



St Anne's CE Primary School

Long Term Plan 2020-2021

Year 3

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Question	Who first lived in Britain?	What do rocks tell us about the way the earth was formed?	How can we re-discover the wonders of Egypt?	How far can you throw your shadow?	All change? Holidays now and then	What makes plants and flowers grow and flourish?
English	Stone Age Boy <i>Satoshi Kitamura</i> The Boy with the Bronze Axe <i>Kathleen Fidler</i>	The Street beneath my Feet <i>Charlotte Guillian</i>	The Egyptian Cinderella <i>Shirley Climo</i>	Orion and the Dark <i>Emma Yarlett</i>	<i>To be confirmed</i>	The Night Gardener <i>Terry Fan</i>
Poetry		Fireworks- James Reeves		The Sound Collector- Roger McGough		What is Pink? Christina Rossetti
Writing Genres	Recount Book review Story retelling Instructions	Information writing- rocks Note making Story writing- adventure	Diary writing Persuasive writing- advert/brochure Traditional narratives	Letter writing Dialogues Playscripts		Retell in 1 st person Plot and write a sequel Newspaper report
Maths	Place Value Mental calculation Length & Perimeter Addition and subtraction Written addition Written subtraction	Multiplication and division 2,3,5,10 times tables Mental arithmetic	Multiplication and division 3, 4, 8 times tables Written and mental multiplication Written and mental	Addition and subtraction using statistics & money Multiplication and division using measures and money	Fractions Measures- Time 3,4,8 times tables	Shape- properties of and angles Measure- mass & capacity Consolidate

			division Money Statistics	Fractions		
Science	Forces and Magnets: What's the attraction?	Rocks: What do rocks tell us about the way the earth was formed?		Light and Dark: How far can you throw your shadow?		Plants and Animals: (Animals including humans) How can Usain Bolt move so quickly?
History	Who were Britain's first builders? Changes in Britain Stone Age to Iron Age Focus: building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations.		Why did the Ancient Egyptians build pyramids? Achievements of earliest civilisations- Ancient Egypt Focus: key features of early civilisation, chronology, causation, use of primary sources (supported inferences)		All change? Holidays now and then Awaiting planning	
Geography		Volcanoes		Why is the Nile special?		Tourism - a European study

		<p>Focus: Location & place Cause and effect</p>		<p>The Nile- River in the Sand (text)</p> <p>Focus: rivers- their formation and impact</p>		<p>Awaiting planning</p>
<p>Computing</p>	<p>Rapid Router - levels 1-18</p> <p>(https://www.codeforlife.education/rapidrouter/) (https://hourofcode.com/uk/learn) - find appropriate coding</p>	<p>Staying Safe Smart Crew Videos and lesson resources. Covering a range of areas) Video :- http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew Passwords https://www.common sense.org/education/digital-citizenship/lesson/password-power-up</p>	<p>Scratch - basic use of Scratch</p> <p>Adding instructions / changing sprite Make a complex screen with more complex moves</p> <p>Use a storyboard to plan an animation in Scratch, include movements, sounds and hiding characters</p>	<p>Staying Safe Create posters to demonstrate understanding of key issues. (Publisher or Pages) http://www.kidsmart.org.uk/teachers/KS2/lessonplans.aspx</p> <p>Power of words https://www.common sense.org/education/lesson/the-power-of-words-3-5</p> <p>https://www.common sense.org/education/digitalcitizenship/lesson/the-power-of-words</p>	<p>Probots – Make instructions– use Probots to predict and debug instructions . Routes Round a map of the UK using Probots</p> <p>Make a square / initial of name / hexagon / rocket (floor Textease Turtle/J2E – on screen turtle. Draw shapes / make pictures</p>	<p>The Key to Keywords Common Sense Media</p> <p>https://www.common sense.org/education/lesson/the-key-to-keywords-3-5</p> <p>Use to search for Greeks</p> <p>Keeping information private</p> <p>https://www.common sense.org/education/lesson/private-and-personal-information-3-5</p>
<p>Digital Literacy/ Digital Citizenship</p>						

<p>ICT: Communication Publishing and collaborating Digital video Digital Imagery</p>	<p>Stone Age song - https://www.lyricsfreek.com/h/horrible+histories/stone+age+song_20982118.html https://www.dailymotion.com/video/x2q00mn Compose your own Stone Age song / rap / Film using Imovie Garage Band app</p>		<p>Wonders of Egypt Powerpoint- present to an audience Egyptian Art- add images and amend</p>		<p>Make an instruction leaflet for gardeners How to grow.....eg leeks (Word / Publisher)</p>	<p>Greek God database / Factfile – textease Database</p>
<p>RE</p>	<p>How do Hindus worship?</p>	<p>How and why is Advent important to Christians?</p>	<p>What can we learn about Christian symbols and beliefs?</p>	<p>What do Christians remember on Palm Sunday?</p>	<p>What do Hindus believe and how does this affect the way they live their lives?</p>	
<p>PE</p>	<p>Health- Related Fitness (Tag Rugby skills)</p>	<p>Gymnastics</p>	<p>Swimming ? Health- Related Fitness</p>	<p>OAA</p>	<p>Athletics Kwik cricket skills</p>	<p>Quadkids Athletics Tennis Skills</p>
<p>Music</p>	<p>Singing throughout the year</p>		<p>Recorder</p>		<p>Recorder and Musical Notation</p>	
<p>Art</p>	<p><i>Generating Ideas</i> NC Attainment target: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Gather and review information, references and resources related to their ideas and intentions NCEAD Progression: Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. <i>Making</i> NC Attainment target: Use a range of materials creatively to design and make products. To develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space NCEAD Progression: Develop practical skills by experimenting with,</p>		<p>Project 1: Egyptian Art Task 1: Create an information leaflet or poster about Egyptian art using information from internet sites. Describe WHAT kind of art they made (focus on one or more) HOW they made art and WHY.</p>		<p>Project 1: House Monoprints Task 1: Children draw from secondary sources of houses from their local environment in their sketchbooks. Outside walking trip to draw houses in the local environment creating simple outline drawings with pencil.</p>	

and testing the qualities of a range of different materials and techniques.
Select, and use appropriately, a variety of materials and techniques in order to create their own work.

