


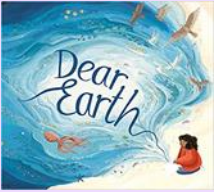
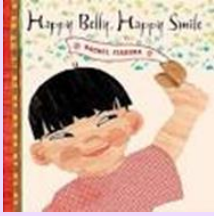

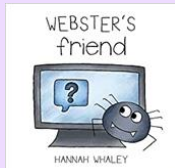
# Year 3 Long Term Plan

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TOPIC</b>	Does everything change? How does change affect us? How did the Steelworks change Corby?	Is the coast a good place to live?	What's under our feet?	How did things change from Stone Age through to Iron Age?	Why do people visit the Mediterranean?	What did the Romans do for Britain?
<b>DRIVER</b>	History	Geography	Geography	History Weds 28 <sup>th</sup> / Thurs 29 <sup>th</sup> Feb Y3 Iron Age Days	Geography	History
<b>Humanities</b>	<p>Topic: History of Corby including the steelworks.</p> <p>Curriculum focus: A local history study. A study of an aspect of a site dating back from a period beyond 1066 that is significant in the locality.</p> <p><i>PSHE Links to emotions and change.</i></p>	<p>Living in Cornwall.</p> <p>Subject: <b>Geography</b></p> <p>Curriculum focus: -Locational knowledge -Place knowledge -Human and physical Geography -Geographical skills and fieldwork</p> <p><i>English Link to text: Mousehole Cat</i></p>	<p>Curriculum focus: -Locational knowledge -Human and physical Geography</p> <p><i>Science links: Rocks topic</i></p>	<p>Curriculum focus: Bronze and Iron age religion, technology and travel.</p> <p>Iron age hill forts: tribal kingdoms, farming, art and culture.</p>	<p>Curriculum focus: -Locational knowledge -Place knowledge -Human and physical Geography -Geographical skills and fieldwork</p>	<p>Curriculum focus: The Roman Empire and its impact on Britain.</p>

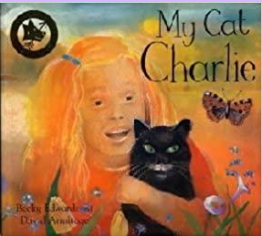
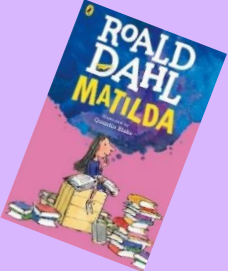
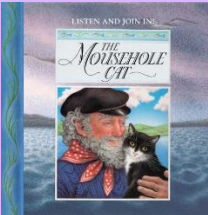
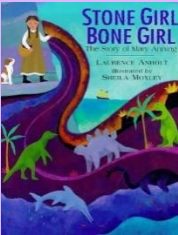


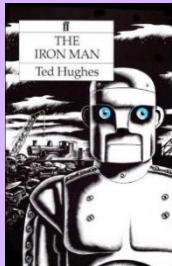
Art	Drawing Skills					
	<p><b>Driver:</b> History of Corby including the Steelworks</p> <p><b>Skill:</b> Drawing <b>Focus:</b> Tone <b>Key Experiences:</b></p> <ul style="list-style-type: none"> <li>• Experiment with media</li> <li>• Light and dark in the environment</li> <li>• Recognise different tones of one colour</li> </ul> <p><b>Suggested Outcomes:</b> Industrial scene tonal drawing</p>		<p><b>Driver:</b> What do our coasts look like?</p> <p><b>Skill:</b> Collage <b>Focus:</b> Texture <b>Key Experiences:</b></p> <ul style="list-style-type: none"> <li>• Combine a range of materials</li> <li>• Embellish on collage work</li> <li>• Simple weaving</li> </ul> <p><b>Suggested Outcomes:</b> Collaborative collage</p>		<p><b>Driver:</b> Why do people go to the Mediterranean?</p> <p><b>Skill:</b> Painting <b>Focus:</b> Colour <b>Key Experiences:</b></p> <ul style="list-style-type: none"> <li>• Harmonious colours</li> <li>• Tertiary colours (mixture of secondary colours and their opposite primary colours in the circle)</li> <li>• Matching colour to environment</li> </ul> <p><b>Suggested Outcomes:</b> Painting on canvas</p>	
Suggested Artists-Stimuli	<ul style="list-style-type: none"> <li>• L S Lowry</li> <li>• Industrial landscapes by day/night/sunrise /set</li> </ul>		<ul style="list-style-type: none"> <li>• Kurt Schwitters</li> <li>• Impressionist other than Monet and Van Gogh</li> </ul>		<ul style="list-style-type: none"> <li>• Paul Cezanne</li> </ul>	

