

## Year 3 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<p><b>Seal Surfer</b></p> <p>Themes: Family, disability. A disabled boy is a keen surfer. Gets in to trouble at sea one day and the seals save him.</p>	<p><b>Winter's Child</b></p> <p>Themes: weather, friendship, family, be careful what you wish for, sacrifice, vulnerability of the elderly; boy loves the winter and makes friend with 'The Winter's Child' until realisation that the never-ending winter is having a negative effect on the countryside and his sick Grandma. They have to say goodbye.</p>	<p><b>Stone Age Boy</b> <a href="#">Link to History: Stone Age</a></p> <p>Themes: Stone Age, make tools, clothes and weapons, how they hunt, fish, cook, celebrate, cave paintings, friendship.</p>	<p><b>Big, Blue Whale</b></p> <p>Themes: life cycles of a blue whale.</p>	<p><b>Journey</b></p> <p>Themes: Wordless picture book. Self-determination, unexpected friendships, fantasy, danger, courage, kindness. Girl draws a door to a fantasy land on her bedroom wall. Journey through the world until she is captured by a sinister emperor.</p>	<p><b>Zeraffa Giraffa</b> <a href="#">Link to History- Ancient Egypt</a></p> <p>Themes: True story of a giraffe who was sent as a gift from Egypt to France in 1826. Journey to Paris down the River Nile until he is kept in the Jardin des Plantes in Paris.</p>
	<p><b>Outcome:</b> Recount: letter in role <b>Greater Depth:</b> Write a letter from Grandad in response to one of his Grandson's letters.</p>	<p><b>Outcome:</b> Fantasy story based on a fable. <b>Greater Depth:</b> Narrative from a different point of view.</p>	<p><b>Outcome:</b> Write a story set in the Stone Age. <b>Greater Depth:</b> Write from the point of view of a person from the Stone Age.</p>	<p><b>Outcome:</b> Information article persuading for the protection of the blue whale. <b>Greater Depth:</b> Include a fact file about other endangered sea creatures.</p>	<p><b>Outcome:</b> Adventure story based on Journey using the language of Berlie Doherty. <b>Greater Depth:</b> Include a new setting route to lead from one place to another.</p>	<p><b>Outcome:</b> Persuasion: Tourism leaflet for the Jardin des Plantes in Paris. <b>Greater Depth:</b> Include a section of a researched Paris landmark.</p>
	<p><b>Mastery Keys</b></p> <p>Group related ideas into paragraphs. Build a varied and rich vocabulary. Use prepositions to express time, place and cause. Introduce inverted commas to punctuate direct speech (one session).</p>	<p><b>Mastery Keys</b></p> <p>Use conjunctions and adverbs to express time, place and cause. Use a or an according to whether the next word begins with a vowel or consonant. In narratives, create characters, settings and plot. Use inverted commas to punctuate direct speech.</p>	<p><b>Mastery Keys</b></p> <p>Form nouns with a range of prefixes. Use present and past tenses correctly and consistently including progressive and present perfect forms. Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters). Build a varied and rich vocabulary.</p>	<p><b>Mastery Keys</b></p> <p>Use adverbs to express time, place and cause. Build an increasing range of sentence structures. Use headings and subheadings to aid presentation. Access the effectiveness of own and other's writing.</p>	<p><b>Mastery Keys</b></p> <p>Use the present perfect form of verbs in contrast to the past tense. Use prepositions, conjunctions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant context). Group related ideas into paragraphs. Use a or an according to whether the next word begins with a vowel or consonant.</p>	<p><b>Mastery Keys</b></p> <p>Build an increasing range of sentence structures. In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation. Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3).</p>
	<p><b>Missed NC Objectives not covered in Pathways to Write</b></p> <p>Increase familiarity with a wide range of books reading fairy stories, myths and legends and retelling some of these orally. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference books or text books.</p>					
	<p><b>Poetry</b> (To be completed during Assessment Week)</p> <p><b>Poem:</b> Dance with me, Autumn. <b>Outcome:</b> To write and perform a 5-couplet poem about winter, based on the structure of Dance with me, Autumn. <b>Greater Depth:</b> Ensure syllables per line are consistent throughout the poem. <b>Poetry Keys:</b> Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme. Create own repeating patterns and use simple forms.</p>	<p><b>Poetry</b> (To be completed during Assessment Week)</p> <p><b>Poem:</b> The Magnificent Bull <b>Outcome:</b> To write and perform a poem celebrating the blue whale in the style of a Dinka poem. <b>Greater Depth:</b> Ensure syllables per line echo the original poem. <b>Poetry Keys:</b> Create similes.</p>	<p><b>Poetry</b> (To be completed during Assessment Week)</p> <p><b>Poem:</b> Apes to zebras <b>Outcome:</b> To write a concrete poem about giraffes <b>Greater Depth:</b> Pupils should reflect the part of the giraffe's body in the content of the line. <b>Poetry Keys:</b> Use language with increasing effect: choice of nouns, adjectives and verbs; alliteration; repetition and rhyme.</p>			
