



# Year 3 Long Term Planning

Scotholme Primary

Georgina Brown, Katharine Price, Patricia Wellington

Scotholme Primary and Nursery School. Year 3 Long Term Plan 2019-2020.

Term	Theme	Habits of Learning	Literacy	Numeracy	Foundation Subjects	National Curriculum Links
Autumn 1 6 weeks 3 days	<p><b>The Great Fire - A blessing or a tragedy? (Plague)</b></p>  <p>Visit from Mr Wignall about Harvest Festival.</p> <p>Visit to the allotment</p> <p>Trip to Eyam, Derbyshire.</p>	<p>Curiosity Resilience Imagination Discipline Collaboration</p> <p><b>British Values (The law &amp; Democracy)</b> Reinforced with school rules and regulations. Consequences for actions. Electing school councillors. Voting for class rules. Rights and responsibilities.</p>	<p>Newspaper Report for a historical event.</p> <p>Instructions or recipe to cure the Plague.</p> <p>Recount of trip. (Cold piece)</p>	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p>	<p><b>History</b> - Was the Great Fire of London a blessing or a tragedy? Learn about the Bubonic Plague and the impact it had on the people of Britain. Investigate how the sacrifice of a small number of people in a village, Eyam, was a turning point in history. Explore how the Great Fire of London affected the disease. Make links and connections between two historic events.</p> <p><b>Geography</b> - Use simple local maps to locate places. Use observation to look at differences and similarities between a city and a village.</p> <p><b>Art</b> - Use sketches and digital technology to record observations. Compare photography and old paintings. Improve their mastery of pattern and design using different material.</p> <p><b>Computing</b> - Discovery Coding (Espresso). Online Safety. Research the plague by selecting websites to find facts. Use the green screen to create a Newsround clip about the plague in Eyam (drama).</p> <p><b>PE</b> - Football skills and working as a team. Tennis Workshop.</p> <p><b>Science</b> - Animals, including humans. Make links between past and modern medicines. Discuss medicine safety and cover drug awareness (Jed and Ted). Understand what contributes to healthy living.</p> <p><b>MFL Spanish</b> - vowel sounds, greetings (good morning/afternoon/goodbye), numbers (1-10), please, thank you, introducing themselves.</p> <p><b>PSHE</b> - Launch Zones of Regulation. Identifying emotions and recognising strategies to help us.</p> <p><b>P4C</b> - How would you feel if you were quarantined in Eyam village during the plague?</p> <p><b>Music</b> - Singing in assembly. Singing for the Harvest Festival Assembly.</p> <p><b>RE</b> - Harvest Festival. Buddhism (mindfulness). Link to Zones of Regulation. Techniques and strategies to move back into the green zone. Mindful listening, looking, walking... Tamba Roy.</p>	<ul style="list-style-type: none"> <li>Extended Chronological study- pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge.</li> <li>Pupils should be taught about an aspect of local history.</li> </ul> <ul style="list-style-type: none"> <li>Place Knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>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.</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore the patterns and sounds of language through songs and rhymes.</li> </ul>

Scotholme Primary and Nursery School. Year 3 Long Term Plan 2019-2020.

