

Curriculum Long Term Plan
Year 3 – Autumn 1
Topic: Taking the Plunge/ Making Waves

English	<ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing – Transcription, Handwriting, Comprehension, Big write – my holiday • Vocabulary, Grammar, Punctuation Revision of VCOP building up and improving sentences Phonics Genres: Story writing – Winnie’s Pirate Adventure Author 3P: Jeff Brown Author 3SW: Laura Owen
Maths	Number-Place Value – read and write numbers, ordering, comparing. Number-addition, subtraction, 1 more/ less, 10 more/ less +/- 9 and 11. Problem solving
Science	Forces <ul style="list-style-type: none"> ▪ 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
Art & Design	Materials Artist(s): Maggie Hambling Tones, shades and tints. Weaving

Computing	Unit 3.1 We are researchers. Describe how internet search engines find and store data <ul style="list-style-type: none"> • Use search engines effectively • Be discerning in evaluating digital content • Collecting, analysing, evaluating and presenting information • Create a powerpoint with information about pirates
Design & Technology	To make efficient waterproof boats which we will sail down a channel. (Link to pirate stories) Research – What were pirate boats like? What parts did they have? Technical Knowledge -How can we make the mast strong and secure? How do sails work, and how will we attach them ? Boat shape Design a boat using what you have learnt. Make a boat which will sail down the channel in a given time. Evaluate how successful you were. What would you change? What have you learnt from other people’s boats?
French	Unit 1 (Sharing); 1. Languages we speak • 2. Language portrait 3. Names 4 Families 5. Numbers up to 10 6 How old are you? Assessment: To apply the knowledge, skills and understanding in this unit Unit 2 (Games and Songs) Section 1. ‘The Farmer’s in His Den’ Section 2. Numbers 1–10 Section 3. Clapping games Section 4. To apply the knowledge, skills and understanding in this unit
Geography	<ul style="list-style-type: none"> ▪ Locate the world’s continents, countries, focusing on Europe and the Americas ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), ▪ Identify the tropics.

Music	<p>REFER TO REVISED MUSIC LTP</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory <input type="checkbox"/> use and understand staff and other musical notations <input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input type="checkbox"/> develop an understanding of the history of music.
Physical education	<p>Teachers: Pirate dance PPA cover (Mr Taylor): Football; Hockey</p>
Religious Education	<p>Unit 3.1 Remembering Start with a thought shower what I have learnt since Foundation. Including Remembrance Sunday/Learning Poppy Song Making of a Sukkah Tasting Apples and Honey Christmas Visualisation of the Story of Jesus. Picture story board.</p>
PSHE	<p>New Beginnings</p>

**Curriculum Long Term Plan
Year 3 – Autumn 2
Topic: Stone Age**

English	<ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing – Transcription, Handwriting, Comprehension, Vocabulary, Grammar, Punctuation Revision of VCOP building up and improving sentences Phonics Genres: Story writing – The Stone Age Boy Poetry – Stone age poems Non-fiction – Changes in the stones age – displayed in Willerby Library Author 3P: Author 3SW:
Maths	Number- 100 more/less, inverse -/+ - column addition and subtraction HTO + TO Number - multiplication and division word problems Time Data collection, creating and interpreting graphs.
Science	Rocks <ul style="list-style-type: none"> ▪ 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
Art & Design	Cave paintings and sunrise and sunset pictures. Continue to mix paints to create tones, shades and tints. Brush techniques. Investigating what a silhouette is and how to create it.
Computing	Unit 3.5 We are communicators <ul style="list-style-type: none"> • Understand computer networks, including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration; • Respect individuals and intellectual property; • Use technology responsibly, securely and safely