Evaluating

NC Attainment target: Describing the differences and similarities between different practices and disciplines, making links to work.

NCEAD Progression: Take the time to reflect upon what they like and dislike about their work in order to improve it.

Knowledge

NC Attainment target: About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines

About and describe the work of some artists, craftspeople, architects and designers and be able to explain how to use some of the tools and techniques they have chosen to work with.

Project 1: Stone Age

A. Pupils use several methods to create Stone Age cave paintings and drawings, drawing their favourite animal in pencil or crayon as appropriate and copying some of the style of prehistoric art images. Peer evaluation to suggest improvements, such as adding more detail, correcting shapes, adding fur, colour or pattern. Pupils are to paint their design onto a textured surface, using a range of methods. Method 1: Rub crushed charcoal and chalk pastel over sugar paper and spray with fixative. Draw the animal designs using charcoal, chalk or pastel sticks or with paper stumps rubbed in crushed charcoal powder. Method 2: Create textured backgrounds by spattering and spraying diluted ink onto cartridge paper then leave to dry. Paint the designs with paint brushes or fingers. Method 3: Use PVA glue to create textured backgrounds by sticking cous cous, Bulgar wheat, lentils, coarse flour, seeds or sand to strong card then paint rock-like colours with poster paint. Paint designs onto the dried surface using thick paint.

B: Make handprints on textured surfaces similar

Task 2: Egyptian Collage

- Use black and white images of Egyptian art in different sizes and scales.
- Ask the pupils to select their favourites then cut these out.
- Arrange on an A3 size sheet of card to create a full and interesting composition.
- Draw Egyptian patterns or hieroglyphs in the background to make full use of the space and area.
- Stick on to a strong card background to give support.
- Use PVA glue to stick textures such as sand, rice over some areas.
- You might also build some areas up by cutting out shapes from neoprene foam and gluing this over.
- Paint the final compositions using thick paint.
- Go over the outlines of the paint with black marker.

Task 3: Use the Hieroglyphics writing symbols system to decorate a letter or letters from your name. Draw out a letter about A5 size lightly in pencil, then decorate it with Egyptian symbols. Can you adapt the shape of the symbol into the shape of your letter?

Artists Studied: Egyptian

Progression: Good progress will be evidenced from the range of artwork: working from sources to produce a design for a poster or leaflet, investigating historical art forms, creating textured, patterned and painted art and

Task 2: Make a simple monoprint from the drawings by rolling ink onto a surface, laying some drawing paper onto it and copying the house drawing. Experiment to find other, interesting ways to do this.

Project 2: Funny Fish

Draw fish from black and white illustrations. Use this knowledge to produce imaginative and amusing designs for 'funny fish'.

Project 3 :Playdough Printing

Using the houses and fish from projects 1 and 2

Artists Studied: Images of the local environment
Link to the images of the local environment by famous local artist Norman Cornish.

Progression: Good progress will be evidenced through drawings of the local environment in sketchbooks. Compositional skills will be enhanced by selecting areas to develop into prints, then improving knowledge and understanding of printmaking. Further studies of fish using cross-hatch techniques and black outline drawings will develop drawing skills and ability to use imagination will develop through design exercises.

	to the handprints found on many cave walls around the world. Place hands into trays of child-safe paint and apply to paper or paint around a hand with a brush for a negative image. Artists Studied: Prehistoric Progression: Progress will be evidenced from drawing of animals from secondary sources using a range of media to develop their skill. They will use charcoal to draw on larger scales and create textured surface paintings of their favourite animals in the style of cave art. They will work collaboratively to create a large scale handprint work of art in a prehistoric style.		designing hieroglyphic nameplates.			
DT	Stone age shelter/ The Eatwell plate/ Mechanisms/ Where does my food come from?		Ancient Egyptian boxes box/ Famous designers/ Textiles/ Food and Nutrition/ electrical circuits		To be confirmed & link to new topic Containers for growing plants	
MFL (Spanish)	Greetings/ Numbers 1-15/ Colours/ Months/ Christmas celebrations		Animals/ likes and dislikes/ playground games/ colours/ Easter celebrations		Food, fruit and vegetables/ likes & dislikes/ commands/ where you live/ Spanish stories	
PSHCE/ British Values	Our Class Respect Belonging to groups	Rules Rule of law Climate change	Relationships- developing positive communities Mutual respect and tolerance	Democracy	Inspirational people Mary Seacole & Florence Nightingale: Pioneering Nurses	Nelson Mandela Individual Liberty How can I make a difference?
SRE	Making me	Being smart	My world, your world	Power of words	Bullying	NSPCC

Forest School	Green Tree Schools award- making a woodland creature			River study: Bowlees and High Force	Green Tree Schools award- sensory activity- sound maps	
School visits	Bowes Museum- stone age day: artefacts and making clay pots		Visit to St Anne's church	River study- Bowlees and High Force Riverfly- a local river study	Hindu temple	
Visitors	Stone Age Day		Vicar		Hindu Visitor	