


Year 3 Big Picture Long Term Plan 2023 - 2024

Year 3 Planning Overview

Term	Autumn		Spring		Summer	
Topic Title	Stone Age	Scrumdiddlyumptious	Tremors	Predators	Ancient Greece	Ancient Greece Vs Modern Greece
Book Links						
Lyfta Links		Kahimba life	Kahimba life			Last child of Arki
Visit/ experience linked to topic	Stone Age Workshop	Church visit Cadbury's World Pantomime	Drama Workshop – volcanoes Archaeologist	New Walk Museum Zoo	Ancient Greece Day	Twinlakes
UN Global Goal Links						

<p>Maths</p> 	<p>Number - Place Value Number - Addition and Subtraction Number - Multiplication and Division</p>		<p>Number - Multiplication and Division Measurement - Money Statistics Measurement - Length and Perimeter Number - Fractions</p>		<p>Number - Fractions Measurement - Time Geometry - Properties of Shape Measurement - Mass and Capacity</p>	
<p>Writing</p>	<p>1. Diaries/Recounts - Stone Age Boy 2. Narratives - The Croods 3. Playscript- Ug</p>	<p>1. Persuasive Letters- Fairtrade 2. Poetry- rhyming couplets 3. Novel as a theme - Charlie and the Chocolate Factory</p>	<p>1. Explanation Text- Volcanoes 2. Narratives/Mystery - Escape from Pompeii</p>	<p>1. Discussion - Should Zoo's be banned? 2. Poetry - Calligrams 3. Narratives - The Jungle Book</p>	<p>1. Poetry - Performance 2. Fable- The Lion and the mouse and other fables 3. Diary- Ancient Greek battle</p>	<p>1. Fairy tale- Lakshmi and the Washerwoman 2. Biography- Malala</p>
<p>Reading</p>	<p>Main Text - Stig of the Dump Non-fiction- Life in the Stone Age</p>	<p>Main Text - Charlie and the Chocolate Factory Poetry</p>	<p>Main Text - Escape from Pompeii Non-fiction- Tsunami fact file</p>	<p>Main Text - Bad Guys Non-Fiction- David Attenborough</p>	<p>Main Text - Beasts of Olympus Non-fiction- Greek Gods</p>	<p>Main Text - Indian Tales</p>
<p>Science</p>	<p>Light National Curriculum Objectives Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 · 	<p>Forces and magnets National Curriculum Objectives Pupils should be taught to:</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 	<p>Rocks National Curriculum Objectives Pupils should be taught to:</p> <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 	<p>Animals including humans National Curriculum Objectives Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Plants National Curriculum Objectives Pupils should be taught to:</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. 	

	<ul style="list-style-type: none"> find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> describe magnets as having two poles · predict whether two magnets will attract or repel each other, depending on which poles are facing 		and movement.	
History	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. · changes in Britain from the Stone Age to the Iron Age 				<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world · Pupils should understand how our knowledge of the past is constructed from a range of sources
Geography			<p><u>National Curriculum Objectives</u> Pupils should be taught to: Humand and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including volancoes and earthquakes. 		<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> Locational knowledge – locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place knowledge – understand geographical similarities and differences through the study of human and physical geography of a region in a European country Geographical skills and fieldwork – use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Music	<p><u>National Curriculum Objectives</u> 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.

Pulse:

- I can sing and play confidently and fluently maintaining a steady pulse.
- I can maintain a part in a piece / rhythm game consisting of two or more parts.
- I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary.
- I can accept feedback and suggestions from others.
- I can follow and lead simple performance directions, demonstrating my understanding of pulse

Voice:

- I can sing fluently.
- I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,)
- I can hear a melody and create a graphic score to represent it.

Rhythm:

- I can listen and copy rhythmic patterns.
- I can play rhythms confidently while maintaining an appropriate pulse.
- I can demonstrate I understand the differences between pulse and rhythm through playing an instrument.
- I can create graphic notation to represent rhythm.
- I can offer comments about my own and others' work and accept suggestions from others.

Pitch:

- I can sing fluently.
- I can begin to create simple rhythmic patterns, melodies and accompaniments.
- I can begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range.
- I can offer comments about my own and others' work and accept suggestions from others.

