

Long Term Planning 2020 - 2021

Year 3

	Term 1		Term 2		Term 3	
<b>Weeks / Theme</b>	<b>Heroes and Villains</b> How incredible are you?	<b>The Stone Age</b> When was the Stone Age?	<b>Local history -The Railways</b> Why is Guide Bridge train station important to us?	<b>The Lake District</b> Where do the Odd Soks liver?	<b>Race to the Moon</b> Who won the race to the Moon?	<b>Mighty Metals</b> What's so special about iron?
<b>Engage (hook for learning)</b>	Superhero Day	Stone age workshop	MOSI trip	Odd Sok hunt in the local area		
<b>Suggested texts</b>	Science	History	History	Geography	Science	History/Science
<b>Literacy Links</b>	Superhero school	Ug – Raymond Briggs Stone Age – Iron Age study books	From a railway carriage RL Stevenson Poem G Stephenson Info Text	Odd Soks to the rescue	What is out there? Tim Peake's account of Life on board the ISS	The Iron Man Stone Age – Iron Age study books
<b>Science</b>	We have super-Bodies Unit 2 Sc3/2.2a animals need nutrition Sc3/2.2b skeletons and muscles	Hand rock Café Unit 1 Fantastic Fossils Sc3/3.1a compare rocks Sc3/3.1b fossils Sc3/3.1c soils	Mirror, Mirror Unit 3 Sc3/4.1a light to see Sc3/4.1b reflective surfaces Sc3/4.1c sun's light Sc3/4.1d shadows formed Sc3/4.1e size of shadows	How does your garden grow? Unit 4 Allotment Sc3/2.1a parts of flowers Sc3/2.1b what plants need Sc3/2.1c water transportation Sc3/2.1d pollination, seeds and seed dispersal	We are Astronauts Unit 6 Sc4/1.1 ask relevant questions Sc4/1.2 set up fair tests Sc4/1.3 make observations Sc4/1.4 gather, present data Sc4/1.5 use diagrams, bar charts, and tables Sc4/1.6 report on findings Sc4/1.7 draw simple conclusions Sc4/1.8 identify differences, similarities or changes Sc4/1.9 answer questions	Opposites attract! Unit 5 Sc3/4.2a things move on different surfaces Sc3/4.2b forces Sc3/4.2c attract or repel Sc3/4.2d magnetic materials Sc3/4.2e magnets 2 poles Sc3/4.2f predict attract or repel
<b>ICT</b>						
<b>Computing</b>	<b>Safe</b> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content–use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact		<b>Simulate</b> 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 to explain how some simple algorithms work and to detect and correct errors in algorithms and programs–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–use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content–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–use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<b>Program (Scratch)</b> 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 to explain how some simple algorithms work and to detect and correct errors in algorithms and programs–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–use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content–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–use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<b>IPad Kodable</b> 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 to explain how some simple algorithms work and to detect and correct errors in algorithms and programs–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–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	<b>Blog</b> To know what a blog is and how it will be used in the classroom. To log in to the class blog. To know how to respond to the writing of others. To know how to post on a blog. To know how to respond to someone else's post on the class blog. To explain what you think and why. To use a blog to demonstrate and share learning. To reflect on works and make improvements.
<b>History</b>		<b>The Stone Age - How do we know how people lived?</b> Hi2/1.1a changes in Britain from the Stone Age to the Iron Age late Neolithic hunter gatherers and early farmers, for example, Skara Brae	<b>Local Victorian Station and tracks- George Stevenson</b> Hi2/2.1 Local History Hi 2/2.1c study of aspect of history or a site dating beyond 1066 significant in the locality. Hi2/2.2 Ext'd chron study Hi 2/2.2d a significant turning point in British history, e.g. the first railways		<b>Bronze Age</b> Hi2/1.1b Bronze age b. Bronze Age religion, technology and travel, for example, Stonehenge	<b>Iron Age</b> Hi2/ 1.1c Iron age (Celts) c. Iron Age hill forts: tribal kingdoms, farming, art and culture
<b>Geography</b>	<b>Beyond the Magic Kingdom: What is the Sunshine State really like?</b> Why is the Kingdom the most popular theme park in the world? Where is the Magic Kingdom? Why did the great Maya civilisation of Central America come to an end? Why do tourists come to the Magic Kingdom from some countries and not others? Why is the state of Florida a peninsula? Why is the Kennedy Space Centre in Florida? Why are sea turtles endangered and what are the Florida Turtle Conservation Society doing to protect them? How and why is the climate of the Sunshine State different from where I live? How do Floridians cope with hurricanes?			<b>How and why is my local area changing?</b> Why do places change? How has my local area changed in the past? How did my local area change as a result of WWI? How and why does the quality of the environment change in my local area? How do NASA satellite images inform us of environmental changes on a global scale?		<b>Why do some Earthquakes cause more damage than others?</b> Why won't Paula and Richard forget 22 February 2011? How has New Zealand been affected by earthquakes in the past? Why does New Zealand have so many earthquakes? Why don't the largest earthquakes always cause the most death and destruction? Why do most volcanoes happen in the same places as earthquakes?

