

Year 3 Long Term Plan Curriculum Overview

Term	English	Maths (WRM)	Science	History	Geography	Art- 6 weeks DT- 6 weeks	Music Charanga	P.E	R.E	French	Computing	PSHE
Autumn What makes the earth angry?	Fiction: Play scripts/ dialogue Non-fiction Poetic language and performance	Number and place value Addition and subtraction	Rocks	Geography focus- earthquakes, volcanos, natural disasters Map use Locating volcanoes in the UK and around the world- characteristics of locations		Nick Rowland- volcano pictures- pastel and paint Jackson Pollock- abstract art using texture	Unit: Let Your Spirit Fly (Charanga)	Dance/Yoga	Creation/fall	Numbers 0-12 Greetings Classroom instructions	Connecting computers	Health and well being
	Fiction Writing in the first person Non-fiction Recounts/ diaries	Addition and subtraction Multiplication and division	Forces and magnets			Design a rescue pulley used to help rescue people after natural disasters	Unit: Pop Music Genre Study	Gymnastics		Colours/ Stories	Animation	Relationships
Spring Who lived here first?	Non-Fiction Explanation texts/ instructions Poetry Poems with a structure, shape, calligrams, rhyming couplets	Multiplication and division Measurement- money Statistics	Animals Skeletons Nutrition	History focus- Stone age, Iron age, settlements, archaeologists		Cave paintings- chalk and charcoal Sculpture of a stone age tool/stone Henge	Unit: Glockenspie l Stage 1 (Charanga)	Invasion games		Numbers 13-31 Simple conversations age, where you live	Desktop publishing	Relationships
	Fiction Fables/ myths/legends Poetry Classic poetry	Measurement: Length and perimeter Fractions	Innovative Science			Pop up information book	Unit: Tchaikovsky : Composer Study	Net wall striking/fielding		Pets Rhymes and poems Askin/answering questions	Branching databases	Living in the wider world
Summer Is there enough for everyone?	Fiction Stories in familiar settings Non- Fiction Non-chronological reports	Fractions Measurement: Time	Plants Life cycles	Geography focus- Climate zones, renewable energy sources		Art work inspired by nature- sketches, observational drawing. Upcycle an old tshirt by adding buttons, beads, feathers etc. Collage with recyclable items, wrappers, paper etc.	Unit: Three Little Birds (Charanga)	Athletics	Other faiths	Days/months Birthdays Clothes	Programming – sounds	Health and well being
	Fiction Adventure stories Non- fiction Persuasive letters	Geometry: properties of shape Measurement: Mass and Capacity	Light			Bird feeders	Unit: Recorder (Instrumental Learning)	Outdoor adventurous		Fruit Food and healthy eating	Programming – events and actions	Health and well being

Year 3 Long Term Plan Curriculum Overview

Autumn 1

English (See APL learning journey)
Core Text: Escape from Pompeii

Fiction: Play scripts/ dialogue
Non-fiction
Poetic language and performance

Maths (See WRM LTP)
Number and place value
Addition and subtraction

PSHE
Health and Well-being
What keeps us safe?

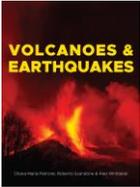
- Keeping safe at home and school
- Our bodies
- Hygiene
- Medicines and household products

History/Geography

- describe and understand key aspects of physical geography, including: volcanoes and earthquakes
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (as a result of natural disasters)
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (of where natural disasters have struck)
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Art: Nick Rowland volcano pictures and Jackson Pollock abstract art

- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history.



Volcanoes and earthquakes

What makes the earth angry?

Science: Rocks

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter
- Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.
- Work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.

RE: Understanding Christianity
Resources
Creation/Fall
Big Question: What do Christians learn from the creation story?

French

- Alphabet
- Greetings
- Classroom Instructions
- Numbers 0-12

PE

- perform dances using a range of movement patterns

Music - Unit: Let Your Spirit Fly (Charanga)
Play and perform in solo and ensemble contexts, using their voices
Listen with attention to detail and recall sounds with increasing aural memory
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Develop an understanding of the history of music.

Year 3 Long Term Plan Curriculum Overview

Autumn 2

English (See APL learning journey)

Core Text: Earth Shattering Events

The Pebble in my Pocket

Supplement texts for use in whole curriculum:

Fiction

Writing in the first person

Non-Fiction

Recounts/Diaries

Maths (See WRM LTP)

Addition and Subtraction

Multiplication and Division

Science:

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- 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
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing
(Non-Statutory guidance also available see NC)

PE

Develop flexibility, strength, technique, control and balance.

French

- Colours
- Christmas songs and stories

History/Geography

- See above

DT: Design a rescue pulley

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.



Volcanoes and earthquakes What makes the earth angry?

PSHE

Relationships

How can we be a good friend?

- Friendships
- Making positive friendships
- Managing loneliness
- Dealing with arguments

Music - Unit: Pop Music Genre Study

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

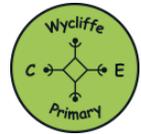
Develop an understanding of the history of music.

