



class: Year 3

## Long Term Plan 2021-2022

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Question</b>	<b>Who first lived in Britain?</b>	<b>What do rocks tell us about the way the earth was formed?</b>	<b>How can we re-discover the wonders of Egypt?</b>	<b>How far can you throw your shadow?</b>	<b>All change? Holidays now and then</b>	<b>What makes plants and flowers grow and flourish?</b>
<b>English</b>	<b>Stone Age Boy</b> <i>Satoshi Kitamura</i> <b>The Boy with the Bronze Axe</b> <i>Kathleen Fidler</i>	<b>The Street beneath my Feet</b> <i>Charlotte Guillian</i>	<b>The Egyptian Cinderella</b> <i>Shirley Climo</i>	<b>Orion and the Dark</b> <i>Emma Yarlett</i>	<b><i>Tales from Europe:</i></b> <b>The Army of Bears</b>	<b>The Night Gardener</b> <i>Terry Fan</i>
<b>Poetry</b>		Fireworks- James Reeves		The Sound Collector- Roger McGough		What is Pink? Christina Rossetti
<b>Writing Genres</b>	Recount Book review Story retelling Instructions	Information writing- rocks Note making Story writing- adventure	Diary writing Persuasive writing- advert/brochure Myths	Letter writing Dialogues Playscripts	Non-chronological reports Traditional stories	Retell in 1 <sup>st</sup> person Plot and write a sequel Newspaper report
<b>Maths</b>	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		
<b>Science</b>	Forces and Magnets: <b>What's the attraction?</b>	Rocks: <b>What do rocks tell us about the way the earth was formed?</b>		Light and Dark: <b>How far can you throw your shadow?</b>	Plants and Animals: (Animals including humans)	Plants and Animals: (Animals including humans)
<b>History</b>	<b>Who were Britain's first builders?</b> Changes in Britain Stone Age to Iron Age <b>Focus:</b> 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.		<b>Why did the Ancient Egyptians build pyramids?</b> Achievements of earliest civilisations- Ancient Egypt <b>Focus:</b> key features of early civilisation, chronology, causation, use of primary sources (supported inferences)		<b>All change? Holidays now and then</b> Comparison over time: now, 1950s, Victorian period	

<p><b>Geography</b></p>		<p><b>Volcanoes</b></p> <p>What is a volcano &amp; its features? Where are volcanoes located? What types of volcanoes are there? Why do people live near volcanoes?</p> <p><b>Focus:</b> Location &amp; place Cause and effect</p>		<p><b>Why is the Nile special?</b></p> <p>The Nile- River in the Sand (text) What are river features? What are rivers used for?</p> <p><b>Focus:</b> rivers- their formation, features and impact</p>		<p><b>A tour of Europe- A European study</b></p> <p><b>Focus:</b> Location and place</p>
<p><b>Computing</b></p> <p><b>Digital Literacy/ Digital Citizenship</b></p>	<p>Rapid Router - levels 1-18 <a href="https://www.codeforlife.education/rapidrouter/">https://www.codeforlife.education/rapidrouter/</a> <a href="https://hourofcode.com/uk/learn">https://hourofcode.com/uk/learn</a> - find appropriate coding</p>	<p>Staying Safe Smart Crew Videos and lesson resources. Covering a range of areas) Video :- <a href="http://www.childnet.com/resources/the-adventures-of-kara-">http://www.childnet.com/resources/the-adventures-of-kara-</a></p>	<p><b>Scratch</b> - 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) <a href="http://www.kidsmart.org.uk/teachers/KS2/lessonplans.aspx">http://www.kidsmart.org.uk/teachers/KS2/lessonplans.aspx</a> Power of</p>	<p><b>Probots</b> – 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><b>The Key to Keywords</b> Common Sense Media</p> <p><a href="https://www.commonsense.org/education/lesson/the-key-to-keywords-3-5">https://www.commonsense.org/education/lesson/the-key-to-keywords-3-5</a></p>

<p><b>ICT:</b>  <b>Communication Publishing and collaborating</b>  <b>Digital video</b>  <b>Digital Imagery</b></p>	<p>Stone Age song - <a href="https://www.lyricsfreek.com/h/horrible+histories/stone+age+song_20982118.html">https://www.lyricsfreek.com/h/horrible+histories/stone+age+song_20982118.html</a>  <a href="https://www.dailymotion.com/video/x2q00mn">https://www.dailymotion.com/video/x2q00mn</a>  Compose your own Stone Age song / rap ..... / Film using Imovie Garage Band app</p>	<p><a href="https://www.commonssense.org/education/digital-citizenship/lesson/pass-word-power-up">winston-and-the-smart-crew</a> Passwords  <a href="https://www.commonssense.org/education/digital-citizenship/lesson/pass-word-power-up">https://www.commonssense.org/education/digital-citizenship/lesson/pass-word-power-up</a></p>	<p>Wonders of Egypt – use Microsoft Word to create an information piece.    Egyptian Art- add images and amend</p>	<p>words <a href="https://www.commonssense.org/education/lesson/the-power-of-words-3-5">https://www.commonssense.org/education/lesson/the-power-of-words-3-5</a>  <a href="https://www.commonssense.org/education/digitalcitizenship/lesson/the-power-of-words">https://www.commonssense.org/education/digitalcitizenship/lesson/the-power-of-words</a></p>	<p>Make an instruction leaflet for gardeners  How to grow.....eg leeks    ( Word / Publisher )</p>	<p>Use to search for Greeks    <b>Keeping information private</b>    <a href="https://www.commonssense.org/education/lesson/private-and-personal-information-3-5">https://www.commonssense.org/education/lesson/private-and-personal-information-3-5</a>    Research a European country using the internet and create a powerpoint</p>
<p><b>RE</b></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><b>PE</b></p>	<p>Tag Rugby skills and game</p>	<p>Gymnastics</p>	<p>Swimming  Health- Related Fitness</p>	<p>Swimming  OAA</p>	<p>Swimming  Athletics  Kwik cricket skills</p>	<p>Swimming  Quadkids Athletics  Tennis Skills</p>