Mathematics	<p><b>Number: Place Value</b></p> <p>Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens and ones). Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100.</p> <p><b>Number: Addition and Subtraction</b></p> <p>Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</p> <p><b>Number: Multiplication and Division</b></p> <p>Count from 0 in multiples of 4, 8, 50 and 100. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which 'n' objects are connected to 'm' objects.</p>	<p><b>Number: Multiplication and Division</b></p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which 'n' objects are connected to 'm' objects.</p> <p><b>Measurement: Money</b></p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p><b>Statistics</b></p> <p>Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.</p> <p><b>Measurement: Length and Perimeter</b></p> <p>Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2D shapes.</p> <p><b>Number: Fractions</b></p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Solve problems that involve all of the above.</p>	<p><b>Number: Fractions</b></p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole (for example, <math>5/7 + 1/7 = 6/7</math>). Solve problems that involve all of the above.</p> <p><b>Measurement: Time</b></p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events (for example, to calculate the time taken by particular events or tasks).</p> <p><b>Geometry: Properties of Shape</b></p> <p>Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2D shapes and make 3D shapes using modelling materials. Recognise 3D shapes in different orientations and describe them.</p> <p><b>Measurement: Mass and Capacity</b></p> <p>Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p>			

## Year 3 Long Term Planning

Geography/History	<p><b>Counties and Cities in the UK</b>            Know the names of and locate at least eight counties and at least six cities in England            Recap the 4 compass points—touch on the 8 compass points (taught in Y4)            Use a local map to navigate using letter/number co-ordinates for features.            Make a high view map of an experienced route with features in the correct order: How to get to the village shops.            Discuss the differences between a country, county and city.            Use maps of the UK to locate 4 countries (recap) and focus 8 counties?            Use compass points to discuss location within England.            What are the similarities and differences between living in different parts of the UK?            Compare Cornwall to Merseyside – similarities and differences.  <b>Maths link – Using a venn diagram</b></p> <p><b>English Link - Fact file about Merseyside and Cornwall.</b></p> <p>Prior learning – What is the capital city of England? What county do we live in? Name the 4 compass points.</p> <p>Post learning – Name 8 cities, name 8 counties, what are the differences / similarities between a county, city and country?</p>	<p><b>Local History: Railways-Rainhill</b>            Know that the Rainhill trials took place in October 1829 due to the poor transportation of cotton on the canals. and because Bartholomew Bretherton who part funded it found an issue with using horse and carts            Who is George Stephenson and what did he do? <b>English link- biography of his life.</b>            Rainhill trials. ( the locomotives that took part, why it took place in Rainhill)  <b>Maths link- comparing the speed of the trains.</b>            The openings of the railway system, including the death of William Huskisson. (Liverpool-Manchester railway)            Impact of the trials on transport now. (comparing life in the past and railways being used for holidays and transporting goods, now used for work commuting, leisure, quick trips)  <b>Maths link – venn diagrams</b></p> <p><b>Chronological report about the Rainhill trials and the impact.</b></p> <p>Prior learning - How did explorers travel? Ships; Rockets – how did people travel in the past?</p> <p>Post learning – Why was the rocket so important, what kind of transport do we use now?