Topic</b>	<b>Autumn 1</b>  <b>Stone age</b>	<b>Autumn 2</b>  <b>Out of the Darkness</b>	<b>Spring 1</b>  <b>Nottingham</b>	<b>Spring 2</b>  <b>Fair Trade</b>	<b>Summer 1</b>  <b>Humans and Animals</b>	<b>Summer 2</b>  <b>Ancient Egyptians</b>
<b>The Big Question</b>	<b>How was life different in the Stone Age?</b>	<b>Is light better than dark?</b>	<b>How has Nottingham changed over time?</b>	<b>What impact does Fair Trade have on local communities?</b>	<b>What do Humans and Animals need to be healthy?</b>	<b>What impact have the Egyptians had on our world today?</b>
<b>Key Text(s)</b>	UG By Raymond Briggs  Oi Caveboy By Alan MacDonald	The Day the War Came By Nicola Davies  Science in a flash By Georgia Amson-Bradshaw	Robin Hood (various titles)  Leon and the place between By Angela McAllister	Cloud Tea Monkeys By Mal Peet and Elspeth Graham	Mouse, Bird, Snake, Wolf By David Almond  The Fastest Boy in the World By Elizabeth Laird	The Seeker of Knowledge By James Rumford  There's a Pharaoh in my Bath By Jeremy Strong
<b>Visits/Experiences</b>	Stone Age Day  Cresswell Crags	Christmas Experience: Panto	Visit to Nottingham	Visit Co-op to investigate fair trade products  Fairtrade Day  Chembakolli Day   Mandir visit Sai Dham (New Basford)	Healthy Dip Day	Egyptian Day  Residential – Drum Hill Scout Camp
<b>Science</b>	<b>Rocks</b>	<b>Light</b>	<b>Forces + Magnets</b>	<b>Plants</b>	<b>Animals including humans</b>	<b>Ancient Egyptians</b>
<b>History</b>	<b>Changes in Britain from the Stone Age to the Iron Age.</b>	<b>Changes over time</b>  <b>WWII - Evacuees</b>	<b>A local history study.</b>  <b>A study over time tracing how several aspects of national history are reflected in the locality.</b>			<b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</b>

<b>Geography</b>	<b>Settlement – human and physical impact</b>	<b>Fieldwork – Investigating road safety in our neighbourhood (traffic survey)</b>	<b>Nottingham OS Map Trade and physical features</b>	<b>Fieldwork – Investigating Fairtrade</b>		<b>Egypt – physical features and human impact</b>
<b>Computing</b>	<b>Stone Age</b>  Select, use and combine a variety of software  PIVOT animation	<b>Out of the Darkness</b>  Digital drawing and painting  Graphics and resizing images using Revelation Natural art	<b>Nottingham</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact  Internet safety safer internet day (whole school)  2Simulate – online simulations on Purple Mash	<b>Fairtrade</b>  Select, use and combine a variety of software  video links for recipes and Podcast videos  Use a graphics programme to create Fairtrade logo art	<b>Humans and Animals</b>  Design, write and debug programs Use 2Code (Y3 planning) to create a sequence of events that requires programming	<b>Ancient Egyptians</b>  Purple Mash Digital text about the Egyptians Powerpoint presentations about the Egyptians Nottingham
<b>DT</b>	<b>Out of the Darkness</b>  Textiles:Design and make a dolls outfit that supports road safety		<b>Nottingham</b>  Mechanisms –Gears –bike(Raleigh) or fairground ride(Goose Fair) Merry Go Round –Lego WeDo		<b>Humans and Animals</b>  Food technology: Design, make and evaluate a healthy meal  Eatwell guide	