Term	Theme	Habits of Learning	Literacy	Numeracy	Foundation Subjects	National Curriculum Links
Commando Joe Unit - Sir Ernest Shackleton						
Autumn 2 7 weeks	<p><b>Sir Ernest Shackleton Expedition to Antarctic</b></p> 	<p>Curiosity Resilience Imagination Discipline Collaboration</p> <p><b>British values (Individual liberty &amp; Mutual Respect)</b> Make informed choices within a safe environment - link to anti-bullying.</p>	<p>Biography of Ernest Shackleton.</p> <p>Wintery World - (Narnia). Description of character or setting</p> <p>Mission Review (Cold piece)</p>	<p>Number: Addition and Subtraction</p> <p>Number: Multiplication and Division</p>	<p><b>Science / DT</b>- Investigate conductivity and different circuits. Explore circuitry to create a light source.</p> <p><b>DT</b> - diorama of Sir Ernest Shackleton's expedition to Antarctica.</p> <p><b>PE</b> - Basketball. Tennis workshop.</p> <p><b>MFL Spanish</b> - Where do you live? I live in ... I am ___ years old. Naming nouns. Do you have...?</p> <p><b>Computing</b> - Spreadsheets. Touch Typing. See scheme of work LTP.</p> <p><b>PSHE</b> - Link to anti-bullying week. Understanding emotions and what makes a good friend.</p> <p><b>P4C</b> - If you were going on an expedition, which five items would be the most important to take? Why?</p> <p style="text-align: center;"><b>Commando Joe Cross-curricular links</b></p> <p>Geography: Place Knowledge</p> <ul style="list-style-type: none"> <li>Learning about the north and south poles. M2</li> <li>Comparing the physical terrain of the Antarctic with the UK. M3</li> <li>Locating small inhabitable islands, such as Elephant Island, and recognising reasons why humans do not reside there - how do the animals that live there survive? M6</li> </ul> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <li>Studying the seas and oceans of Earth. M1</li> <li>Mapping out The Endurance's journey. M2</li> <li>Studying extreme weather conditions. M4</li> <li>Investigating how global warming affects the Antarctic and the Arctic. They became trapped in ice...will this forever be the case? M4</li> </ul> <p>Geographical Skills</p> <ul style="list-style-type: none"> <li>Studying compass points- how would Shackleton have known where he was going</li> </ul> <p>Music: Composers</p> <ul style="list-style-type: none"> <li>Ludovico Einaudi - This composer went to the Arctic and played the piano there in his piece 'Elegy for the Arctic' with Greenpeace (Youtube). It is a composition about climate change. Listen and discuss. M7</li> <li>Singing songs about climate change (See Sing Up website). M7</li> </ul> <p>Art: Painting</p> <ul style="list-style-type: none"> <li>Painting snow scenes. M3</li> <li>Painting sea-themed art work- what would be underneath Shackleton's boat? M6</li> <li>David McEown - Antarctica art using watercolours.</li> </ul> <p>Design and Technology: Design /Make / Evaluate</p> <ul style="list-style-type: none"> <li>Designing/Build a sleigh to carry the heavy bags- will it glide across the snow? M5</li> <li>Design/Build their own Endurance for a trip to the Antarctic. M2</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use electrical systems in their products (series circuits incorporating switches, bulbs, buzzers and motors].</li> <li>Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>Notice that light is reflected from surfaces.</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>Find patterns in the way that the size of shadows change.</li> </ul> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> </ul>

Scotholme Primary and Nursery School. Year 3 Long Term Plan 2019-2020.

					<ul style="list-style-type: none"> <li>Testing their boat's structure by floating on water and adding small weights - will it stay afloat? How could it have been made better? M2</li> </ul>
--	--	--	--	--	--

Term	Theme	Habits of Learning	Literacy	Numeracy	Foundation Subjects	National Curriculum Links
<b>Commando Joe Unit - Nellie Bly</b>						
<b>PSHES</b> <b>pring 1</b>  6 weeks	<b>Nellie Bly - Around the World in 72 Days</b>    Adam Pepper launching in school - 6 <sup>th</sup> January  Thinktank Museum - Birmingham	Curiosity Resilience Imagination Discipline Collaboration  <u>British Values</u> (Individual liberty & Mutual Respect) Drug awareness week - making choices for healthy lifestyles. The right to be safe. E-Safety week. Confidence to ask for help. Speaking out.	Persuasion - Travel Brochure.  Postcard / letter  Diary entry (Cold Piece)	Number: Multiplication and Division  Measurement: Money  Statistics	<u>Science</u> - Forces around the world linked to methods of travel.	<ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li> </ul>
					<u>Geography</u> - Comparing different countries/continents. Looking at landscapes. Share photographs of our/their travel. Using a globe an atlas to find places.	<ul style="list-style-type: none"> <li>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.</li> </ul>
					<u>Art</u> - make a 3D map with geographical features. <u>DT</u> - recreate some famous landmarks.	<ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes...</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>Learn about great artists, architects and designers in history.</li> </ul>
					<u>PE</u> - Gymnastics/apparatus	<ul style="list-style-type: none"> <li>To develop flexibility, strength, technique, control and balance.</li> </ul>
					<u>MFL Spanish / Spanish Day</u> - classroom language, animal names, plurals, a/some, colour, reading along to a Spanish story.	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> </ul>
					<u>Computing</u> - Email. Branching Databases. Research famous landmarks.	
					<u>P4C</u> - Debate - where would you travel to and why? / Image stimulus- What can you tell me about this environment? <u>PSHE</u> - Child Mental Health Week (4 <sup>th</sup> - 10 <sup>th</sup> February).	
<b>Commando Joe Missions / Cross-curricular links</b>						
Geography: Location Knowledge <ul style="list-style-type: none"> <li>Locating the countries Nellie travelled through and plotting her route throughout the unit.</li> </ul>						
Design and Technology: Design <ul style="list-style-type: none"> <li>Designing an Eiffel Tower structure. M3</li> </ul>						
Art: Artist Study <ul style="list-style-type: none"> <li>Painting the Eiffel Tower in the style of George Seurat. M3</li> <li>Studying and creating own versions of L.S Lowry's art of the Industrial Revolution- e.g. The Bustle of Industry. M5</li> </ul>						

