

Long Term Plan Year 3 2023-2024

<p>Science</p>	<p>Chemistry Rocks and Soils <b>Fossil Hunters</b> * Describe in simple terms how fossils are formed when things that have lived are trapped within a rock. * Significant individual - Mary Anning. Investigating and recording in simple terms who Mary Anning was and recognising how she was significant.</p>	<p>Physics Light and dark * 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. * Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves.</p>	<p>Chemistry Rocks and Soils <b>Pet Rock</b> * Continuation from term one: Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment. * Recognise that soils are made from rocks and organic matter. * Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p>	<p>Physics Forces * Compare how things move on different surfaces. * Notice that some forces need contact between two objects, but magnetic forces can be 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. * Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).</p>	<p>Biology 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) * Investigate the way in which water is transported within plants * Explore the part of flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Biology Animals including humans * 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.</p>
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<p><b>Scientific Enquiry:</b></p> <p>Pattern seeking Identification and observation Research using secondary resources Comparative and fair testing</p> <p>Key Concept Plan Investigate Record Review</p>	<p>Research using secondary resources.</p> <p>'Who was Mary Anning and what did she discover?'</p> <p>Investigate Record</p> <p>Children to investigate who Mary Anning was and her significant findings using secondary sources (First whole Plesiosaur). Children to record in simple terms their findings as well as share with each other through drama.</p>	<p>Observation over time.</p> <p>'Do shadows change throughout the day?'</p> <p>Plan Investigate Record Review</p> <p>Children to plan and investigate how shadows on the playground change throughout the day. They will observe the shadows over time across the day and record their findings. Children will review how good their results are and discuss</p>	<p>Identification and classification.</p> <p>'Can we identify and classify of our pet rock?'</p> <p>Investigate Record</p> <p>Children to investigate their own pet rock as well as their peers. Children to complete a series of investigations on their pet rock including: observing, weighing, texture, acid erosion (mimicking weathering and testing durability), permeability.</p>	<p>Pattern Seeking.</p> <p>'Does the size and shape of a magnet affect its strength?'</p> <p>Plan Investigate Record Review</p> <p>Children to plan and investigate whether the size and shape of a magnet affects its strength. Children to test different sizes and shapes of magnet and record and review whether there is a pattern. For example 'the larger the magnet the stronger the force'.</p>	<p>Comparative and fair testing.</p> <p>'Which conditions help seeds to grow the best?'</p> <p>Plan Investigate Record Review</p> <p>Children to plan and investigate which conditions help seeds grow the best. Children to grow 5 plants with 5 differing conditions and record and review how these conditions affect the growth of the plants.</p>	<p>Research using secondary sources.</p> <p>'How can we group the food that we eat?'</p> <p>Investigate Record</p> <p>Children to use secondary sources to research the different ways we can group the food we eat. Children to present their findings.</p>
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		<p>them in relation with their predictions.</p> <p><b>PERCY SHAW – CATS EYES</b></p>	<p>Children to record their findings and use this evidence gathered to identify and classify their rock (sedimentary, metamorphic or igneous). Children to create 'rock families' and group their rocks together in terms of likeness.</p>			
<p>Working Scientifically</p>	<ul style="list-style-type: none"> <li>• Using straightforward scientific evidence to answer questions or to support their findings Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests</li> <li>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> </ul>					

	<ul style="list-style-type: none"> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul>					
History	<p>What was new for the Stone Age?                      * Changes in Britain from the Stone Age to the Iron Age.                      * Focus on Palaeolithic, Mesolithic and Neolithic periods of this prehistoric time.</p>		<p>What was more impressive, the Bronze or the Iron Age?                      * Changes in Britain from the Bronze Age to the Iron Age.                      * Iron Age forts, tribal kingdoms, farming, art and culture.</p>		<p>What did the Greeks do for us?                      * A study of Greek life and achievements and their influence on the western world. Legacies left behind from this period and how this influences life in the 21<sup>st</sup> century.</p>	
Geography		<p>Where on Earth are we?                      *Name and locate the countries of</p>		<p>How is our country changing?                      * Children to understand the difference between</p>		<p>How does the Earth shake, rattle and roll?                      * Children to understand that the earth has a structure</p>