<b>Art</b>	<p><b>Stone Age</b></p> <p>To develop techniques, including control and use of materials</p> <p>Cave paintings – printing, charcoal, chalk, texture</p> <p>Making rock paint and the looking at the history of painting</p> <p>Link with Aboriginal cave art</p>	<p><b>Out of the Darkness</b></p> <p>To learn about great artists, architects and designers in history</p> <p>Painting – Optical Illusions</p> <p>Op Art - Bridget Riley, Victor Vasarely, M. C. Escher</p> <p>Op Art cubes</p>	<p><b>Nottingham</b></p> <p>To develop an increasing awareness of different kinds of art, craft and design</p> <p>Printing – Fairground posters</p> <p>Delita Martin - using lace as a stimulus for printing</p>	<p><b>Fairtrade</b></p> <p>To develop an increasing awareness of different kinds of art, craft and design</p> <p>Kaffe Fassett - Textiles – Fair trade art through the media of collage, paper craft, Textiles, weaving</p>	<p><b>Humans and Animals</b></p> <p>To develop techniques, including control and use of materials</p> <p>Sketching – life drawing</p> <ul style="list-style-type: none"> <li>- body positions</li> <li>- skulls</li> <li>- hands</li> <li>- portraits</li> <li>- animals</li> </ul> <p>Add the use of colour through coloured pencils</p>	<p><b>Ancient Egyptians</b></p> <p>To develop techniques, including control and use of materials</p> <p>3D – Using a variety of 3D media: mod roc, clay, plaster</p> <p>Making simple shapes that can be carved and decorated – Scarab beetles</p> <p>Develop the inscribing technique by making a simple slab pot (rectangular) and inscribing the surface.</p> <p>Make a simple body shape, once dry wrap in Modroc to make an Egyptian mummy – Mummy and Sarcophagus</p> <p>Use negative image from a clay design – Plaster cast cartouche</p>
<b>PE</b>	<p><b>Health and fitness</b></p> <p>Striking and fielding rounders</p>	<p><b>Dance</b></p> <p>Hockey</p>	<p><b>Gymnastics</b></p> <p>Ultimate Frisbee</p>	<p><b>Basketball</b></p> <p>Hockey</p>	<p><b>Dance</b></p> <p>OAA</p>	<p><b>Athletics – track and field</b></p> <p>Tennis</p>
<b>Music Knowledge</b>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Develop an understanding of the history of music</p> <p>Let your spirit fly</p> <p>R&amp;B</p> <p>Glockenspiel</p> <p>Key: C</p> <p>Note Values: Semibreves, rests and minims</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Glockenspiel Stage 1 course</p> <p>The learning is focused around exploring and developing playing</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Ukulele Course</p> <p>Step 5-8 - revisit</p> <p>learn the chords: C, F, G7 and G</p> <p>Learn the 'extra beginner songs'</p>	<p>To use and understand staff and other musical notations</p> <p>The Dragon Song</p> <p>Glockenspiels/recorders /keyboards</p> <p>Key: G</p> <p>Note values: Crotchets and minims</p> <p>Progression for improvisation and composition: C,D,E</p>	<p>To use and understand staff and other musical notations</p> <p>Bringing us together</p> <p>Using ipads/computers to compose to track using notation on charanga</p>	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Ancient Egyptians</p> <p>Awesome Egyptians song</p> <p>Listen with attention to detail and recall sounds</p>

		skills through the glockenspiel.  Start to use the scores provided in this unit.	-hot cross buns -London's burning			with increasing aural memory
PSHE	<b>Autumn: Relationships</b>  What makes a family; identify common features of family life Personal boundaries; safely responding to others; impact of hurtful behaviour Recognise that some things are private and the importance of respecting privacy		<b>Spring: Living in the wider world</b>  The value of rules and laws; rights, freedoms and responsibilities How the internet is used; assessing information online Different jobs and skills; job stereotypes; setting personal goals		<b>Summer: Health and wellbeing</b>  Health choices and habits; what effects feelings; expressing feelings Personal strengths and achievements; managing and re-framing set backs Risks and hazards; safety in the local environment and unfamiliar places	
RE	Beliefs and questions Unit 3.1	Christmas Progression	Worship and sacred places Unit 3.3	Worship and sacred places Unit 3.3 (3 weeks)  Easter Progression (3 weeks)	Inspirational people from the past Unit 3.4	Religion, family and community: prayer Unit 3.2
MFL	<p>To listen and respond to simple rhymes, stories and songs To recognise and respond to sound patterns and words To perform simple communicative tasks using single words, phrases and short sentences</p> <p><b>Rigolo Unit 1</b> <b>Bonjour</b></p> <p><b>Greet and say goodbye to someone</b></p> <ul style="list-style-type: none"> <li>➤ ask someone's name and give your own</li> <li>➤ ask how someone is and respond to the same question</li> <li>➤ count numbers 1–10</li> <li>➤ identify musical instruments</li> </ul>		<p>To listen and respond to simple rhymes, stories and songs To listen attentively and understand instructions, everyday classroom language and praise words. To recognise some familiar words in written form. To make links between some phonemes, rhymes and spellings and read aloud familiar words. To experiment with the writing of simple words.</p> <p><b>Rigolo Unit 2</b> <b>En classe</b></p> <ul style="list-style-type: none"> <li>➤ Identify classroom objects</li> <li>➤ identify colours, and describe an object's colour</li> <li>➤ say your age</li> <li>➤ recognise and repeat classroom instructions</li> </ul>		<p>To listen and respond to simple rhymes, stories and songs To listen attentively and understand instructions, everyday classroom language and praise words. To recognise some familiar words in written form. To make links between some phonemes, rhymes and spellings and read aloud familiar words. To experiment with the writing of simple words.</p> <p><b>Rigolo Unit 3</b> <b>Mon Corps</b></p> <ul style="list-style-type: none"> <li>➤ Identify parts of the body</li> <li>➤ Describe eyes and hair</li> <li>➤ Recognise days of the week</li> <li>➤ Give basic character descriptions</li> </ul>	