Scotholme Primary and Nursery School. Year 3 Long Term Plan 2019-2020.

Term	Theme	Habits of Learning	Literacy	Numeracy	Foundation Subjects	National Curriculum Links
Spring 2 6 weeks	<p><b>Book Launch</b> <b>Jeremy Strong</b></p>  <p>Library visit - shared story.</p> <p>Illustrator visit.</p> <p>Buddhism centre visit.</p>	<p>Curiosity Resilience Imagination Discipline Collaboration</p> <p><b>British Values</b> <b>(Tolerance of other faiths and cultures)</b> Encouraging respect. Valuing difference.</p>	<p>Create their own stories using structure from a given passage. Design the cover, illustrations and blurb. Book launch - exhibitions.</p> <p>Instruction (food preparation).</p> <p>Invitations and poster to advertise. (Cold piece).</p>	<p>Measurement: Length &amp; Perimeter</p> <p>Number: Fractions</p>	<p><b>MFL Spanish</b> - describe animals with colour. Sing along to a song. To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language.</p> <p><b>Art</b> - compare different techniques used by illustrators and experiment with them to design their own illustrations.</p> <p><b>PE</b> - dance (salsa, folk, street) performance</p> <p><b>Music</b> - create music experimenting with tempo, dynamics and pitch. Playing together in time.</p> <p><b>Computing</b> - Branching Databases. See scheme of work LTP.</p> <p><b>RE</b> - Buddhism - visit to the Buddhism Centre (Pelham Street)/ visitor.</p> <p><b>PSHE</b> - National Careers week (4<sup>th</sup>-9<sup>th</sup> March). Red Nose Day (15<sup>th</sup> March). International day of Happiness (20<sup>th</sup> March).</p> <p><b>Drama</b> - acting out their story.</p> <p><b>World Book Week</b> - Teachers share favourite stories / exposure to different genres.</p>	<ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>