		<p>the UK and their capital cities.                  *Name and locate the surrounding seas of the UK.                  *Compare the size of a village, a town and a city.                  * Children to understand the difference between erosion landforms and depositional landforms.                  *Children to understand how erosion and depositional landforms are formed.                  *Children to use topographical maps to identify the highest and lowest areas of the UK.</p>		<p>a human and a physical feature                  *Children to identify urban settlements on a <b>given map of the UK</b>.                  * Children to understand what urban development is.                  * Children to understand that human and physical features change over time.                  * Children to understand the effect that trade can have on a town e.g. houses, jobs.                  * Children to understand what immigration is and how this can affect the population.</p>		<p>of the crust, mantle, inner core, and the outer core.                  Children to understand that the crust is made from many 'plates' called tectonic plates.                  *Children to understand what the Continental Drift was.                  *Children to understand that the movements at the edges of the tectonic plates can cause earthquakes.                  *Children to understand the three stages of volcanoes: active, dormant and extinct.                  *Children to understand the difference between weather and climate, what a biome is and what a climate zone is.</p>
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		<p>*Children to use given maps and atlases to identify the names of the major rivers within the UK.</p> <p>*Children will identify the position and significance of the Prime/Greenwich Meridian.</p>		<p>*Children to understand that the location of town/city can affect its land use.</p> <p>* Children to locate Blackpool and Birmingham in an atlas using the key.</p> <p>*Children will learn and understand the 8 point compass.</p> <p>*Children to draw their own sketch map of a given area including a title, frame, key, north arrow and labels and annotations (if needed).</p>		<p>* Children to understand that the world is divided in many ways: equator, Northern Hemisphere, Southern Hemisphere, tropic of Capricorn, tropic of Cancer, North Pole and South Pole.</p>
Art	Sketching – Drawing and hand sketches (charcoal)	Painting – Landscape art (watercolour)			Sculpture – Light and shadow models (installation art)	

<p>Design and Technology:</p>	<ul style="list-style-type: none"> <li>• Specific focus on exploded designs.</li> <li>• Can describe the user's needs and how these are met within their design.</li> <li>• Start to describe the function of each component part rather than the whole design.</li> <li>• Can justify design choices with reference to the user – I chose to include a pink strip because younger children like brighter colours.</li> <li>• Can redesign through prototyping – showing how they have altered their design accordingly.</li> </ul>					
<p>DT</p>			<p>Structures - (shelters) Shell structure.</p>	<p>Mechanical systems - Levers and linkages. Exploded diagrams</p>		<p>Nutrition - Healthy and varied diet</p>
<p>Computing</p>	<p><b>Network Computers-</b> Children will use programs in conjunction with inputs and outputs on a digital device to create one piece of work as well as using non-digital tools to create the other. Children will then see how these</p>		<p><b>Block based coding- Scratch- Sequencing Sounds</b> Learners will build on their knowledge of sequences and trigger events from year 2 into a new programming environment through <a href="http://Scratch.mit.edu">Scratch.mit.edu</a>.</p>		<p><b>Stop-frame animation- Lego Movie Maker or iMotion</b> Children will select, use and combine a variety of software and internet services to design and accomplish a given goal of making a animation.</p>	

	devices work within a network.					
Online Safety	<p><u>ONLINE RELATIONSHIPS-</u> I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p>	<p><u>Online Reputation-</u> I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.</p>	<p><u>Self-Image and Identity-</u> I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p>	<p><u>Online Bullying-</u> I can give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p><u>Managing Online information/Privacy and Security/ Copyright and Ownership -</u> I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p>	<p><u>Health, Wellbeing and Lifestyle-</u> I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged</p>
Music		<p>Charanga – Writing music down *copy back simple patterns aurally and visually following basic notation.</p>		<p>Charanga – Composing using your imagination *recognise various notes on a staff and understand their note values.</p>		<p>Charanga – Opening Night (PERFORMANCE TERM) *play and perform in solo or ensemble contexts. *have an understanding of musical themes.</p>

