

**Year 3 Long Term Plan 2019-2020**

<b>Term Length (Whole School Focus)</b>	<b>Autumn 1 7.5 weeks (Respect)</b>	<b>Autumn 2 7 weeks (Tolerance)</b>	<b>Spring 1 6 weeks (Law)</b>	<b>Spring 2 5 weeks (Democracy)</b>	<b>Summer 1 6 weeks (Liberty)</b>	<b>Summer 2 6.5 weeks (My Values)</b>
<b>Learning challenge</b>	Changes in Britain from the Stone Age to the Iron Age.		What makes the earth angry?		Has Greece always been in the news?	
<b>WOW hook</b>	Archaeological dig in the garden, finding facts about the Stone Age.		Earthquake in the playground.		Outdoor topic and Olympic afternoon.	
<b>English</b>	Story writing- the Stone Age Boy. Diary entry- The Witches	Setting and character description- Stig of the Dump. Instructions- How Santa Really Works	Newspaper reports.	Writing an ending to a story- Fox.	Persuasive leaflets.	Rewrite a myth in the 1 <sup>st</sup> person.  Write a sad ending to a fairy tale
<b>Core Text(s)</b>	The Stone Age Boy	Stig of the Dump	The Firework Maker's Daughter	Fox	Iron Man	Greek myths (Perseus the Gorgon Slayer) The Lost Happy Endings
<b>Maths</b>	Number and Place Value. Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division. Money Statistics	Measurement: Length and Perimeter/Mass/ Capacity Fractions	Fractions Time	Geometry Mass and Capacity
<b>Science</b>	<b>Animals including humans.</b> Nutrition, linked to what we eat  Skeletons and muscles	<b>Magnets and forces.</b>  How magnets attract materials.	<b>Rocks</b>  How rocks are formed  Different kinds of rocks  Fossils	<b>Plants</b>  Function of different parts of plants  What different plants need to flourish		<b>Light</b> Sources, including the sun and electricity  Shadows  Reflection
<b>Geography</b>	Looking at locations of different Stone Age settlements in the UK.		Looking at the impact of different natural disasters around the world and countries on the Ring of Fire that are more susceptible to volcanoes and earthquakes.		Locating Greece and other European countries on an atlas. Comparing and contrasting the human and physical geographical features of the UK and	

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						Greece.
<b>History</b>	Chronological understanding of the events in Britain from the Stone Age to the Iron Age. Understanding how archaeologists find out about the past.		Looking at the events of Pompeii.		Looking at Ancient Greece and how they influenced our culture today, e.g. first Olympics, first democracy.	
<b>Outdoor / offsite experiences</b>	Stone Age immersion day outside (fire making, shelter building, cave painting). Visit to Cliffe Castle for a Stone Age and Skeletons experience day.		Earthquake in the playground. Creating and erupting our own volcanoes.		Outdoor topic day.	
<b>Computing</b>	<b>Multimedia</b>  Twinkl – Word Processing skills	<b>Visual Media</b>  RS - We are presenters  Unit 3.3	<b>Programming</b>  ICT Suite  Code.org Course C	<b>Programming</b>  Programming Turtle logo and scratch  ICT Suite  Code.org Course C continued/Scratch/Turtle logo	<b>Information Literacy/E-safety</b>  RS - We are communicators  Unit 3.5	<b>Data handling</b>  RS -We are opinion pollsters  Unit 3.6
<b>E Safety</b>	<b>Link to Computing topic</b>  Rules of E-Safety	<b>Link to Computing topic</b>  Follow the rules for safe use of internet	<b>Link to Computing topic</b>  E-mails – how to be safe	<b>Link to Computing topic</b>  Understand personal information  Can be shared online	<b>Link to Computing topic</b>  Understand need to remain anonymous sometimes	<b>Link to Computing topic</b>  Rules of E-Safety
<b>PE</b>	Dance Multiskills	Gym Invasion - Bull-tag	Gym Orienteering	Dance	Striking and fielding - Cricket	Striking and fielding Rounders Athletics
<b>Art</b>	Stone Age clay tile Step by step printing.	Stone Age clay tile Drawing/painting skills in the style of Chauvet-Pont d’Arc and Lascaux Grotto.	Clay slab pot using slip and cross hatching.	ICT electronic sketchbook inspired by David Hockney.	Electronic sketchbook- Greek pot designs.	Drawing/painting skills- Greek architecture

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<b>DT</b>	Cooking Stone Age flatbread.	Textiles- Stone Age tunic.	Earthquake shelters (construction). Volcano wall hanging	Volcano wall hanging. Earthquake shelters (construction).	Greek cooking- pitta bread Making a Greek chariot (wheels and axles).	Greek cooking- pitta bread.
<b>Music</b>	Trumpets Singing with control and expression. Listening and appraising STOMP.	Trumpets Singing songs for Christmas performance  Composition- creating repeating patterns on tuned/untuned percussion.	Trumpets Singing with control and expression. Listening and appraising- Carnival of the Animals by Saint Saens.	Trumpets Singing with control and expression. Composition- own animal pieces.  Listening and Appraising- recognising high/low phrases, loud/soft dynamics and fast/slow tempo.	Trumpets Singing with control and expression.  Performing pieces on trumpets and boomwhackers.	Trumpets  Singing with control and expression.  Performing pieces on trumpets and boomwhackers.
<b>RE</b>	What do people believe about God?	What do people believe about God?	How do faith communities demonstrate what is sacred?	How do faith communities demonstrate what is sacred?	How do believers use symbolism to show their beliefs?	How do believers use symbolism to show their beliefs?
<b>PSHE</b>	Identity, society and equality	Physical health and wellbeing	Keeping safe and managing risks: bullying	Drugs, alcohol and tobacco	Mental health and emotional wellbeing	Careers, financial capability and economic wellbeing
<b>French</b>	<b>GREETINGS</b> (hello, goodbye, how are you, please, thank you) <b>CLASSROOM INSTRUCTIONS</b> “sit down”, “be quiet” (continue to use these throughout year) <b>Grammar/language focus:</b> learn about “tu” and “vous” forms of	<b>NUMBERS 1-19</b>  <b>DAYS OF THE WEEK</b>  <b>Grammar/language focus :</b> “Silent” letters	<b>ABOUT MYSELF</b> ( name, age and where I live)  <b>ABOUT MY FAMILY</b> (naming and describing brother, sister (I have 2 sisters, they are called..... <b>Grammar/language focus:</b> Verb “to have”	<b>PETS</b> (and other animals)	<b>COLOURS</b>  <b>Intercultural awareness:</b> Learn where France is, how to get there, has anyone been?  Paris- landmarks (make a leaflet about sights to see?)	<b>Intercultural awareness:</b> How is school different in France? What subjects do they learn? How long is the school day? What are school dinners like? Do they have snails?! (Other questions the children want to

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