</p>	<p><b>Stone Age, Bronze Age, Iron Age</b>            Introduce the idea of archaeology and use Scara Brea photographs. Discuss the differences between the house that was uncovered and our houses. Discuss houses – what were they made from, shape and how were they joined?            Know what pre-historic means and place on a timeline – reference Florence Nightingale, Christopher Columbus, Beatles and Great Fire of London. Know what is meant by ‘hunter gathers’ and understand how big a change it was between hunter gathers and farming. Work out what changed from Stone Age to Iron Age            Farming including weapons. Discuss what stayed the same from Stone Age to Iron Age.            Compare an Iron Age village to Rainford Village.  <b>Computing link – hot seating activity recorded.</b></p> <p><b>English link - letter from a child who has visited the Stone Age explaining what their day in the Stone age was like.</b></p> <p>Prior learning – What’s the oldest thing you have studied so far (use a timeline &amp; revisit) and which age came first?</p> <p>Post learning – Which age came first? Name two differences between houses then and now.</p>	<p><b>European countries and capitals</b>            Know the names of and locate at least ten European countries            Can I use an atlas to name and locate 10 specific European countries on a map? Can I name and locate 10 specific European capital cities and know what their populations are?  <b>Maths link- comparing populations.</b>            Can I name any European mountain ranges &amp; rivers? (physical features) <b>Maths link: Compare the lengths of rivers and heights of mountains</b>            Can I name and locate landmarks linked to specific European countries?            Plan a route for a backpacker across Europe.            Know at least five differences between living in the UK and another contrasting European country            Compare UK to Russia (compare the climate)</p> <p><b>A fact file about Russia.</b></p> <p>Prior learning – Name two European countries, name two physical features and name two European cities.</p> <p>Post learning – Name three differences between the climate in the UK and designated city, name three famous European landmarks.</p>	<p><b>Major capital cities across the world</b>            Know the names of and locate at least eight major capital cities across the world Can I use an atlas to name and locate 8 specific countries on a world map?            To know the significance of the Equator, Northern &amp; Southern Hemispheres. Compare the climates of the specific countries            Know the names of the capital cities of specific countries, language · spoken, famous for, currency.  <b>English link- write a letter explaining why this country should host the Olympic games.</b>            To compare key geographical features in specific cities.            To know key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.            To compare the human and physical features of the UK to USA/Argentina 4</p> <p>Prior learning – Name two European cities, give two examples of climates, name two countries from across the World.</p> <p>Post learning – Why is the Equator important? Match three cities to their spoken language. Name three geographical features you have looked at.</p>	<p><b>Ancient Egypt</b>            Locating Egypt and the River Nile on a map.            Identify why people settled around the River Nile            Hierarchy of people including the role of slaves, Pharaohs.            Tutankhamen and the discovery of his tomb and his remains            Pyramids and the importance that they weren’t built by the slaves.            Know about the key features of Ancient Egypt—what did they achieve? Writing (hieroglyphics and paper), farming, maths, make up and toothpaste, buildings (pyramids) <b>Hieroglyphics (through Art)</b> but look at Rosetta stone and how Jean Francois Champollion translated it</p> <p><b>Non-chronological report about Ancient Egypt</b></p> <p>Prior learning – What’s the oldest thing you have studied so far (use a timeline &amp; revisit) and which age came first?</p> <p>Post learning – Which age came first? Name two differences between houses then and now.</p>