	<ul style="list-style-type: none"> <li>Any appropriate artists conveying dark/light to reinforce objectives</li> </ul>		<ul style="list-style-type: none"> <li>Any real or imaginary composition</li> </ul>			
D&T		<b>Construction Levers/Linkages and Pop-ups</b>  Christmas Cards with Moving Parts		<b>Food</b>  Design an organic deli sandwich		<b>Food</b>  Design and make a new pizza-based product
RE Prior learning	<b>Is charity a key element of religions including Humanism?</b>  *What is charity? *Are all religions charitable; why? *Why do humans need to be charitable?	<b>Charity</b> (continued Farhad story)  <b>Nativity Story</b>  *I know what Advent is and why it represents hope to many. *I can retell the story of the Nativity *I understand why Christmas is a celebration	<b>How does Christianity help the world?</b> <b>What do you already know about how religions/moral philosophies encourage charity, care, understanding and compassion?</b> *Light in the darkness is a phrase Christians and other religions use; why? *I understand that Christians perceive Jesus Christ as a Saviour and teacher that taught about love, looking after others, forgiveness and respect for all.	<b>What are the main commitments impacting life as a Sikh?</b>	<b>Is Peace necessary for citizens in our world?</b>	

<b>Indoor PE</b>	Gymnastics Perform jumps, rolls, balances and apply to a sequence with apparatus. (New Primary P.E Plan.)	Dance - Greatest Showman (New Primary P.E plan.)	OAA (New Primary P.E plan.)  Swimming 2 classes	OAA (New Primary P.E plan.)  Swimming 2 classes	Circus Skills Splat circus coaching (Cambridgeshire Plan)	Dance – The Romans (New Primary P.E plan.)
<b>Outdoor PE</b>	Ball skills – Hand ball (New Primary P.E plan.)	Hockey – Quicksticks (New Primary P.E plan.)	Multi – Skills (New Primary P.E plan.)	Multi-Skills (New Primary P.E plan.)	Tag rugby (New Primary P.E plan.)	Athletics (New Primary P.E plan.)
<b>Computing</b>  E Safety Computer Science Digital Literacy Information Technology	Unit 7 E Safety Respect online. CS - Programming and control.	Unit 8 CS – Debugging and Problem Solving	Unit 13 E-Safety How to stay safe online. CS - Programming E-Safety Cyberbullying	Unit 14 CS - Programming I T - Inputs & Outputs	Unit 15 CS - Programming Control E-Safety Sharing Information  Unit 16 CS - Loops + Sequences	Unit 17 CS –Programming Properties and Sequences DL - Jobs in Computing  Unit 18 E-Safety: Email Safety CS –Programming Repetition IT Using Forums & Blogs E-Safety Password Safety
<b>PSHE</b>	<b><i>Equality, diversity and inclusion is woven throughout the curriculum. Where it is mentioned below, this is because there is a particular focus on this- following our ethos: Nurture, Believe, Discover, Achieve.</i></b>					