Design & Technology	To make salt dough for the cave paintings Research – How to make salt dough What things in nature could be used for colouring the salt dough. Technical Knowledge –How can we make the colours? Design salt dough slab and picture. Make a make the salt dough and the colours. Evaluate how successful you were. What would you change? What have you learnt from other people’s colourings?
French	Unit 1 (Sharing); 1. Languages we speak • 2. Language portrait 3. Names 4 Families 5. Numbers up to 10 6 How old are you? Assessment: To apply the knowledge, skills and understanding in this unit Unit 2 (Games and Songs) Section 1. ‘The Farmer’s in His Den’ Section 2. Numbers 1–10 Section 3. Clapping games Section 4. Making a game of Conkers Section 5. Numbers to 20 Assessment To apply the knowledge, skills and understanding in this unit
History	Aut 2: changes in Britain from the Stone Age to the Iron Age Surviving the Stone Age Skara Brae Stone Henge Hillforts Driuds

Music	<p>REFER TO REVISED MUSIC LTP</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory <input type="checkbox"/> use and understand staff and other musical notations <input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input type="checkbox"/> develop an understanding of the history of music.
Physical education	<p>Teachers: Tennis PPA cover (Mr Taylor): Gymnastics</p>
Religious Education	<p>Unit 3.1 Remembering Start with a thought shower what I have learnt since Foundation. Including Remembrance Sunday/Learning Poppy Song Making of a Sukkah Tasting Apples and Honey Christmas Visualisation of the Story of Jesus. Picture story board.</p>
PSHE	<p>New Beginnings</p>

Curriculum Long Term Plan

Year 3 Spring

Topic: Romans

Visits: Martin (visitor-Roman soldiers); A Taste of History (visitor=Roman cookery)

<p>English</p>	<ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing – Transcription, Handwriting, Comprehension, Vocabulary, Grammar, Punctuation <p>VCOP building up and improving sentences Vocabulary Connectives, Openers, and Punctuation Genres: Instructions Myths and Legends Performance poetry Letters to visitors. (Thank you) Author: 3C: 3FW: Dick King-Smith (swap with 3C after half term)</p>
<p>Maths</p>	<p>Number Number-Place Value Number-addition, subtraction, multiplication, division Number - fractions</p> <p>Geometry</p> <p>Measuring Length – equipment and units Area Perimeter Weight</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables</p>

<p>Science</p>	<p>Forces</p> <ul style="list-style-type: none"> ▪ 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.
<p>Art & Design</p>	<p>Roman mosaics</p> <p>Skin tones (building on paint mixing from last term) Mixed media collage. Collecting magazine picture to Use for skin tones,</p> <p>Sculpture</p> <p>Busts (made from air drying clay or plasticine)</p>

Computing	<p>Unit 3.4 We are opinion pollsters</p> <ul style="list-style-type: none"> ▪ communication and collaboration ▪ respect individuals and intellectual property ▪ use technology responsibly, securely and safely <p>Unit 3.6 We are presenters (videoing performance)</p> <ul style="list-style-type: none"> ▪ be discerning in evaluating digital content ▪ respect individuals and intellectual property ▪ use technology responsibly, securely and safely ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Design & Technology	<p>Roman food – Visitor from out of school Roman banquet/lunch. Analysing health of this.</p> <p>Making a draughts game.</p> <p>Research – Look at how the Romans spent their leisure time. What about the soldiers? Roman games</p> <p>Make - Make draughts set using salt dough. Design - A container to hold the pieces. Evaluate - Would the soldiers have been able to carry this with Them easily.</p>
Languages	<p>Unit 3: On fait la Fete (Celebrations):In this unit children learn language relating to celebrations of special occasions and of their achievements in activities and games. They also learn to say the name of the month in which they celebrate their birthday</p> <p>Unit 4: Portraits: In this unit children learn the names for main parts of the body and describe colours. They ask and answer questions about physical appearance.</p>

Geography	Volcanoes and Earthquakes Pompeii
History	The Roman Empire and its impact on Britain
Music	<p>REFER TO REVISED MUSIC LTP</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □□play and perform in solo and ensemble contexts, using their voices and 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 □□listen with attention to detail and recall sounds with increasing aural memory □□use and understand staff and other musical notations □□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.
Physical education	Class Teachers: Gladiator training (circuit training to build speed, strength and stamina) PPA cover (Mr Taylor): Rugby; Basketball and Netball
Religious Education	Unit 3.2 Faith Founders Godly Play Abraham and Sarah. Art work Islam five pillars Acrostic Poem Fact file Qu’ran Easter Significance of bread and wine at the last supper.
PSHE	Getting on and falling out