Science	<p><b>Animals Including Humans – What Makes Us</b>            Introduction to the skeleton.            Know about the skeleton.            Know about your limbs, the skull and vertebrae.            Learn about voluntary and involuntary muscles.            Learn the importance of nutrition for humans.            Explore the different food groups and identify ways to eat a balanced diet.</p> <p>Prior Learn: Name five senses, label parts of the body, complete simple food chain.</p> <p>Prior Learn: What do animals need to survive? Label the main parts of the body. How do they keep healthy?</p>	<p><b>Light</b>            Describe how light travels.            Understand different types of mirrors.            Explain how reflective surfaces help keep us safe.            Know what a periscope is and how it’s used.            Recognise that light from the Sun can be dangerous and that there are ways to protect your eyes.            Measure shadows and explain how they are formed and what might cause the shadows to change.</p> <p>Prior Learn: Name two light sources. How does light travel? How are shadows created?</p> <p>Post Learn: How does light travel? Explain the difference between opaque and transparent objects. Match definitions to translucent, reflection, opaque and transparent.</p>	<p><b>Rocks</b>            Describe how mountains are formed.            Learn about different types of rock.            Understand what a fossil is.            Describe what soils are made of.            Observe rocks, including those used in buildings and gravestones.            Classify different types of gravestone weathering.</p> <p>Prior Learn: Describe two physical properties of materials. What is the different between absorbent and non-absorbent. Give two every day items that are opaque and transparent.</p> <p>Post Learn: Match definitions to igneous, sedimentary, mineral and metamorphic rocks. Explain physical, biological and chemical weathering.</p>	<p><b>Plants</b>            Understand the different parts of flowering plants.            Understand how plants and seeds reproduce and grow.            Understand different root systems and what they do.            Know about carnivorous and insectivorous plants.            Know that plants make their own food.            Understand seed dispersal.</p> <p>Prior Learn: What do plants need to survive? Describe pollination and how plants share seeds.</p> <p>Post Learn: Label a plant, function of petal, style, stigma and Anther. Complete photosynthesis process. Match definitions to pollination, dispersal, glucose and transpiration.</p>	<p><b>Plants</b>            Understand the difference between vascular and non-vascular plants.            Learn about the transportation system in plants.            Understand how non-vascular plants reproduce.            Understand how plants prepare for photosynthesis.            Be able to give examples of plants that reproduce asexually.            Investigate reproduction in non-flowering seed plants.  <b>English- Explanation text</b></p> <p>Prior Learn: Describe the life cycle of a plant. Explain how plants make their own food. How do plants soak up water?</p> <p>Post Learn: Life cycle of a plant, two important facts about the rainforest, explain asexual reproduction in plants and how does water move around a plant?</p>	<p><b>Forces &amp; Magnets</b>            Understand magnetism.            Learn about the different types of magnets.            Know that the earth behaves like a magnet.            Learn about magnetic fields; learn about the law of magnetic attraction.            Know that magnetic needles always point to magnetic north.            Compare how things move on different surfaces.</p> <p>Prior Learn: How do magnets attract? Where do compass needles always point to? Name two types of forces.</p> <p>Post Learn: Name two metals that aren’t magnetic. What kind of magnet is U shaped? Define lodestone, compass, bar magnet and magnet needle.</p>

## Year 3 Long Term Planning

Computing (Twinkl Scheme)	<p style="text-align: center;"><b>Online Safety</b></p> <p>Recognise cyberbullying and identify a safe person to tell in they encounter it Know that cyberbullying can happen via a range of devices to a range of people Identify adverts and targeted adverts online Explore how companies use websites to promote products Create a strong password and explain why this is important Explain what privacy settings are Discuss email as a form of communication and how to send and receive them safely Identify online communities they are part of Identify different forms of online communication and the positive and negative aspects of them Discuss the differences between online and real life communication Communicate their ideas with a group clearly and listen to others' contributions Use what they know about online safety to plan a party using online methods</p> <p><a href="#">ECW- Online Bullying</a> <a href="#">ECW – Online Relationships</a> <a href="#">ECW – Privacy and security</a></p> <p><a href="#">PSHE Link</a></p>	<p style="text-align: center;"><b>Presentation Skills</b></p> <p>Create a simple presentation Create shapes with purpose and accurately Create a hyperlink to another slide and use slide transitions Where possible, insert audio and video files Record audio onto a slide Plan a branching story Create