	<p><b>Valuing Difference</b>                  Recognising and respecting diversity                  Being respectful and tolerant                  My community</p> <p><i>World Mental Health Day</i>  <i>Black History Month</i>  <i>Hate Crime Week</i></p>   	<p><b>Me and My Relationships</b>                  Rules and their purpose                  Cooperation                  Friendship                  (including respectful relationships)                  Coping with loss</p> <p><i>Anti-bullying week</i>  <i>Wear Red For Thomas Day</i>  <i>Road Safety Awareness workshop</i></p>  	<p><b>Rights and Responsibilities</b>                  Skills we need to develop as we grow up                  Helping and being helped                  Looking after the environment                  Managing money</p> <p><i>Life Bus workshop</i>  <i>Careers Week</i></p>   	<p><b>Being My Best</b>                  Keeping myself healthy and well                  Celebrating and developing my skills                  Developing empathy</p> <p><i>Mental Health Awareness Week</i>  <i>International Women's Day</i>  <i>World Sleep Day</i></p>  	<p><b>Keeping Myself Safe</b>                  Managing risk                  Decision-making skills                  Drugs and their risks                  Staying safe online</p> <p><b>First Aid-</b>                  Emergencies and calling for help                  Basic Life Support                  Bites and Stings</p> <p><i>Mental Health Awareness Week</i>  <i>Well-being week</i>  <i>Sun Awareness week</i></p>   	<p><b>Growing and Changing</b>                  Relationships                  Changing bodies and puberty                  Keeping safe                  Safe and unsafe secrets</p> <p><i>Pride Month</i></p> 
<p><b>Music</b></p>	<p><b><u>Let your Spirit Fly.</u></b>                  Musical Genre: RnB                  Artists:                  Joanna Mangona                  Marvin Gaye                  Barry White</p>	<p><b><u>Glockenspiel Stage 1</u></b>                  Performance focus</p>	<p><b>Composer Focus:</b>  <b>Mozart</b>  <b>Austrian</b>  <b>Classical Period</b>                  Focus Piece:</p>	<p><b><u>Three little Birds</u></b>                  Musical Genre:                  Reggae                  Artists:                  Bob Marley                  Ziggy Marley</p>	<p><b><u>The Dragon Song</u></b>                  Musical Genre: Folk songs – Focus on China</p>	<p><b><u>Bringing us together</u></b>                  Musical Genre:                  Disco                  Artists:                  Nile Rodgers</p>

			Horn Concerto No.4 – 3 <sup>rd</sup> movement	Amy Winehouse Pluto Shevington  Easter Concert		Chaka Khan Sister Sledge Rose Royce
<b>Composers</b>	<b><u>Film Music</u></b> John Williams John Powell Thomas Newman Benj Pasek and Justin Paul	<b><u>Music from other cultures</u></b> Scott Joplin Duke Ellington Made Subandi Babatunde Olatunji	<b><u>British Composers</u></b> Edward Elgar Ralph Vaughan-Williams Henry Purcell Benjamin Britten	<b><u>Female Composers</u></b> Clara Schumann Judith Weir Zoe Keating Anna Clyne Anna Meredith	<b><u>Most influential composers</u></b> Mozart J.S Bach Beethoven Tchaikovsky George Gershwin	<b><u>Children's Choice</u></b>
<b>MFL</b>	Getting to know you Focus: Greetings, ages, numbers 0-10	All about you  Focus: Clothes, my body, colours	Food glorious Food  Focus: colours, food	Family & Friends  Focus: Family members, pets, alphabet	Our school  Focus: school resources, subjects	Time  Focus: Days of the week, Months, Numbers 11-31
<b>Trips, special days and Weeks</b>	<ul style="list-style-type: none"> <li>•Mental Health Awareness week</li> <li>•European Day of Languages</li> <li>•Black History Month</li> </ul>	<ul style="list-style-type: none"> <li>•Children in Need Day</li> <li>•Anti-bullying Week</li> <li>•Halloween</li> <li>•Remembrance Day</li> <li>•Maths Superhero Day</li> </ul>	<ul style="list-style-type: none"> <li>•Careers' week/ Challenging Stereotypes</li> <li>Book Week</li> </ul>	<ul style="list-style-type: none"> <li>•Science and Engineering Week</li> <li>•Internet Safety Week (when it's your turn in the suite.)</li> </ul>	<ul style="list-style-type: none"> <li>•Well-being Week</li> <li>•National Schools Sports Week.</li> </ul>	Transition Day

