ST BEDE CofE PRIMARY ACADEMY

Long Term Plan: Year 3 2021-2022						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
English	**Narrative:** Traditional Tales – Fables **Non-Fiction:** Persuasion Texts – Persuasive Letter, Instructions – Giving Directions **Poetry:** Structure – Limericks		**Narrative:** Adventure Stories **Non-Fiction:** Explanations, Newspaper Report **Poetry:** Take One Poet – Poetry Appreciation		**Narrative:** Writing and Performing a Play **Non-Fiction:** Biography, Historical Recount – Witness Account **Poetry:** Structure – Haiku, Tanka and Kennings	
Maths	**Number:** Place Value **Number:** Addition and Subtraction **Number:** Multiplication and Division		**Number:** Multiplication and Division **Measurement:** Money **Statistics** **Measurement:** Length and Perimeter **Number:** Fractions **Consolidation**		**Number:** Fractions **Measurement:** Time **Geometry:** Properties of Shape **Measurement:** Mass and Capacity **Consolidation**	
	Using and applying throughout					

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Science	Light	Forces and Magnets	Plants	Animals including humans	Rocks	Recall and retrieve
	I know how to recognise that we need light in order to see things and that dark is the absence of light I know that light is reflected from surfaces I know that light from the sun can be dangerous and that there are ways to protect their eyes. I know that shadows are formed when the light from a light source is blocked by a solid object. I know how to find patterns in the way that the size of shadows change.	To know how things move on different surfaces. To know that some forces need contact between two objects, but magnetic forces can act at a distance. To know how magnets attract or repel each other and attract some materials and not others. To know how to 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. To know magnets have two poles. To know whether two magnets will attract or repel each other, depending on which poles are facing.	To know and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To know 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. To know how water is transported within plants. To know that the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	To know that humans and some other animals have skeletons and muscles for support, protection and movement. To know 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.	To know and compare different kinds of rocks on the basis of their appearance To know the properties and the difference between igneous, sedimentary and metamorphic rocks. To know the following properties of rocks: hard or soft, permeable or impermeable, durable and density. To know the difference between bones and fossils. To know the fossilisation process. To know the three layers of soil- top soil, sub soil and bedrock. To know the 4 main processes involved in soil formation additions, losses, translocations and transformations To know that compost is organic matter that has been decomposed so that it is a natural fertiliser	
	Working Scientifically throughout Ask relevant questions. Set up simple practical enquiries including fair tests. Make careful observations and, where appropriate, taking measurements using standard units, using a range of equipment. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identify differences and similarities related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions.					

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Computing	Information technology	Digital Creativity	E-Safety	Computer Science	Digital Literacy	Data Handling
	Individual log-ins. How are they different? Computer networks.	Using advanced features of 2Paint a Picture to create images. Vehicles Cave Art	Online Safety day activities as appropriate. Strong Passwords. Online Netiquette Netsmartz	Creating algorithms to achieve a specific goal. Testing algorithms and identifying bugs. Fixing bugs and re-testing.	Adding a border and inserting an image into a word document. Choosing suitable font, size etc…	What is a database? Creating a year group database.

History	Stone Age	Ancient Egypt	Ancient Romans
	To know that **prehistoric** mean a time before written history. To know the Stone Age is divided into 3 main era: **Palaeolithic, Neanderthal, and Mesolithic.** To know the **Palaeolithic** era started around 3,000,000 BC and early humans used simple stone tools with sharp edges. They shaped the **flint** stones with a technique called **knapping**. Also discovered **fire.** To know that **cave painting** depict hunting and daily life. To know the **Mesolithic** era started around 10,000 BC. Humans were **hunter-gatherers** and constantly on the move in order to stay safe and warm. To know that hunter-gatherers used weapons like **spear** and bow and arrow to hunt for animals like **mammoth**, birds and fish. To know the **Neolithic** era was around 4500-2400 BC. Farming developed and villages were built. To know the village of **Skara Brae** is built in Orkney. The people are beginning to farm their own food and build homes instead of travelling from place to place. To know that people in the Stone Age began to **domesticate** dogs and horses.	To know Ancient Egypt was a successful **civilisation** because they were able to adapt living near the River Nile. To know major cities were situated around the River Nile. To know River Nile provided Ancient Egypt with fertile land to grow food, mud to make bricks and transportation. To know the different parts of an Ancient Egyptian house. To know the **pyramids** in Ancient Egypt were built for … To know the different roles in the social pyramid (**pharaoh** like **Tutankhamun**, vizier, crafts people, farmers, slaves) To know that **mummification** is a process of preparing the body for after life and the use of relating objects like **canopic jar** To know Ancient Egyptians wrote in **hieroglyphics**. To know Ancient Egyptians believed in many gods (**Horus, Anubis**)	To know the **Celts** lived in Britain around the time of the Roman invasion. To know that **Roman Army** invaded Britain 3 times to get the natural resources and land . (**Julius Caesar** in BC55 and BC 54 unsuccessful, **Claudius** in AD 43 successful) To know the **Roman army** was very well organised and well equipped with weapons and **shield**s. To know that Celts were rebelling against the Roman Empire taking over (**Boudicca**). To know that Romans build **Hadrian Wall** to protect Britain from the **Picts** and other rebellious tribes. To know that romans designed famous buildings that still remain today like Roman Bath or **Amphitheatre**.