simple slide templates Copy and organise slides as required Use animations to introduce objects to a slide Find out which audio and video formats work in a particular presentation application Developing skills to set when audio or video plays Evaluate the layout of presentation slides effectively</p>	<p style="text-align: center;"><b>Internet Research and Communication</b></p> <p>Know and understand how word order affects the results returned Know how to bookmark or favourite a page and name different types of online communication Know what to do if they feel uncomfortable when communicating online Identify how children and themselves should behave online Develop ability to share webpages with others Research the different types of online communication used by their peers Explain why particular results are returned by a search engine Know how and why online activity leaves a digital footprint</p> <p><a href="#">PSHE Link</a></p> <p><a href="#">ECW – Online Reputation</a> <a href="#">ECW-Self-image and identity</a></p>	<p style="text-align: center;"><b>Programming</b></p> <p>Create and debug algorithms to draw regular polygons using the repeat command/block (Scratch) Draw shapes with shapes between them Change and alter the pen settings (Scratch) Draw regular polygons while calculating angles Create and debug algorithms to draw patterns by repeating regular polygons</p>	<p style="text-align: center;"><b>Word Processing</b></p> <p>With increasing accuracy and pace, edit text to bold, italic or underline and use undo and redo Change case and align font accurately Select singular and multiple words for cutting, copying and pasting text Insert images into Microsoft Word Copy a screenshot into another application Use a secure password Use &lt;ctrl&gt; keyboard shortcuts (copy, paste, undo etc.) Use an effective layout with independent choices Use the Snipping Tool Use bullets and numbering effectively Insert and format text boxes effectively</p>	<p style="text-align: center;"><b>Drawing and Desktop Publishing</b></p> <p>Draw objects with increasing accuracy Insert text boxes and images Order and group objects Move, resize and arrange text boxes and images effectively Manipulate objects for purpose Create a layout of objects with no unnecessary space using colour and font effectively</p>
Spanish (Language Angels)	<p style="text-align: center;"><b>Core Vocabulary &amp; Phonetics</b> <b>I'm Learning Spanish</b></p> <p>Introduce Spain as a country and Spanish as a subject to the children. Introduce the children to some of the basic, key phonic and phonetic concepts they will come across in their Spanish studies: the key sounds of the Spanish alphabet and an example for each letter. Introduce the question and possible replies in Spanish for ¿cómo estás? Consolidate language from last week and learn how to say their name in Spanish but also ask somebody else their name ¿Come te llamas? Introduce the pupils to a selection of typical salutations in Spanish. To consolidate the colours and numbers in Spanish. To revise all language covered so far and complete assessment for the unit.</p>	<p style="text-align: center;"><b>Animals</b></p> <p>Introduce the new topic los animals Revise the five animals from last week and learn the next five animals in Spanish. Consolidate and retain all ten animal nouns with a variety of memorising activities. Learn how to write the new words by looking closely at the spellings through a variety of activities. Extend vocabulary by introducing soy (I am) + animal Revise all language covered so far and complete assessment for the unit.</p>	<p style="text-align: center;"><b>Fruit</b></p> <p>Introduce the aim of the unit "La Fruta". Learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) fruits in Spanish. Introduce the next five Spanish nouns for fruits To move from singular noun to plural noun and consolidate all ten fruits in Spanish Develop further linguistic progression by learning how to formulate a simple opinion on fruits using "Me gustan..." ("I like...") plus a fruit. Introduce the negative opinion "No me gustan..." ("I do not like...") with the extra opportunity to also learn the question "¿Te gustan...?" ("Do you like...?") To revise all language covered in this unit and complete assessment materials.</p>	<p style="text-align: center;"><b>Musical Instruments</b></p> <p>Introduce new topic los instrumentos To revise the five instruments from last week and learn the next five instruments in Spanish. Learn the appropriate Spanish word for 'the' (the article) for each instrument. Learn how to say toco ('I play') a particular instrument in Spanish. Consolidate the language covered so far with written activities To revise all language covered so far and complete assessment for the unit.