R.E: Understanding Christianity

Resources

Creation/Fall

Big Question: What do Christians learn from the creation story?



Year 3 Long Term Plan Curriculum Overview

English (See APL learning journey)

Core Text: The Stone Age Boy

Non-fiction

Explanation texts/instructions

Poetry

Poems with a structure, shape, calligrams, rhyming couplets

Spring 1

Maths (See WRM LTP)

Multiplication and division

Measurement- Money
Statistics

Computing: Animation

See 'Teaching Computing' scheme.

PE

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Science: Animals, Skeletons and Nutrition

- identify 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
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.
- Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.

History/Geography

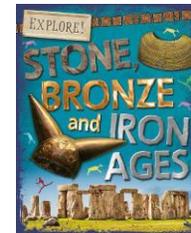
- Changes in Britain from the Stone Age to the Iron Age.
- This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture.
- Settlements, rural and urban areas, land use
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities- North America
Copper Country

French

- Answering and asking simple questions
- Pets, rhymes and poems.

Art: Cave paintings: chalk and charcoal, Sculpture of Stonehenge

- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history.



Stone, Bronze,

Iron Age

Who lived here first?

PSHE

Relationships

What are families like?

- Families
- Family life
- Caring for each other

RE : Understanding Christianity Resources

Other Faiths

Big Question: What are the deeper meanings of festivals?

Computing: Desktop publishing

See 'Teaching Computing' scheme.

Music - Unit: Glockenspiel Stage 1 (Charanga)

Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Use and understand staff and other musical notations

Spring 2

Year 3 Long Term Plan Curriculum Overview

English (See APL learning journey)

**Core Text: The Stone Age Boy
The Pebble in my Pocket**

Fiction:

Fables/Myths/Legends

Poetry:

Classic Poetry

**RE : Understanding Christianity Resources
People of God**

Big Question: What is it like to follow God?

Maths

Measurement: Length and perimeter
Fractions

PSHE

**Living in the Wider World
What makes a community?**

- Community
- Belonging to groups
- Similarities and differences

Science: Working Scientifically (Innovative Experiments using the following skills)

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

DT : Pop up information book

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
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Make

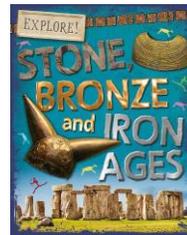
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- investigate and analyse a range of existing products
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Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.



**Stone, Bronze,
Iron Age
Who lived here first?**

Computing: Branching databases
See 'Teaching Computing' scheme.

PE

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Music - Unit: Tchaikovsky: Composer Study

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.

French

- Days of the week
- Months of year
- Birthdays

History/Geography

- See above

Year 3 Long Term Plan Curriculum Overview

Summer 1

English (See APL learning journey) Core Text: The Great Paper Caper

Fiction

Stories in familiar settings

Non- Fiction

Non-chronological reports

Science: Light

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

Maths (See WRM LTP)

Measurement
Length
Perimeter
Fractions

Computing: Programming – sounds

See 'Teaching Computing' scheme.

PE

- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance

Art: Art work inspired by nature- sketches, observational drawing. Upcycle an old tshirt by adding buttons, beads, feathers etc. Collage with recyclable items, wrappers, paper etc.

- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
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- Learn about great artists, architects and designers in history.



Living Planet

Is there enough for everyone?

Music - Unit: Three Little Birds (Charanga)
Play and perform in solo and ensemble contexts, using their voices.

Listen with attention to detail and recall sounds with increasing aural memory

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

PSHE

Health and Well-being

Why should we eat well and look after our teeth?

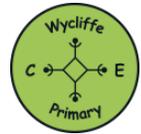
- Being healthy
- Eating well
- Dental care

History/Geography

- Human and physical geography
- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

RE : Understanding Christianity Resources Other Faiths

Big Question: What does it mean to be a Sikh in Britain today?



Year 3 Long Term Plan Curriculum Overview

Summer 2

English (See APL learning journey)

Core Text: What a Waste: Rubbish, recycling and protecting our planet

Fiction

Adventure stories/Writing in the 1st person

Non-fiction

Persuasive letters

Maths (See WRM LTP)

Shape

Mass and Capacity

Science: Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore 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
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

PE

- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

DT: Bird Feeders

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

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- apply their understanding of computing to program, monitor and control their products.

History/Geography

- See above

French

Fruit/food and healthy eating



Living Planet

Is there enough for everyone?

Music - Unit: Recorder

(Instrumental Learning) Blown Away Recorder Book 1 (Charanga)

Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music

PSHE

Health and Well-being Why should we keep active and sleep well?

- Being healthy
- Keeping active
- Taking rest

Computing: Programing – events and actions in programmes

See 'Teaching Computing' scheme.

RE : Understanding Christianity Resources

Incarnation/God

Big Question: What is the Trinity?