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		<ul style="list-style-type: none"> <li>*identify the position of some notes on a staff.</li> <li>*understand that improvisation is when you make up your own melody.</li> <li>*create simple rhythms to build phases using limited notes.</li> <li>*write a melody that starts and ends on the same note.</li> </ul>		<ul style="list-style-type: none"> <li>*shade the melody by using steps and leaps in a structured fashion.</li> <li>*use simple dynamics and tempo.</li> <li>*use a simple structure when composing.</li> <li>*talk about my performance and what could be improved.</li> </ul>		<ul style="list-style-type: none"> <li>*follow the leader or conductor.</li> <li>*sing with expression, good posture and breathing.</li> <li>*sing songs from memory.</li> <li>*play as part of an ensemble keeping a steady beat.</li> </ul>
P.E	Tag rugby Gymnastics	Basketball Dance	Hockey Gymnastics	Hoop ball Gymnastics	Athletics Dance	Athletics Orienteering
R.E	Jesus – Inspirational leaders	How is Harvest and Christmas celebrated around the world?	Light and Dark	The Hindu Community	Hindu Life and Dharma	Prayer
PSHE	<p>Being Me in My World</p> <p><b>Piece 1</b> - I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals</p>	<p>Celebrating Differences</p> <p><b>Piece 1</b> - I understand that everybody's family is different and important to them</p> <p><b>Piece 2</b> - I understand that differences and</p>	<p>Dreams and Goals</p> <p><b>Piece 1</b> - I can tell you about a person who has faced difficult challenges and achieved success</p> <p><b>Piece 2</b> - I can identify a</p>	<p>Healthy Me- Whole – school First Aid morning</p> <p><b>Piece 1</b> - I understand how exercise affects my body and know why my heart and lungs are such important organs</p>	<p>Relationships</p> <p><b>Piece 1</b> - I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p>	<p>Changing Me- SRE unit</p> <p><b>Piece 1</b> - I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the</p>

	<p><b>Piece 2</b> - I can face new challenges positively, make responsible choices and ask for help when I need it</p> <p><b>Piece 3</b> - I understand why rules are needed and how they relate to rights and responsibilities</p> <p><b>Piece 4</b> - I understand that my actions affect myself and others and I care about other people's feelings</p> <p><b>Piece 5</b> - can make responsible choices and take action (Learning Charter)</p> <p><b>Piece 6</b> - I understand my actions affect</p>	<p>conflicts sometimes happen among family members</p> <p><b>Piece 3</b> - I know what it means to be a witness to bullying</p> <p><b>Piece 4</b> - I know that witnesses can make the situation better or worse by what they do</p> <p><b>Piece 5</b> - I recognise that some words are used in hurtful way</p>	<p>dream/ambition that is important to me</p> <p><b>Piece 3</b> - I enjoy facing new learning challenges and working out the best ways for me to achieve them (CLS groups T3)</p> <p><b>Piece 4</b> - I am motivated and enthusiastic about achieving our new challenge (garden plan T3)</p> <p><b>Piece 5</b> - I can recognise obstacles which might hinder my achievement and can take steps to overcome them (sharing plan T3)</p>	<p><b>Piece 2</b> - I know that the amount of calories, fat and sugar I put into my body will affect my health (taught within science unit – animals and humans)</p> <p><b>Piece 3</b> - I can tell you my knowledge and attitude towards drug</p> <p><b>Piece 4</b> - I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help (also reflect on helping hand)</p>	<p><b>Piece 2</b> - I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener</p> <p><b>Piece 3</b> - I know and can use some strategies for keeping myself safe online (covered throughout computing – Esafety)</p> <p><b>Piece 4</b> - I can explain how some of the actions and work of people around the world help and influence my life</p> <p><b>Piece 6</b> - know how to express my appreciation to my friends and family</p>	<p>female who has the baby</p> <p><b>Piece 3</b> - I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p><b>Piece 5</b> - I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p><b>Piece 6</b> - I can identify what I am looking forward to when I move to my next class</p>
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	others and try to see things from their points of view (Learning Charter)			<p>Piece 5 – I can identify when something feels safe or unsafe (also covered in E – safety)</p> <p>Piece 6 – I understand how complex my body is and how important it is to take care of it (covered in science – animals and humans)</p>		
MFL- French (KS2)	Greetings, numbers, colours and days of the week	My family	The Hungry Caterpillar - food	Classroom instructions	Easter	French culture
Trips/visits/experiences	WOW – stone age artwork		Flag Fen Wattle and Daub – Forest School	Geography fieldwork	History off the Page – Ancient Greeks.	Oxford Natural History Museum

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