</p>	<p style="text-align: center;"><b>CC</b> <b>Little Red Riding Hood</b></p> <p>Introduce new topic, storytelling in Spanish using the story of Caperucita Roja (Little Red Riding Hood) Use word cards and picture cards together to help remember vocabulary, enabling them to draw a mind-map of the Little Red Riding Hood Story. Read the Caperucita Roja story with a focus on parts of the body in Spanish. Consolidate parts of the body in Spanish and create a 'flexible' rabbit puppet in card, labelled in Spanish. Consolidate and use all the new language learnt in this unit to create a mind-map of the Caperucita Roja story To revise all language covered so far and complete assessment for the unit.</p>	<p style="text-align: center;"><b>I Can...</b></p> <p>Introduce a variety of verbs in Spanish. Introduce the next five verbs Consolidate all ten verbs and integrate puedo. Use all new knowledge to improve listening and reading skills in Spanish. Consolidate all new knowledge using a variety of writing activities. Revise all language covered so far and complete assessment for the unit.</p>
Music (Charanga Scheme)	<p style="text-align: center;"><b>Let your spirits fly</b></p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p><a href="https://www.sthelensmusicinteractive.org.uk/scheme/1312019-year-3/1312314-let-your-spirit-fly">https://www.sthelensmusicinteractive.org.uk/scheme/1312019-year-3/1312314-let-your-spirit-fly</a></p>	<p style="text-align: center;"><b>Glockenspiel Stage 1</b></p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.</p> <p><a href="https://www.sthelensmusicinteractive.org.uk/scheme/1312019-year-3/1312312-glockenspiel-stage-1">https://www.sthelensmusicinteractive.org.uk/scheme/1312019-year-3/1312312-glockenspiel-stage-1</a></p>	<p style="text-align: center;"><b>Three Little Birds</b></p> <p>Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.</p> <p><a href="https://www.sthelensmusicinteractive.org.uk/scheme/1312019-year-3/1312613-three-little-birds">https://www.sthelensmusicinteractive.org.uk/scheme/1312019-year-3/1312613-three-little-birds</a></p>	<p style="text-align: center;"><b>The Dragon Song</b></p> <p>This is a song about kindness, respect, friendship, acceptance and happiness.</p> <p><a href="https://www.sthelensmusicinteractive.org.uk/scheme/1312019-year-3/1313453-the-dragon-song">https://www.sthelensmusicinteractive.org.uk/scheme/1312019-year-3/1313453-the-dragon-song</a></p>	<p style="text-align: center;"><b>Bringing us together</b></p> <p>This is a Disco song about friendship, peace, hope and unity.</p> <p><a href="https://www.sthelensmusicinteractive.org.uk/scheme/1312019-year-3/1314287-bringing-us-together">https://www.sthelensmusicinteractive.org.uk/scheme/1312019-year-3/1314287-bringing-us-together</a></p>	<p style="text-align: center;"><b>Reflect, review and replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><a href="https://www.sthelensmusicinteractive.org.uk/scheme/1312019-year-3/1314331-reflect-rewind-and-replay">https://www.sthelensmusicinteractive.org.uk/scheme/1312019-year-3/1314331-reflect-rewind-and-replay</a></p>

## Year 3 Long Term Planning

Art/DT (KAPOW)	<p><b>UK Landmarks (Geography link – cities and counties/Science – Human body)</b></p> <p>Prior Learn: Why would you use tints (adding white) and shades (adding black) to both primary and secondary colours? What do you know about Anthony Gormley?</p> <p><b>Objectives to cover –</b></p> <ul style="list-style-type: none"> <li>Developing intricate patterns / marks with a variety of media</li> <li>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works</li> <li>Begin to show an awareness of objects having a third dimension and perspective.</li> <li>Experiment shading with oil pastels and crayons</li> <li>Create a painting to demonstrate the use of tints (add white) and shades (add black) to both primary and secondary colours.</li> <li>Use acrylic paints to explore different brush strokes.</li> <li>Paint on different types of surfaces, i.e. newspaper, tissue paper.</li> <li>Experiment with, construct and join recycled, natural and manmade materials more confidently and sculpt using paper mache.</li> <li>Understand the safety and basic care of materials and tools.</li> <li>Research and compare a range of famous sculptors.</li> <li>Choose the printing method appropriate to task.</li> </ul> <p><b>Artist(s) to study – Anthony Gormley</b> Post Learn – Completed paper Mache version of the Angel of the North.</p>	<p><b>FOOD – Eating Seasonally</b></p> <p>Prior Learn: Name three food groups. Name four vegetables and four fruits.