

Year 3 – Long Term Plan

Autumn 1 term

<u>English</u>	<u>Maths</u>	<u>Reading</u>	<u>RE</u>	<u>Geography</u>	<u>History</u>
<u>The Iron Man</u> <u>Incidental Writes:</u> Setting Description Kenning Poem Character Description <u>Final Outcome:</u> Narrative: Approach Threat Narrative Purpose: To Narrate	Number and Place Value: Numbers to 1000 Calculations: Addition and Subtraction	Stories and Poetry	What Makes Some Books Sacred?	<u>Rivers:</u> Depth focus: The River Indus - its source, course, human interactions with environment. How rivers get their water - the source, springs, the water cycle (prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn (prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. <i>Geographical skills: Using photographs</i> <i>Disciplinary focus: interaction How do rivers, people and land affect each other?</i>	<u>Egypt</u> Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing <i>Disciplinary focus: change/continuity In what ways did ancient Egypt change?</i>
<u>Art</u>	<u>DT</u>	<u>PE</u>	<u>PSHE</u>	<u>Music</u>	<u>Computing</u>
<u>Drawing</u> Growing artists		<u>Swimming</u>	Me and My Relationships	Let Your Spirit Fly	Connecting Computers
<u>Science</u>	<u>Spanish</u>				
Plants	<u>Yo"</u> – All about myself - Greetings - Numbers 1-10 - How old are you? I am ... years old				

Autumn 2 term

<u>English</u>	<u>Maths</u>	<u>Reading</u>	<u>RE</u>	<u>Geography</u>	<u>History</u>
<u>Fox</u> <u>Incidental Writes:</u> Simile Poem Setting description to introduce character Character description <u>Final Outcome:</u> Narrative: Fable Narrative Purpose: To Narrate	Calculations: Multiplication and Division Calculations: Further Multiplication and Division	<u>Textual Study</u> A Night at the Frost Fair Emma Carroll	3.2 Christmas. How does the presence of Jesus impact on people's lives?	<u>Mountains</u> Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains?	<u>Cradles of civilisation</u> The land between two rivers: Ancient Mesopotamia – the unique 'cradle' (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities.

				Depth focus: i) Andes and terraced farming; ii) Snowdonia (prepares for Wales...see Cardiff in Spring 1) Sustained geographical themes: Relationship between mountains and weather Relationship between mountains and people <i>Geographical skills: Describing location using 4-point compass</i> <i>Disciplinary focus: interaction</i> <i>How do mountains and people affect each other?</i>	Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations.
<u>Art</u>	<u>DT</u>	<u>PE</u>	<u>PSHE</u>	<u>Music</u>	<u>Computing</u>
	Food and Nutrition Eating sensibly	Swimming	Valuing Difference	Glockenspiel Stage 1	Stop Frame Animation
<u>Science</u>	<u>Spanish</u>				
Forces and magnets	"La Familia" – Family - Numbers 11-20/how many/there is/there are - Basic classroom instructions - Family members				

Spring 1 term

<u>English</u>	<u>Maths</u>	<u>Reading</u>	<u>RE</u>	<u>Geography</u>	<u>History</u>
<u>Rhythm of the Rain</u> <u>Incidental Writes:</u> Kenning Poem Setting Description Direct Narration Paragraph <u>Final Outcome:</u> Narrative: Setting Narrative Purpose: To narrate	Measurement: Length Measurement: Mass Measurement: Volume	Fairy Stories and Poetry	What do different people believe God is like?	<u>Settlements & cities</u> Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London? Patterns of settlement in Cardiff and London. <i>Disciplinary focus: diversity</i> <i>How are settlements similar and different?</i>	<u>Indus Valley Civilisation</u> Sites and artefacts in the Indus Valley (including the dancing girl, priest king, seals, threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion <i>Disciplinary focus: evidential thinking</i> <i>How do we know about the Indus Valley civilisation?</i>
<u>Art</u>	<u>DT</u>	<u>PE</u>	<u>PSHE</u>	<u>Music</u>	<u>Computing</u>
Painting and mixed Media Pre historic Paintings		Swimming	Being My Best	Three Little Birds	Desktop Publishing

<u>Science</u>	<u>Spanish</u>	
Animals including humans	<u>"Fiestas" – Parties</u> - Numbers 21-31 - Months of the Year When is your birthday? My birthday is on the ... of ...	

