

Lionel Walden Primary School: Long Term Plan – Year 3

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life skills	Values	Kindness, Thoughtfulness,	Courage	Teamwork	Curiosity	Resilience	Respect
	Wider Experience	Harvest Food Bank Appeal	Church Carol Concert Remembrance Day	Internet Safety Week Anti-Bullying Week Healthy Week	World Book Day Science Week	International Week Yr 3 Sleepover	
	PSHE/RSE	Citizenship Rights, Rules & Responsibilities	Myself & My Relationships – Family and Friends Anti-bullying	Citizenship – Working Together	Diversity & Communities	Healthy & Safer Lifestyles Managing - Safety & Risk Healthy & Safer – Digital Lifestyles	Healthy & Safer – Lifestyles Relationships & Sex Education
Languages	English Key Texts	Stone Age Boy Autumn Is Here Poem	Skara Brae	The Incredible Book Eating Boy	The Journal of Iliona A Young Slave Girl Robot Dog	The Street Beneath My Feet Skeletons and Muscles by Ben Hoare	The Magic Paintbrush – Narrative The Secret of Black Rock
	Writing Outcomes	Writing to entertain – Poetry Writing to entertain – Narrative	Writing to persuade Holiday brochure Cyber Kicks advertisements Christmas Dessert Social Media Post (advertisement)	Writing to entertain - Narrative: Comedy Evol - descriptive writing	Writing to Inform – Diary Explanation	Writing to inform - Explanation Non-chronological report	Writing to entertain – Narrative: Adventure Narrative Ride Of Passage - narrative
	MFL - French	I'm Learning French Pinpoint France and other French speaking countries on a map of the world Ask and answer the question 'How are you?' in French Say 'Hello' and 'Goodbye' in French Ask and answer the question 'What is your name?' in French Count to ten in French Say ten colours in French	Animals – Les Animaux Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner. Understand better those articles/ determiners have more options in French than they do in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).	Musical Instruments – Les Instruments Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. Understand articles/determiners better and that the definite article/ determiner 'the' has a plural form in French. Learn to say and write 'I play an instrument' in French using the high-frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.	Fruits – Les Fruits Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.	Ancient Britain Learn and use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). Name in French, the six key periods of ancient Britain, introduced in chronological order. Be able to say in French three of the types of people who lived in ancient Britain. Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. Name the three types of dwellings people lived in during the stone age, bronze age and iron age.	Ice creams – Les Glaces Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in French using 'je voudrais'. Say what flavour they would like. Say whether they would like their ice-cream in a cone or a small pot/tub.
STEM	Maths	Place value within 1,000 Addition and subtraction	Addition and subtraction Multiplication and division	Multiplication and division Length and perimeter	Fractions Mass Capacity	Fractions Money Time	Time Angles and properties of shape Statistics
	Science	Animals including humans (Biology) – Why do animals have skeletons? What is a healthy diet and why is it important? Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat. Know how nutrients, water and oxygen are transported within animals and humans. Know about the importance of a nutritious, balanced diet. Identify that humans and some other animals have skeletons and muscles for support, protection and movement	Forces and magnets (Physics) – How do magnets work and what can they be used for? Compare how things move on different surfaces. Know how a simple pulley works and use making lifting an object simpler. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract and repel each other and attract some materials and not others. Compare and group together a variety of everyday materials based on 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	Rocks and soils (Chemistry & Biology) – Are all rocks the same? What is in soil? Compare and group together different kinds of rocks based on 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	Light (Physics) – What is a shadow? 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 a solid object. Find patterns in the way that the sizes of shadows change.	Plants (Biology) – Why do plants have flowers? 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	
	DT	Hunter gatherer – seasonality. Making Stone Age Stewed Fruit.	Juggling Balls	Healthy Week – understand seasonality	Battery Operated Lights	Edible Garden	Edible Garden
	Computing	Online Safety	Online Safety	Online Searchers and Surfers	Coding with Scratch	Presentation Skills	Programming with Scratch
Humanities	Geography	Climate Zones Identify the different lines of latitude and explain how latitude is linked to climate. Locate different climate zones and explore the differences between the Northern and Southern Hemispheres. Compare temperate and tropical climates. Explore weather patterns within a climate zone. Write a weather forecast for a typical day in your choice of climate zone. Identify the characteristics of each climate zone		North America Locate North America on a world map and explore the landscape Identify countries within North America and the states within the USA Explore the physical geography of the Rockies Describe the physical geography of Mount St Helens and the impact it has on the surrounding area Compare the landscapes of different US states Compare New York State, New York City and where I live		Rio and South-East Brazil Locate South America on a world map and identify a range of its physical and human features. Locate the countries and capital cities of South America. Compare key facts about Brazil with your country. Use photographs and information texts to imagine what daily life in Rio might be like. Identify how my life is linked to Rio and the South East of Brazil. Identify the pros and cons of hosting the Olympic Games.	
	History	The Stone Age to The Iron Age What is prehistory? How did hunter-gatherers live in Stone Age Britain? What kind of sources tell us about the Stone Age? What was Skara Brae? What was Stonehenge? How did people live in the Bronze Age? What was life like in an Iron Age hillfort? NC Obj: changes in Britain from the Stone Age to the Iron Age eg <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 		The Romans Where did the Roman Empire come from? How did the Roman army help to expand the Roman empire? What was Britain like before the Romans invaded and how did Britain become part of the Roman Empire? Who was Boudica and how did she rebel against the Romans? What did the Romans build after they settled in Britain? What can archaeological sites tell us about Roman Britain? What lasting impact did the Romans leave in Britain? NC Obj: the Roman Empire and its impact on Britain eg <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 		The Tudors What was the War of the Roses? (Who were the Tudors and when did they live?) Why do we use symbols? (Tudor Rose) What can we learn about Henry VIII through portraits and written sources? What were the changes Henry VIII made to religion in England? What did Tudor Explorers discover? NC Obj: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
	RE	Creation – What do people believe about the creation of our world?	Light and its role in religious stories.	The Hindu Community What does it mean to be Hindu's? Think about God's, Mandir (a Hindu	Is Easter a festival of new life or sacrifice?	What makes Sikhs special? Who is a Sikh? What do Sikhs believe? Who is special? Learn about their special place of worship?(Gurdwara)	Revision and comparison Look at the Hindu religion, Christianity and Sikhism. Make comparisons about the way they live their life, where they worship, who

