

Year 3 Long Term Planning

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | Prehistoric! | On Dangerous Ground | Ancient Civilizations – including the Egyptians | Alive! | Plant World | It's A Wonderful World |
| English | <ul style="list-style-type: none"> - Myths and Legends or Fables - Poetry based on a theme - Biographies | <ul style="list-style-type: none"> - Adventure or Mystery - Recount (Diaries) - Play scripts | <ul style="list-style-type: none"> - Explanation - Fairy and Folk Tales | <ul style="list-style-type: none"> - Film and Play scripts - Persuasive Letters - Poems with a structure | <ul style="list-style-type: none"> - Classical poetry - Shakespeare - Non Chronological Reports | <ul style="list-style-type: none"> - Discussion - Short Novels by a significant author - Poetry with a theme |
| Maths | <ul style="list-style-type: none"> - Place Value - Addition - Subtraction - Geometry - Measures - Multiplication | <ul style="list-style-type: none"> - Measures - Addition & Subtraction - Multiplication & Division - Fractions | <ul style="list-style-type: none"> - Multiplication - Geometry - Statistics - Measures - Addition and Subtraction | <ul style="list-style-type: none"> - Measures - Fractions - Multiplication and Division - Geometry | <ul style="list-style-type: none"> - Place Value - Multiplication - Fractions - Addition & Subtraction - Geometry | <ul style="list-style-type: none"> - Multiplication & Division - Measures - Division - Statistics - Fractions |
| Geography | <p>Describe and understand key aspects of human geography e.g. land use and settlements Stone age – Bronze age.</p> <p>Establish an understanding of the interaction between physical and human processes; consider interdependence and change over time.</p> | <p>Describe and understand key features of physical geography: volcanoes (mountains) and earthquakes.</p> <p>Use maps, atlases, globes and digital/ computer mapping to recap continents and locate key countries (focus on Europe and N/S America) in relation to plate tectonics.</p> <p>Establish an understanding of the interaction between</p> | <p>Use maps, atlases, globes and digital/ computer mapping to locate sites from ancient civilisations.</p> <p>Consider importance of rivers to ancient civilisations in relation to aspects of human geography: land use, settlements, farming, trade...</p> <p><i>NB: Main focus on features of rivers is in Y4.</i></p> | <p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p><i>Link to Science: compare vertebrates/ invertebrates found in UK to those found in other places in the world.</i></p> | <p>Use maps (including Ordnance Survey), atlases, globes and digital/ computer mapping to name and locate counties, cities and geographical regions of the UK and recognise their identifying human and physical characteristics.</p> <p>Consider where food is farmed.</p> <p>Understand geographical similarities and differences through studying the human</p> | <p>Describe and understand key aspects of physical and human geography by investigating the lives of children in contrasting parts of the world and compare to own life (city, farming village, mining town). <i>Explore twinning opportunities.</i></p> <p>Further develop understanding of the interaction between physical and human processes around the world e.g. land use, availability of natural</p> |

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| | | physical and human processes; land use and settlements in areas prone to volcanoes/ earthquakes. | | | and physical geography of a region of the UK contrasting with Whitechapel: e.g. farming in Somerset. Develop an understanding of the interaction between physical and human processes; environmental impact of farming, veganism etc. | resources (energy, food, minerals, water) Ensure children are confident in use of Ordnance Survey maps. |
| History | When do you think it was better to live – Stone Age, Bronze Age or Iron Age? | <i>School-wide mini-project: Study events beyond living memory – Remembrance day, WW1 100yrs anniversary.</i> | Why on earth are we studying ancient civilisations? Overview of when and where the first civilizations appeared and an in-depth study of Ancient Egypt. | The lives of significant individuals in the past: Find out about these three famous zoologists: Birutė Galdikas (orangutans), Diane Fossey (gorillas), Jane Goodall (chimpanzees) Skills focus: address and devise historically valid questions about change, similarity and difference; note connections, contrasts and change over time. E.g. consider changes in attitudes towards animals over time – zoos, animal testing... | | ?Move skills focus unit here from Sp2? |