Spring 2 term

<u>English</u>	<u>Maths</u>	<u>Reading</u>	<u>RE</u>	<u>Geography</u>	<u>History</u>
<u>Jemmy Button</u> <u>Incidental Writes:</u> Simile Poem Setting Description Character Description <u>Final Outcome:</u> Narrative: Return Narrative Purpose: To Narrate	Measurement: Money Measurement: Time	<u>Textual Study</u> I was a Rat or, The Scarlett Slippers Phillip Pullman (Mystery)	3.4 Easter: Is the cross a symbol of sadness or Joy?	<u>Agriculture</u> Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge <i>revisited</i> : Wales, Snowdonia, Gloucestershire. <i>New</i> locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. <i>Geographical skills: Optional local fieldwork on local shops - their sourcing, economic and ethical considerations.</i> <i>Disciplinary focus: interaction</i> <i>How are we connected to farmers?</i>	<u>Persia and Greece</u> Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer's Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses <i>Disciplinary focus: similarity and difference</i> <i>What did Greek city-states have in common?</i>
<u>Art</u>	<u>DT</u>	<u>PE</u>	<u>PSHE</u>	<u>Music</u>	<u>Computing</u>
	Textiles Cushions	Swimming	Keeping Myself Safe	The Dragon Song	Branching Databases
<u>Science</u>	<u>Spanish</u>				
Light	<u>"Fiestas" – Parties</u> - Numbers 21-31 - Months of the Year When is your birthday? My birthday is on the ... of ...				

Summer 1 term

English	Maths	Reading	RE	Geography	History
<u>Egyptology</u> <u>Incidental Writes:</u> Setting Description Show not tell paragraph Dangerous Threat Description <u>Final Outcome:</u> Narrative: Egyptian Mystery Narrative Purpose: To Narrate	Statistics: Pictographs and Bar Graphs Fractions, Decimals and Percentages: Fractions Geometry – Properties of Shapes: Angles	Egyptians	3.5 Rules for Living: Which rules should we follow? Does everybody follow the same rules? Buddhism Islam Sikhism	<u>Volcanoes</u> Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science) <i>Geographical skills: Using diagrams, describing distribution</i> <i>Disciplinary focus: interaction</i> <i>How do volcanoes affect a place?</i>	<u>Ancient Greece</u> Athenian democracy and empire Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (revisits content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc Homer's Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle. <i>Disciplinary focus: evidential thinking</i> <i>What can historians learn from the sources from Ancient Greece?</i>
Art	DT	PE	PSHE	Music	Computing
Sculpture and 3D Abstract shape and Space Craft and Design Ancient Egyptian Scrolls		Swimming	Rights and Responsibilities	Bringing Us Together	Sequencing Sounds
Science	Spanish				
Rocks	<u>"Retratos" – Portraits</u> - Name parts of the face: eyes, ears, nose, mouth, hair - Name parts of the body: head, shoulders, arms, hands, legs, knees, face - Colours Describe eye and hair colour -I have ... eyes and ... hair				

Summer 2 term

English	Maths	Reading	RE	Geography	History
<u>Into the Forrest</u> Incidental Writes: Personification Poem Characterisation Paragraph Contrasting Setting Description <u>Final Outcome:</u> Narrative: Lost Narrative Purpose: To Narrate	Geometry – Properties of Shapes: Lines and Shapes Measurement: Perimeter of Figures End-of-Year (B) Tests and Remediation	<u>Textual Study</u> The Ancient Egypt Sleepover Stephen Davis (Historical)	What qualities do leaders of religions demonstrate?	<u>Climate and biomes</u> (situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison <i>Geographical skills: World map and key lines of latitude</i> <i>Disciplinary focus: interaction</i> <i>How does the climate affect the way people live?</i>	<u>Alexander the Great</u> Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall? <i>Disciplinary focus: causation</i> <i>How did Alexander the Great conquer so much land?</i>
Art	DT	PE	PSHE	Music	Computing
	Structures Constructing and Castle	Swimming	Growing and Changing	Reflect, Rewind and Replay (Classical)	Events and actions in programs
Science	Spanish				
Scientific Enquiry	<u>"Retratos" – Portraits</u> - Name parts of the face: eyes, ears, nose, mouth, hair - Name parts of the body: head, shoulders, arms, hands, legs, knees, face - Colours Describe eye and hair colour -I have ... eyes and ... hair				