				temple), Diwali recapping from Year 2.		Sample so Sikh food. A Kara is a steel or iron bracelet, that identify a Sikh as dedicated to their religious order.	they worship and similarities and differences
		<p>By the end of year 3 children should be able to learn about religion and belief by:</p> <ul style="list-style-type: none"> Recalling the different beliefs and practices of Christianity and at least one other religion. Retelling some of the religious and moral stories from at least three different religious texts and books. Understanding what it looks like to be a person of faith. Using key words and vocabulary related to Christianity and at least one other religion. <p>and to learn from religion and belief by:</p> <ul style="list-style-type: none"> Suggesting and find meanings behind different beliefs and practices. Suggesting meanings of some religious and moral stories and suggest how these relate to right and wrong. Asking and responding to questions about what individuals and faith communities do and why. Using a range of different medium to creatively express their own ideas, thoughts and opinions. Beginning to explain their ideas. Expressing their own ideas and opinions and begin to give good reasons for those ideas. Using a range of different medium to express their thoughts. 					
Creative Arts	Art & Design	Georgia O'Keefe "Flowers" -Charcoal	Georgia O'Keefe "Flowers" -Charcoal	George Seurat "Pointillism" -Painting	George Seurat "Pointillism" -Painting	Hans Holbein "Henry VIII Portrait" -Collage	Hans Holbein "Henry VIII Portrait" -Collage
	Music	Sing Up: I've Been To Harlem	Sing Up: March from The Nutcracker	Sing Up: Latin Dance & Sing Up Mambo	Sing Up: Samba With Sergio	Charanga A: Bringing Us Together	Sing Up: Fly With The Stars
Sports	PE & Games	Weather (dance) Mindfulness (health and wellbeing)	Dodgeball Symmetry and Asymmetry (gym)	Football Witches and Wizards (dance)	Wild Animals (dance) Netball	Athletics Tennis	Swimming Cricket