Curriculum Long Term Plan

Year 3 Summer Term **Topic:** The Good Life **Visits:** Molescroft Grange Farm

<p>English</p>	<ul style="list-style-type: none"> • Reading – Word reading, Comprehension • Writing – Transcription, Handwriting, Comprehension, Vocabulary, Grammar, Punctuation <p>VCOP building up and improving sentences Vocabulary Connectives, Openers, and Punctuation Genres: Traditional tales Playscript for traditional tale Research/ writing for purpose – design and make seed packets.</p> <p>Author: 3C: 3FW: Anne Fine</p>
<p>Maths</p>	<p>Number-Place Value Number-addition, subtraction, multiplication, division Number - fractions</p> <p>Geometry Nets of shapes – Make a shed/greenhouse Symmetry. Tesselation Planning a garden using given criteria/brief.</p> <p>Measurement Capacity Telling the time Problem solving using all areas of measurement</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables</p>

<p>Science</p>	<p>Plants</p> <ul style="list-style-type: none"> • 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. <p>Grow sunflowers and beans. (check with year 1)</p>
<p>Art & Design</p>	<p>Materials Artist(s) Georgia O’Keefe</p> <ul style="list-style-type: none"> - Observational drawing of fauna. - Photograph close up inside of plants. - Printmaking the inside of fruit (use string to create) - Natural dies and paints. (make if possible) - Recycled objects. <p>Do the same picture in a variety of ways and put together to make one piece of artwork. All pieces of paper plus photo to be the same size. - quilling</p>
<p>Computing</p>	<p>Unit 3.3: We are animators (creating a cartoon)</p> <ul style="list-style-type: none"> • design and write programs that accomplish specific goals • solve problems by decomposing them into smaller parts • use sequence in programs • use logistical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs <p>Unit 3.2 We are comic writers (creating a comic strip)</p> <ul style="list-style-type: none"> • be discerning in evaluating digital content • respect individuals and intellectual property • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals

Design & Technology	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (school trip)</p> <p>Bird scarers. Design and make a bird scarer</p> <p>Research – Find out what scares birds.</p> <p>Design, make, evaluate. Focus on joining materials and which materials are fit for purpose.</p>
Languages	<p>Unit 5: Les quatre amis (The four friends)</p> <p>In this unit children listen and respond to a story. The story used here is called <i>Les quatre amis</i> and the text is provided at the end of this unit, with an English translation. Children learn to talk about animals and describe their colour and movement. They add to their repertoire of verbs and continue to gain confidence in using simple language for classroom interaction. An alternative story to the one suggested here can be used.</p> <p>Unit 6: Ça pousse! (Growing things)</p> <p>In this unit children learn the names of some vegetables grown in a garden and how to say which they like and dislike. They learn how to describe the life cycle of a plant in French and work on the story of 'Jack and the Beanstalk', the text of which is provided at the end of this unit. Children learn how to say what they would like to buy in a market and order in a restaurant.</p>
Geography	<p>Look at land-use patterns; and understand how some of these aspects have changed over time</p>
History	<p>Not applicable in Summer Term</p>

Music	<p>REFER TOP REVISED MUSIC LTP</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input type="checkbox"/> <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/> <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory <input type="checkbox"/> <input type="checkbox"/> use and understand staff and other musical notations <input type="checkbox"/> <input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input type="checkbox"/> <input type="checkbox"/> develop an understanding of the history of music.
Physical education	<p>Class Teachers: Tennis and Athletics (Throwing; preparation for sports day)</p> <p>PPA cover (Mr Taylor): Rounders; Cricket; Athletics (Jumping)</p>
Religious Education	<p>Unit 3.3 Encounters</p> <p>Judaism Visit to the synagogue.</p> <p>Thought shower on churches. Children's own experiences.</p> <p>Reflective Diaries.</p> <p>Look at all places of worship.</p> <p>Churches</p> <p>Mosques Virtual tour ICT</p>
PSHE	<p>Good To Be Me</p>