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Diary Writing Character Description Informal letter writing Descriptive writing Point of view  	Descriptive writing Figurative language- similes, metaphors and personification. Alliteration and onomatopoeia. Free-style poetry. Story Recount Comparison Non –chronological reports 	Non-chronological report Diary Story Recount (Science / Geography link.) 	Biography of Mary Anning. (Science / Geography link.) (History link – Iron Age.) Instructional writing. (D and T link – Food: Deli sandwich) 	Descriptive and figurative language For character description. Narration with dialogue. 	Non-chronological - Romans. Descriptive and figurative language. Story opening Informal letter writing – new teacher. 
English Texts (including Visual Text)	Matilda- Roald Dahl My Cat Charlie- Becky Edwards	The Mousehole Cat- Antonia Barber	Biography of Mary Anning VIP  Stone girl, bone girl	Biography of Mary Anning VIP	Soar (Visual Literacy)	The Iron Man- Ted Hughes
Maths	<b>Maths is largely assessment led. Below is a guide to the areas of study.</b>					
	<b>Autumn Term</b> Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division		<b>Spring Term</b> Number: Multiplication and Division Measurement: Money Statistics Measurement: Length and Perimeter Number: Fractions		<b>Summer Term</b> Number: Fractions Measurement: Time Geometry: Properties of Shapes Measurement: Mass and Capacity	

Science	<p><b>How do plants and trees in our locality change over time?</b>  <b>What is autumn like? (Our Changing World)</b></p> <p>Describe functions of flowering plants, roots, stems, leaves and flowers          Working scientifically – observation over time, pattern seeking</p>				
Science (Continued)	<p><b>(Light)</b>  <b>How do we see things?</b></p> <p>We need light to see things</p> <p>Darkness is the absence of light</p> <p>When light hits a material some of it is reflected off the materials</p> <p>Sunlight can be dangerous, and they need to protect their eyes</p> <p>Opaque materials block the light and a shadow is formed</p> <p>The size of shadows changes according to the size and shape of objects and the distance from the light source</p> <p>Working scientifically – fair tests, pattern seeking</p> <p><i>Maths link: Measuring the distance in shadow sizes.</i></p>	<p><b>(Rocks)</b>  <b>What's under our feet?</b></p> <p>Compare and group together different rocks on the basis of appearance and simple physical properties.          (including in their locality)</p> <p>Fossils are formed when things that have lived are trapped within rocks.</p> <p>Solids are a mixture of rocks and organic matter.</p> <p>Working scientifically          Observation,          secondary research,          Fair tests</p>	<p><b>(Plants)</b>  <b>How does your garden grow?</b></p> <p>To stay healthy, plants need light, water, nutrients, and room to grow.</p> <p>Plants make seeds to produce more plants (sexual reproduction)</p> <p>Know that plants make their own food but not how.</p> <p><i>Maths links:          Measuring and bar charts.</i></p>	<p><b>(Forces and magnets)</b>  <b>What happens with the power of force?</b></p> <p><i>(Link to Literacy - flight / Soar)</i></p> <p>Can compare how things move over different surfaces</p> <p>Pushing and pulling can make things start moving, stop, go faster or slower</p> <p>Some forces need contact between two objects</p> <p>Some forces act between objects although they are not in contact</p> <p>When one object moves over another one there will be a</p>	<p><b>(Animals inc humans)</b>  <b>Why are animal and human bodies so amazing?</b></p> <p>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.</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Working scientifically – identifying and classifying groups</p>



			<p><i>Maths link: Venn diagram sort.</i></p>		<p>force between them that opposes motion. This is called friction</p> <p>Magnets can act at a distance</p> <p>Magnets exert attractive and repulsive forces on each other</p> <p>Some materials are magnetic some are not</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other depending on which way they are facing</p> <p>Working Scientifically Comparing and grouping</p>	
<b>Scientists</b>	<p>Justus Von Liebig Mirrors</p> <p>James Clerk Maxwell</p>		<p>Mary Anning- Fossil hunter</p> <p>Dr Anjana Khatwa Geologist</p>	<p>Joseph Banks- Botanist</p>	<p>Andre Marie Ampere- Electro-magnetism</p> <p>The Wright Brothers Airplanes</p>	<p>Marie Curie- Radiation</p> <p>Wilhelm Rontgen - X rays</p>

	(Visible and Invisible Waves of Light)		<p>Ursula Marvin- <i>Geologist</i></p> <p>William Smith Fossils strata</p> <p>Inge Lehrman -Earth's Mantle</p> <p>Katia Krafft - <i>Geologist</i> and <i>Volcanologist</i></p>	<p><a href="#">Ahmed Mumin</a> <a href="#">Warfa</a> - Botanist</p> <p>Marianne North- Botanist</p>	Henry Ford- Cars	Adelle Davis - Nutritionist
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