Geography	Mapping it Out	Travel Agents	Ground Force
	Use map of the UK and UK cities. Use world map to locate European countries. Significant latitudes and longitudes (Equator, Tropics of Cancer and Capricorn)	Use famous latitudes and longitudes to describe European countries' positions. Famous physical and human characteristics of European countries. Plan a travel brochure.	Layers of the earth and moving tectonic plates. Earthquakes Volcanoes

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Art	**Drawing** *Jim Dine* Create drawings using texture and tone. Use charcoal to draw.	**Collage** *Jean Michel Basquait* Explore drawings with added collage. Create our own collage adding effects with different collage techniques.	**Painting** *Romerro Britto* Develop an understanding of cubism in art. Create a painting in the style of Romerro Britto.	**Printing** *Henri Matisse* Explore different block printing styles. Such as random, repeat, half drop and full drop. Create our own piece of art using block printing materials.	**Sculpture** *Richard Sweeney* Develop knowledge of paper sculptures and learn new techniques of manipulating paper. Create their own paper sculpture.	**Textiles** *Jen Southern* Create a running stitch in a piece of material to create a pattern.
DT	**Textiles** Create a textile home decoration.	**Mechanics** Design a lifting bridge out of cardboard.	**Construction** Design and create a kite.	**Food** Discover, taste and create our own breads.	**Materials** Design and create an Ancient Egyptian mask.	**Electronics** Design and create an item with a switch.
RE	**Harvest** Non-Christian Faith **Jewish Sukkot** (revisited) (2hr)	**Called by God** (4hrs) 3.2 Christmas. God with us (3hrs)	UC Unit **Creation and Fall** What do Christians learn from the creation story? (6hrs)	**Exploring the sadness and Joy of Easter.** (5hrs) *Easter Journey Experience (1hr)*	**Which rules should we follow?** (6hrs)	**Rules for living** Does everybody follow the same rules? (6hrs)
PE	**Dance** Dancing linked to topic – Volcano, explosion, Tsunami. Plan, perform and repeat sequences. Move in a clear expressive and fluent way. Create dances and movements that convey a definite idea.		**Gymnastics** Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Climb safely on equipment Stretch and curl to develop flexibility Jump in a variety of ways and land with increasing control and balance.	**Games/Athletics** Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Athletics Practise for Sports day. Sprinting., Throwing techniques (such as under arm, over arm)., target Jump in a number of ways, using a run up where appropriate.	

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Music	**Harvest** Sing a growing ranges of songs in tune. Understand the difference between pulse and rhythm. Choose and maintain an appropriate pulse. Read and clap/tap a 4 beat pattern that contains crotchets, quavers and crochet rests. Recognise the symbols for crotchets, quavers and crotchet rests.	**Sing and Play** Experience singing canons, simple rounds and other partner songs. Begin to show an awareness of the audience when performing. Play simple ostinato parts on percussion instruments. Play simple melodic patterns using a small number of notes. Recognise the symbols for crotchets, quavers and crotchet rests. Begin to show the link between shape and pitch using graphic notations.	**Orchestra** Play simple melodic patterns using a small number of notes. Read and clap/tap a 4 beat pattern that contains crotchets, quavers and crotchet rests. Explore and develop using Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.	**World Music** Sing a growing ranges of songs in tune and with expression. Begin to show an awareness of the audience when performing.pt 2 Show control of dynamics and tempo when singing and playing, following physical signals. Play simple ostinato parts.	**Ancient Romans** Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. Compose, rehearse and perform with others and begin to improve own work. Recognise pitch changes and motifs in a piece of music.	**Ground Force** Begin to improve and compose simple rhythmic patterns within a given structure. Read and clap/tap a 4 beat pattern that contains crotchets, quavers and crotchet rests. Identify patterns of one and two sounds per beat plus rests and use rhythm names. Explore and develop using Music Technology to capture, change and combine sounds
	Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects. *Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.*					
MFL	-Introduce monster French books. -French Café.	-French Café continued. -Numbers to 60. -Intercultural understanding Xmas in France and recap on 3 Xmas songs.	-Body.	-Body continued and going to the doctor. -Intercultural understanding Easter and Easter Bells.	- Intercultural understanding Le Muguet (first two weeks). -Dans mon cartable. -Classroom objects.	-Dans mon cartable continued. -Recap animals and learn to use with verb 'avoir'. - Intercultural understanding Learn about Euros
PSHRE	**Relationships** What makes a good friend?	**Health & Wellbeing** How do I feel? What am I good at?	**Living in the wider world** *Is everyone the same?* *Are we part of a community?*	**Relationships** Are we all the same? What makes a healthy family?	**Health & Wellbeing** How do I keep safe and healthy in the school?	**Living in the wider world** How will it feel to be a year older? Can I manage my money?