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<b>Art &amp; Design</b>	Lichtenstein- pop art Create a comic strip Cartoon drawing Ar2/1.3 about great artists Ar2/1.2 to improve drawing Ar2/1.1 use sketch books	Study Chauvet Cave, Lascaux Cave paintings Stonehenge Ar2/1.3 about great artists Ar2/1.2 to improve art using range of materials Ar2/1.1 use sketch books	Sketch Guide Bridge train station Ar2/1.1 use sketch books Ar2/1.2 to improve drawing.	Monet's Garden Study Monet's famous works of art Ar2/1.1 use sketch books Ar2/1.3 about great artists Ar2/1.2 to improve art using range of materials	Space scenes Ar2/1.2 to improve art painting, using range of materials	Iron Man charcoal drawings Bell Beaker patterns, clay pots Celtic patterns Ar2/1.1 use sketch books Ar2/1.2 to improve art using range of materials
<b>DT</b>			Victorian samplers Influence of Stephenson DT2/1.3a look at existing products DT2/1.2a select tools and equipment to use DT2/1.2b select and use a range of materials DT2/1.3c understand how key events and have helped shape the world	Crasmere gingerbread DT2/1.3a look at existing products DT2/1.2a select tools and equipment to use DT2/1.2b select and use a range of ingredients DT2/2.1c competent in cooking techniques DT2/2.1c understand the source and seasonality of ingredients	Moon buggies Stomp rockets DT2/1.1a use research DT2/1.1b annotate sketches, DT2/1.2a use tools to make DT2/1.2b select and use a range of materials DT2/1.3b evaluate DT2/1.4a reinforce complex structures	
<b>Music</b>	Film Music – Superman Mu2/1.3 listen with attention to detail Mu2/1.5 appreciate recorded music from different traditions and from great composers Mu2/1.1 play, perform in solo and ensemble use voices musical instruments  Recorder Magic.	Mu2/1.1 play, perform in solo and ensemble use voices musical instruments.  Recorder Magic	Jumpstart.  Recorder Magic	Handal's water music Mu2/1.3 listen with attention to detail Mu2/1.5 appreciate recorded music from different traditions and from great composers Mu2/1.6 understand history of music. Recorder Magic	Music through the ages / Doctor Who  Recorder Magic	Brass Bands / Steel Drums / metal music Mu2/1.1 play, perform in solo and ensemble use voices musical instruments Mu2/1.5 appreciate recorded music from different traditions and from great composers Mu2 / 1.6: develop an understanding of the history of music Recorder Magic
<b>PSHE</b>	Being in me in my world  Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Celebrating difference  Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Dreams and goals  Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Healthy me  Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Relationships  Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Changing me  How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition.
<b>RE</b>	L2.1 What do different people believe about God?  Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).	L2.2 Why is the Bible important to Christians today?  Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).	L2.2 Why is the Bible important to Christians today?  Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).	L2.8 What does it mean to be a Hindu in Britain today?  Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith	L2.4 Why do people pray? Describe the practice of prayer in the religions studied (A2).  Make connections between what people believe about prayer and what they do when they pray (A3).	L2.5 Why are festivals important to religious communities? Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).  Identify similarities and differences in the way festivals are celebrated

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				through pu ja, aarti and bhajans (A2).		within and between religions (A3).
<b>Classics</b>						
<b>PE</b>	Health Related Fitness	Athletics	Gymnastics – Linking Movements Together	Badminton	OAA Dance – Space	Cricket Yoga
<b>End of Term Show and Share or Work to Display</b>	Superhero dress up day	Showcase our stone age cave paintings and fossils Build a wormery		Walk to Cemetry Park in search of the Odd Soks Sampling our homemade gingerbread	Show case the moon buggies Hold an 'Astronauts in training' day	Showcase our Bell Beakers Play and appraise our homemade magnetic games