Music Technology:

- To use technology to create, change and combine sounds.
- To recognise and use basic musical structure.
- To offer comments about mine and other's work and accept suggestions from others with a focus on musical structure.

20th Century Music:

- To listen to and use features of recorded music from difference traditions, genres, styles and times.

R.E

What do Christians learn from the creation story?

- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.
- Make clear links between Genesis 1 and what Christians believe about God and Creation.
- Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world.
- Describe what Christians do because they believe God is Creator.
- Describe how and why Christians might pray to God, say sorry and ask for forgiveness.
- Ask questions and suggest answers about what might be important in the Creation.

How do festivals and family life show what matters to Jewish people?

- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.
- Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people.
- Offer informed suggestions about the meaning of the Exodus story for Jews today.
- Make simple links between Jewish beliefs about God and his people and how Jews live.
- Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.
- Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.

What is like for someone to follow God?

- Identify this as part of a 'Gospel' which tells the story of the life and teaching of Jesus.
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.
- Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.
- Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.
- Make links between the importance of love in the Bible stories studied.

How do festivals and worship show what matters to Muslims?

- Identify some beliefs about God in Islam, expressed in Surah 1.
- Make clear links between beliefs about God and *ibadah*.
- Give examples of *ibadah* in Islam and describe what they involve.
- Make links between Muslim beliefs about God and a range of ways in which Muslims worship.
- Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.
- Make links between the Muslim idea of living in

What kind of world did Jesus want?

- Make clear links between the story of Noah and the idea of covenant.
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- Make links between the story of Noah and how we live in school and the wider world.

How and why do people try to make the world a better place?

- Identify some beliefs about why the world is not always a good place.
- Make links between religious beliefs and teachings and why people try to live and make the world a better place.
- Make simple links between teachings about how to live and ways in which people try to make the world a better place.
- Describe some examples of how people try to live.
- Identify some differences in how people put their beliefs into action.
- Raise questions and suggest answers about why the world is not always a good place and what are the best ways of making it better.

	<p>story for Christians and for non-Christians living today.</p>	<ul style="list-style-type: none"> • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	<p>and life in the world today, giving a good reason for their ideas.</p>	<p>harmony with the Creator and the need for all people to live in harmony with each other in the world today giving good reasons for their ideas.</p>		<ul style="list-style-type: none"> • Make links between some commands for living from religious traditions, non-religious world views and pupils' own ideas. • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.
Computing	<p>Computing systems and networks –Connecting Computers Pupils should be taught to</p> <ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. 	<p>Creating Media – Animation Pupils should be taught to</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise and manipulate digital content • use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school. 	<p>Creating Media – Desktop Publishing Pupils should be taught to</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise and manipulate digital content • use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school. 	<p>Data and Information – Branching Databases Pupils should be taught to</p> <ul style="list-style-type: none"> • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information. 	<p>Programming A – Sequencing Sounds Pupils should be taught to</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning 	<p>Programming A – Events and Actions Pupils should be taught to</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning

					<p>to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. 	<p>to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.
Art	<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 					