Term	Theme	Habits of Learning	Literacy	Numeracy	Foundation Subjects	National Curriculum Links				
<b>Commando Joe Unit - Ed Stafford</b>										
<b>Summer 1</b> 5 weeks    Adam Pepper launching in school - 24 <sup>th</sup> April	<b>Ed Stafford - Walking the Amazon</b>	Curiosity Resilience Imagination Discipline Collaboration	Diary extract  Science Report - plant experiment.  Shape poetry (cold piece)	Number: Fractions  Measurement: Time	<b>Science</b> - Look at images of unusual plants and discuss what they might be. Name and categorise local and known trees and flowers. Find trees and plants according to leaf shape or flower colour. Find out about seed dispersal - gravity, dropping, wind, water, ballistic (explosion/splitting of fruit), seeds on birds/bees. Recap on the roles of parts of the plant. Find out and investigate how water travels in a plant.	<ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>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.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>				
					<b>Art</b> - Explore the nature art of Andy Goldsworthy. Create own art with things that they find at the allotment/school garden.	<ul style="list-style-type: none"> <li>Learn about great artists, architects and designers.</li> </ul>				
					<b>PE</b> - cricket.	<ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> </ul>				
					<b>MFL Spanish</b> - fruit nouns, days of the week. Applying this when reading <i>The Hungry Caterpillar</i>	<ul style="list-style-type: none"> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>				
					<b>PSHE</b> - Caring for the environment in our own school and wider environment. Litter picking. Recycling. Saving energy (electricity). Walk to school week. Sun Awareness Week. Mental Health Awareness Week (7 <sup>th</sup> -13 <sup>th</sup> May).					
					<b>Computing</b> - Simulations. Graphing. See scheme of work LTP.					
					<b>Commando Joe Cross-curricular links</b>					
Music: Instruments <ul style="list-style-type: none"> <li>Listening to a range of music considered to be 'inspirational'. Why is it that some music makes us feel pumped up and ready to go? Discuss tempo, dynamics, timbre etc. Composing their own. M1</li> <li>Exploring rhythm, tempo, structure and composing own tribal music using percussion instruments. M7</li> </ul> Geography: Location/Place Knowledge <ul style="list-style-type: none"> <li>Locating the continents, with a focus on the countries which make up South America. M2</li> <li>Locating the River Amazon. M2</li> <li>The positioning of the Amazon in relation to the equator and how this affects its climate. M5</li> <li>Consideration of how a region within South America is similar/different to the UK. M2</li> </ul> Physical and Human Geography <ul style="list-style-type: none"> <li>Considering the conditions Ed will encounter during his expedition. M2</li> <li>Studying the geographical features of a river. M3</li> <li>Learning about the effects deforestation is having on the environment and local people. M4</li> <li>Studying the physical structure of a rainforest- i.e emergent, canopy, forest floor. M5</li> <li>Learning about the food sources available to people who live in the Amazon. M6</li> <li>Learning about why some fruits will not grow here in Britain. M6</li> </ul> Computing: Research <ul style="list-style-type: none"> <li>Researching the location of the rainforest. M2</li> </ul> Art: Sketching and Drawing <ul style="list-style-type: none"> <li>Drawing sketches of a local river. M3</li> <li>Developing sketch work through use of oil and chalk pastel skills. M3</li> <li>Sketching and life drawings of plants, flowers and leaves. M5</li> </ul>										

Scotholme Primary and Nursery School. Year 3 Long Term Plan 2019-2020.

Term	Theme	Habits of Learning	Literacy	Numeracy	Foundation Subjects	National Curriculum Links
Summer 2 8 weeks	<p><b>Tombs of treasure</b></p>  <p>(Egyptian Pharaohs, religion, beliefs and tombs)</p>	<p>Curiosity Resilience Imagination Discipline Collaboration</p>	<p>Write a non-chronological report/Fact file.</p> <p>Explore poetry forms. Write a poem about treasures. Shape/acrostic.</p>	<p>Geometry: Properties of Shape</p> <p>Measurement: Mass and Capacity</p>	<p><b>History</b> - Was Howard Carter a hero? Research Howard Carter and what he discovered in Egypt in 1922. Research the pyramids, who designed and built them. Investigate male and female pharaohs of Egypt. Focus on Khufu, Tutankhamun, Hapshetsut and Cleopatra. Look at the gods that they worshipped. Discover what was discovered in the tombs and reasons why. Explore secret messages in hieroglyphics and the curses set for grave robbers. Moral debate- was it right for him to excavate these treasures and send them to the UK to display in museums.</p> <p><b>Science</b> - Rocks - building materials of tombs/pyramids. Design a pulley/lever system.</p> <p><b>DT</b> - Build a pyramid using a range of materials. Selotape, straws, scissors, glue, blu tac...</p> <p><b>Art</b> - Looking at and recreating hieroglyphics</p> <p><b>Geography</b> - Look at maps to locate continent, country and cities. (Africa, Egypt, Cairo, Luxor, Giza) and explore geographical features (River Nile/desert). Contrast to Great Britain.</p> <p><b>Computing</b> - Discovery Coding. Conditional Events.</p> <p><b>MFL Spanish</b> - To develop confidence and memory by retelling the Hungry Caterpillar story</p> <p><b>PE</b>- Archery. Sports Day.</p> <p><b>PSHE</b> - My Money Week- financial education. Healthy Eating Week. Transition for next year.</p> <p><b>P4C</b> - If you had your own tomb, what treasures would you put inside? Why?</p>	<ul style="list-style-type: none"> <li>Pupils should be taught about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of... Ancient Egypt;</li> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter.</li> <li>Learn about great artists, architects and designers.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b>Assessment</b>	<p>PIRA/PUMA Tests Ladder Assessment tasks at the end of Literacy and Numeracy blocks Questioning Times Tables Tests</p>					