<b>Music</b>	Singing throughout the year Hindu theme songs	Recorder and Musical Notation	Seaside songs			
<b>Art</b>	<p style="text-align: center;"><b>Generating Ideas</b></p> <p><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</i></p> <p><i>NCEAD Progression: Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</i></p> <p style="text-align: center;"><b>Making</b></p> <p><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</i></p> <p><i>NCEAD Progression: Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</i></p> <p><i>Select, and use appropriately, a variety of materials and techniques in order to create their own work.</i></p> <p style="text-align: center;"><b>Evaluating</b></p> <p><i>NC Attainment target: Describing the differences and similarities between different practices and disciplines, making links to work.</i></p> <p><i>NCEAD Progression: Take the time to reflect upon what they like and dislike about their work in order to improve it.</i></p> <p style="text-align: center;"><b>Knowledge</b></p> <p><i>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</i></p> <p><i>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.</i></p> <p><b>Project 1: Stone Age</b> 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:</p>		<p><b>Project 1: Egyptian Art</b></p> <p>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>Task 2: Egyptian Collage</p> <ul style="list-style-type: none"> <li>• Use black and white images of Egyptian art in different sizes and scales.</li> <li>• Ask the pupils to select their favourites then cut these out.</li> <li>• Arrange on an A3 size sheet of card to create a full and interesting composition.</li> <li>• Draw Egyptian patterns or hieroglyphs in the background to make full use of the space and area.</li> <li>• Stick on to a strong card background to give support.</li> <li>• Use PVA glue to stick textures such as sand, rice over some areas.</li> <li>• You might also build some areas up by cutting out shapes from neoprene foam and gluing this over.</li> <li>• Paint the final compositions using thick paint.</li> <li>• Go over the outlines of the paint with black marker.</li> </ul> <p>Task 3: Use the Hieroglyphics writing symbols</p>		<p><b>Project 1: House Monoprints</b></p> <p>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> <p>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.</p> <p><b>Project 2: Funny Fish</b> Draw fish from black and white illustrations. Use this knowledge to produce imaginative and amusing designs for 'funny fish'.</p> <p><b>Project 3 :Playdough Printing</b> Using the houses and fish from projects 1 and 2</p> <p><b>Artists Studied: Images of the local environment Link to the images of the local environment by famous local artist Norman Cornish.</b></p> <p><b>Progression:</b> Good progress will be evidenced through drawings of the local environment in sketchbooks. Compositional skills will be</p>	

	<p>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.</p> <p><b>B:</b> Make handprints on textured surfaces similar 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.</p> <p><b>Artists Studied: Prehistoric</b></p> <p><b>Progression:</b> 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.</p>	<p>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?</p> <p><b>Artists Studied: Egyptian</b></p> <p><b>Progression:</b> 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 designing hieroglyphic nameplates.</p>	<p>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.</p> <p><b>No longer linked as topics have changed</b></p>
<b>DT</b>	Textiles: 2D Shapes to 3D Products Autumn 1 Mechanical Systems: Pneumatics Autumn 2	Structures: Shell Structures – Make an Egyptian themed mystery box	Food: Healthy and varied diet- Make a healthy pizza
<b>MFL (Spanish)</b>	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

<b>PSHCE/ British Values</b>	Our Class Respect  Belonging to groups	Rules <b>Rule of law</b>  Climate change	Relationships- developing positive communities  <b>Mutual respect and tolerance</b>	<b>Democracy</b>	Inspirational people  Mary Seacole & Florence Nightingale: Pioneering Nurses	Nelson Mandela  <b>Individual Liberty</b>  How can I make a difference?
<b>SRE</b>	Making me	Being smart	My world, your world	Power of words	Bullying	NSPCC
<b>Forest School</b>	Green Tree Schools award- making a woodland creature			River study: Bowlees and High Force	Green Tree Schools award- sensory activity- sound maps	
<b>School visits</b>	Bowes Museum- stone age day: artefacts and making clay pots		Visit to St Anne's church	River study- Bowlees and High Force	Hindu temple	
<b>Visitors</b>	Stone Age Day		Vicar		Hindu Visitor	
						Visit to SEASIDE eg. Saltburn pier etc