	<p>In My Element</p> <ul style="list-style-type: none"> • Know and understand the role of an architect • Know some famous architects (Freidrich Hundertwasser, Zaha Hadid) and some current practising ones (Narinder Sagoo and Martin Prince-Parrott) • Think of job specific questions they would like to send to Narinder or Martin and have them answered • Know how to use line to create an architectural style drawing (floor plan) • Design their own home of the future, interior and exterior • Know some architectural terms eg, front elevation, blueprints, floor plans 	<p>Creating with Metal</p> <ul style="list-style-type: none"> • Know how metal can be used in and inspire artwork • Know some metal sculptors from the past and present (Alberto Giacometti, Junko Mori) • Know how to use chalk, charcoal and pastel to create light and dark (tone) in their work • Know how to smudge chalk and charcoal with control for effect • Know how to manipulate different materials (foil) to create a desired result • Understand how a 2D design can be turned into a 3D sculpture • Evaluate their work and discuss what went well and what improvements could be made 	<p>The Ground Beneath my Feet</p> <ul style="list-style-type: none"> • Know how to use pattern, line and shape to create implied texture • Know the meaning of the word 'texture' and the difference between <i>implied</i> texture and <i>actual</i> texture. • Create sketches from observation of fossils and photographs of fossils (drawing to show what I have seen) • Ask questions about and describe what they can see • Know how to create monoprints in two different ways –oil pastel and carbon paper • Explore printing on different paper types • Articulate each process and compare and contrast the tools and techniques • Express a 	<p>Environmental Protest</p> <ul style="list-style-type: none"> • know that art can be used for a purpose • know that protest/activist art aims to raise awareness and spread messages linked to a cause • know some common features of protest art • Use the work of artist Bob and Roberta Smith and designer Jan Bajtlík to inspire their own designs • Design their own lettering/font to be used on a poster • Use tools to ensure consistent lettering sizes • sketch and design a placard with an environmental theme • Create their own mini environmental protest placards 	<p>Sketches and Sculpture</p> <ul style="list-style-type: none"> • Know about the style of Ancient Greek architecture and Greek temples including the Parthenon • Know about the different styles of columns: Doric, Ionic and Corinthian • Know how to draw confidently from observation • Begin to know how to draw accurately using a range of media • Know how to sketch • Know how form can be transferred from 2D to 3D • Know about the role of the architect and compare work this term to that in Autumn 1 • Know how to shape, mould, and join art straws to make a 3D construction inspired by Ancient Greek architecture • Evaluate their work and discuss what 	<p>It's all Greek to Me!</p> <ul style="list-style-type: none"> • Gather and review information and resources to help form a design • Know about and describe the work of Ancient Greek potters • Create sketches to inform final designs • Demonstrate increasing control of marks made • Show an awareness of different patterns and recreate the Greek geometric style • Reflect upon their work as explain what they like and dislike about it • Select colour for a specific purpose • Draw from observation and imagination • Tell part of a Greek myth and represent characters through illustration
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- Study the Hundertwasser style of house and themes and create a mixed media (oil pastel and watercolour) interpretation of them

preference for a technique and explain reasons why

featuring a bold statement and linked illustration

- Describe and evaluate artwork

went well and what improvements could be made

DT	<p><u>National Curriculum Objectives</u> Pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks · select from and use a wider range of materials and component <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products · evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 					
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P.E	Invasion Games	Gymnastics	Dance	Invasion Games	Athletics	Cricket
	Striking and Fielding	Nets/Wall	Swimming	Dodgeball	Rounders	Tennis

PSHE	<p>How can we be a good friend?</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance 	<p>What keeps us safer?</p> <ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or 	<p>What are families like?</p> <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. 	<p>What makes a community?</p> <ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. 	<p>Why should we eat well and look after our teeth?</p> <ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain 	<p>Why should we keep active and eat well?</p> <ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and
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	<p>of seeking support if feeling lonely or excluded</p> <ul style="list-style-type: none"> • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	<p>others) safe</p> <ul style="list-style-type: none"> • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor 	<p>single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p> <ul style="list-style-type: none"> • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<p>friendship, faith, clubs, classes/year groups</p> <ul style="list-style-type: none"> • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them 	<p>good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</p> <ul style="list-style-type: none"> • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care 	<p>weekly basis – how to balance time online with other activities</p> <ul style="list-style-type: none"> • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried
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- injuries e.g. scratches, grazes, burns
- what to do in an emergency, including calling for help and speaking to the emergency services

French

Getting to know you

All about me

- give and respond to simple classroom instructions appropriately;
- name parts of the body from a song;
- identify colours
- name items of clothing;

Food Glorious Food

- follow a story and join in the repeated parts;
- say what foods from a set they like/dislike;
- describe the colour or size of an object;
- ask politely for something

French Friends and Family

- identify and introduce some of their relations;
- name some common pets;
- recognise some rooms in their home

Our School

- listen and respond to topic vocabulary;
- demonstrate understanding with actions;
- write sentences converting le/la to un/une;
- answer questions using the topic vocabulary;
- express simple opinions.

Time

- say and order the days of the week;
- say and order the months of the year;
- count on from 11-31
- say their own birthday.