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| Science | Working Scientifically 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. | | | | | |
| | Rocks Kayla Lacovino | Rocks Kayla Lacovino | Light Thomas Edison | Animals, including humans John Hunter | Plants Beatrix Potter | Forces and Magnets Isaac Newton |
| PE | Balance, Agility and Coordination | Invasion Games | Striking and Fielding | Performance | Running and Jumping | Net and Wall games |
| RE | L2.1 What do different people believe about God? | | L2.4 Why do people pray? L2.5 Why are festivals important to religious communities? <i>Visit East London Mosque</i> | | L2.9 What can we learn from religions about deciding what is right and wrong? | |
| PSHE | Being Me in My World | Celebrating Difference (including anti-bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| SRE | | | | | Lesson 1: Differences: Male & Female To explore the differences between males and females and to name the body parts (scientific vocab.) Lesson 2: Personal Space Identify different types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch. | |

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| | | | | | Lesson 3: Family Differences Understand that all families are different and have different family members Identify who to go to for help and support | |
| Art | Painting – line, shape, colour and space | | Sculpture – texture and technique, form | Drawing – pencil, charcoal | Printing – printing overlays | |
| Spanish | <p>Unit 1 : Yo</p> <p>Objectives:</p> <ul style="list-style-type: none"> -Understand about linguistic diversity in their class and that Spanish is spoken in Spain as well as elsewhere -Greet others with confidence and understand the differences in social conventions when people greet each other -Reply to the questions ¿Cómo te llamas? and ¿Cuántos años tienes? -Present members of their family -Understand and use numbers 1–10 -Begin to recognise and pronounce the sounds of Spanish | <p>Unit 2 Canciones y juegos</p> <p>Objectives:</p> <ul style="list-style-type: none"> -Know a well-known children’s song in Spanish -Understand numbers 1–20 and use some of these out of sequence -Begin to understand about simple plurals and pronounce these correctly -Respond to spoken instructions to make a game -Begin to develop skills in communicating in Spanish in pairs and groups -Recognise some familiar words in written form -Experiment with writing simple words -Pronounce some sounds of Spanish | <p>Unit 3 Canciones y juegos</p> <p>Objectives:</p> <ul style="list-style-type: none"> -State what activities they can do well -Recognise and respond to instructions -Understand and use praise words -Say the month of their birthday -Write a party invitation from a model | <p>Unit 4 Retratos</p> <p>Objectives:</p> <ul style="list-style-type: none"> -Develop their understanding of the way sounds are represented in writing -Copy accurately in writing some key words from the unit -Sing a song from memory; -Recognise and respond to instructions including parts of the body -Describe the colour of facial features | <p>Unit 2 Canciones y juegos</p> <p>Objectives:</p> <ul style="list-style-type: none"> -Know a well-known children’s song in Spanish -Understand numbers 1–20 and use some of these out of sequence -Begin to understand about simple plurals and pronounce these correctly -Respond to spoken instructions to make a game -Begin to develop skills in communicating in Spanish in pairs and groups -Recognise some familiar words in written form -Experiment with writing simple words -Pronounce some sounds of Spanish | <p>Unit 3 Canciones y juegos</p> <p>Objectives:</p> <ul style="list-style-type: none"> -State what activities they can do well -Recognise and respond to instructions -Understand and use praise words -Say the month of their birthday -Write a party invitation from a model |
| D & T | Mechanisms | Structures | Cooking | | Textiles | |

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| Computing | Programming – repeat commands Technology in our lives – search engines | Programming – testing and logical thinking Handling data – survey and presenting data | Programming- Inputs and outputs, Makey Makey (link to DT lights activity?) Handling data – making a database |
| Music | Unit: Animal Magic Objectives- Children should be taught: <ul style="list-style-type: none"> •to identify how music can be used descriptively, eg to represent different animal characteristics •how to use the musical elements to describe animals •how to use movement to describe different animals •how to match sounds and movement descriptively •use narration with sounds and movement (multimedia) to select particular ways in which the elements can be combined expressively •compose a descriptive piece of music | Unit: Painting with sound Objectives- Children should be taught: <ul style="list-style-type: none"> • that music, like pictures, can describe images and mood • to relate sounds to visual images • to select appropriate instruments • how sounds can be combined to make textures • how mood and emotion can be illustrated in music • how pitched sounds can be combined • how rhythmic sounds can be combined • how sounds can be used expressively | Unit: Salt, pepper, vinegar mustard Objectives- Children should be taught: <ul style="list-style-type: none"> • to sing and play a range of singing games • that singing games have specific musical characteristics that contribute to their success • to clap/tap the pulse and how to create rhythmic ostinato • how to make up tunes for their own singing games and add appropriate actions |
| Rights Respecting | Article 15 Children have the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights. Article 13 Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law. Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them. Article 7 Every child has the right to a legal name and nationality, and be cared for by their parents (where appropriate). | | |