</p> <ol style="list-style-type: none"> <li>1.Explaining that fruits and vegetables grow in different countries based on their climates</li> <li>2.Understanding that ‘seasonal’ fruits and vegetables are those that grow in a given season and taste best then and that eating seasonal fruit and vegetables has a positive effect on the environment</li> <li>3.Designing a recipe using seasonal ingredients</li> <li>4.Understanding the basic rules of hygiene and safety when working with food and following the instructions within a recipe</li> </ol> <p>Post Learn – Completed fruit kebab.</p> <p>PSHE Link</p>	<p><b>Topic/ Theme – Stone Age Boy (English) Rocks (Science)</b></p> <p>Prior Learn: Name three natural materials. If you want to add texture to paint, name a material you could add.</p> <p><b>Objectives to cover –</b></p> <ul style="list-style-type: none"> <li>Understand the safety and basic care of materials and tools</li> <li>Research and compare a range of famous sculptors</li> <li>Experiment with, construct and join recycled, natural and manmade materials more confidently and sculpt using clay</li> <li>Create a painting to demonstrate the use of tints (add white) and shades (add black) to both primary and secondary colours.</li> <li>Use acrylic paints to explore different brush strokes.</li> <li>Use a sketchbook to record media explorations and experimentations</li> <li>Begin to show an awareness of objects having a third dimension and perspective.</li> </ul> <p><b>Artist to study: Henry Moore</b></p> <p>Post Learn – completed sculpture</p>	<p><b>Stone Age Boy English &amp; History Link</b></p> <p>Prior Learn: Name resources you could use to make a windmill. How could you make a structure stronger?</p> <p><b>STRUCTURES – Constructing a castle</b></p> <ol style="list-style-type: none"> <li>1, Drawing a simple castle that includes the most common features and labelling the drawing</li> <li>2. Designing a castle with key features which appeals to a given person/purpose</li> <li>3. Constructing a range of 3D geometric shapes using a net by: Cutting along the bold lines Folding along the dotted lines Keeping the tabs the correct size Making crisp folded edges Gluing securely to assemble the geometric shape</li> <li>4. Building a complex structure from simple geometric shapes. Evaluating own work by answering simple questions</li> </ol> <p><b>END PIECE - Design a castle (linked to local history or link to previous half terms unit on Stone Age, Bronze Age or Iron Age)</b></p> <p>Post Learn – completed castle</p>	<p><b>Journey English Link</b></p> <p>Prior Learn: Make three different types of marks. How could you make a darker or a lighter line?</p> <p><b>Objectives to cover –</b></p> <ul style="list-style-type: none"> <li>Developing intricate patterns/ marks with a variety of media.</li> <li>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</li> <li>Begin to show an awareness of objects having a third dimension and perspective.</li> <li>Experiment shading with oil pastels and crayons</li> <li>Create a collagraph plate for printing.</li> <li>Choose the printing method appropriate to task.</li> <li>Build up layers and colours/textures.</li> <li>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> </ul> <p><b>Artist(s) to study – Louise Bourgeois</b> End Piece – Drawing of a magic door</p> <p>Post Learn – drawing of a deer.</p>	<p><b>TEXTILES – Cushions</b></p> <p>Prior Learn: Make three different types of marks. How could you make a darker or a lighter line?</p> <ol style="list-style-type: none"> <li>1.Using cross stitch to join two pieces of fabric together</li> <li>2.Designing and cutting the template for a cushion</li> <li>3.Using cross stitch and appliqué to decorate a cushion face</li> <li>4.Making a cushion that includes appliqué and cross stitch</li> </ol> <p>Post Learn – completed cushion.</p>
	PSHE	<p style="text-align: center;"><b>Family and Friendships</b></p> <p>What makes a family; features of family life. R1, R6, R7, R8, R9</p> <p style="text-align: center;"><b>Safe Relationships</b></p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour. R19, R22, R24, R30</p> <p style="text-align: center;"><b>Respecting ourselves and others</b></p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite. R 30, R31</p> <p style="text-align: center;"><b>Antibullying week November</b></p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) R18 ECW – Online bullying ECW-Privacy and security</p>		<p style="text-align: center;"><b>Belonging to a Community</b></p> <p>The value of rules and laws; rights, freedoms and responsibilities. L1, L2, L3</p> <p style="text-align: center;"><b>Media Literacy and digital resilience</b></p> <p>How the internet is used; assessing information online. L11, L12</p> <p style="text-align: center;"><b>Money and Work</b></p> <p>Different jobs and skills; job stereotypes; setting personal goals. L25, L26, L27, L30</p>		<p style="text-align: center;"><b>Physical Health and Wellbeing</b></p> <p>Health choices and habits; what affects feelings; expressing feelings. H1, H2, H3, H4, H6, H7, H17, H18, H19</p> <p style="text-align: center;"><b>Growing and Changing</b></p> <p>Personal strengths and achievements; managing and reframing setbacks. H27, H28, H29</p> <p style="text-align: center;"><b>Keeping Safe</b></p> <p>Risks and hazards; safety in the local environment and unfamiliar places. H38, H39, H41</p>

## Year 3 Long Term Planning

RE (St. Helens Scheme) Who should we follow?	<u>Christianity God</u>	<u>Islam</u>	<u>Christianity Jesus</u>	<u>Christianity Church</u>	<u>Sikhism</u>	<u>Hindu dharma</u>
	How (and why) have some people served God? <ul style="list-style-type: none"> <li>Prophets</li> <li>Service to God</li> <li>Inspirational people</li> </ul>	Why is the Prophet Muhammad (pbuh) an example for Muslims? <ul style="list-style-type: none"> <li>The Prophet Muhammad (pbuh)</li> <li>Zakah</li> </ul>	What does it mean to be a disciple of Jesus? <ul style="list-style-type: none"> <li>Discipleship</li> <li>Following the example of Jesus</li> <li>Helping others</li> </ul>	What do Christians mean by the 'Holy Spirit'? <ul style="list-style-type: none"> <li>The Holy Spirit</li> <li>Gifts of the Spirit</li> <li>Pentecost</li> </ul>	Why are the Gurus important to Sikhs? <ul style="list-style-type: none"> <li>Guru Nanak</li> <li>The 10 gurus</li> <li>Baisakhi</li> </ul>	Why is family an important part of Hindu life? <ul style="list-style-type: none"> <li>Religious duty</li> <li>Hindu scriptures (the Ramyana)</li> <li>Raksha Bandhan</li> </ul>
PE (Sports 4 Kids)	<b><u>Football</u></b>	<b><u>Hockey</u></b>	<b><u>Gymnastics</u></b>	<b><u>Tennis</u></b>	<b><u>Cricket</u></b>	<b><u>Athletics</u></b>
	Position body correctly when passing/in possession  Dribble with a ball accurately and closely (using inside and outside of foot)  Show control and precision on a pass  Turning and shooting with close control  Display safe and legal tackling  Understand basic rules of football	Hold the stick correctly  Dribble with a ball accurately and closely  Show control and precision on a pass  Turning and shooting with close control  Display safe and legal tackling  Understand basic rules of hockey	Demonstrate a variety of different jumps with varying distance  Display jumps with apparatus  Combinations of: Jumping, Landing, Travelling, Shapes, Balancing, Rolling.  Place these together for a sequence.	Display various movements around the court  Display accuracy when striking the ball  Volley the ball when stationary  Understand how serving works and practise technique  Understand level of fitness needed for Tennis  Demonstrate good sportsmanship and knowledge of rules	Accurately throwing and catching with a partner  Correct holding and striking technique  Strike the ball with increasing accuracy  Understand underarm bowling technique  Understand cricket positioning  Understand basic cricket rules	Medium to long distance running  Sprint with efficient technique  Demonstrate sergeant jumping  Use increasing accuracy when throwing  Develop increasing power and distance when throwing
	<b><u>Indoor Athletics</u></b>	<b><u>Dance (Bollywood)</u></b>	<b><u>Tag Rugby</u></b>	<b><u>Netball</u></b>	<b><u>Swimming</u></b>	<b><u>Rounders</u></b>
	Run from different speeds.  Run at speed from a starting point  Jump from a starting spot to achieve greatest distance  Improving distance of jumping from a starting spot  Aiming and throwing objects at targets  Communicating in teams to achieve results within relay races	<i>Improvise &amp; Create dance</i>  <i>Improvise with partner</i>  <i>Use space and levels</i>  <i>Convert stimuli with movement</i>  <i>Compare and adapt movement</i>  <i>Perform dance and evaluation</i>	Demonstrate ability to move and dodge  Show accurate short passing with a partner  Demonstrate a safe tackling technique (tagging)  Develop catching technique of rugby ball  Describe how to and then apply pressure within a game  Understand basic rules of rugby and the differences with tag rugby	Movement without the ball  Landing and footwork  Shooting technique  Different types of passing  Body positioning for catching techniques  Changing from attack to defence in a game	Swim competently and confidently over a distance  Use a range of strokes including front crawl, back stroke and breaststroke	Throwing and Catching with a partner  Correct holding of bat and striking technique  Striking the ball accuracy  Understand bowling technique  Understand cricket positioning  Understand basic Rounder rule