

CLASS 3 Long Term Plan 2014 – 2015

Subject	Curriculum Content										
English	Reading, Writing, Spelling, Grammar and Punctuation:										
	Narrative: <ul style="list-style-type: none"> Stories of mystery and suspense Stories set in places where pupils have been 		Non-Narrative: <ul style="list-style-type: none"> Recounts Instructions Explanations 		Poetry: <ul style="list-style-type: none"> write poems that convey an image Learn by heart and perform a significant poem 		Extra Units: <ul style="list-style-type: none"> Letters 				
Maths	Number Place value	Number Addition & Subtraction	Number Multiplication & Division	Number Fractions	Measurement	Geometry Properties of Shapes	Geometry Position & Direction	Statistics			
Art	Develop ideas Take inspiration from the greats (classic and modern) <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. 										
	Painting <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. 		Collage <ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use colling, overlapping, tessellation, mosaic and montage. 		Sculpture <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (eg. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail. 						
Computing	To code Textease Turtle, Scratch		To communicate Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality, professional or efficient communications Microsoft Word, PowerPoint, Movie Maker, Revelation Natural Art.		To connect <ul style="list-style-type: none"> Either contribute to blogs or collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. Understand how simple networks are set up and used. 		To collect <ul style="list-style-type: none"> Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. Microsoft Excel and Textease Branch				
	D&T <ul style="list-style-type: none"> Prepare and cook Where possible use seasonal ingredients Learn how a variety of ingredients are grown, reared, caught and processed 		Use mechanical systems <ul style="list-style-type: none"> Winders & cams or pneumatic systems 		Create structures <ul style="list-style-type: none"> Bridges, towers 						
Geography	<ul style="list-style-type: none"> Compass directions World Features: Equator, N & S hemisphere, Arctic & Antarctic Circles <i>This will be taught throughout the following units of work.</i>		Settlement Study: UK <ul style="list-style-type: none"> Settlement Natural resources Land use Economic activity Year A: Rivers & the Water Cycle (link to Y4 Science)		Fieldwork Activity to be undertaken within at least one unit of work						
	History <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Bronze Age Late Neolithic hunter-gatherers and early farmers e.g. Skara Brae 		Early Civilisations: Ancient Sumer		A study of an aspect of theme in British history that extends pupils' CHRONOLOGICAL KNOWLEDGE BEYOND 1066 <ul style="list-style-type: none"> The changing power of monarchs using case studies such as John, Anne and Victoria Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present, or leisure and entertainment in the 20th Century The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day A significant turning point in British history, for example, the first railways or the Battle of Britain 						
Languages	La Jolie Ronde – French Y3/4 Read fluently Write imaginatively Speak confidently Understand the culture of the countries in which the language is spoken										
Music	Ukulele Lessons, delivered by LMSA and Art Forms: Musical Notation – Staves and Chord Graphics Performance – Instruments Performance – Singing Musical Appreciation Listening & Recall Performance: Singing (Carol Service and KS2 Production) Musical vocabulary needs to be taught relating to: <i>pitch, duration, dynamics, tempo, timbre, texture, structure, musical notation.</i>										
PE	Games [at least twice a year] <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [eg. badminton, basketball, cricket, football, hockey, netball, rounders, tennis], and apply basic principles suitable for attacking and defending 		Gymnastics [at least once a year] <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best 		Dance [at least once a year] <ul style="list-style-type: none"> Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best 		Athletics [at least once a year] <ul style="list-style-type: none"> Use running and jumping in isolation and in combination Develop flexibility, strength, technique, control and balance 		Outdoor & Adventurous Activities [at least once a year] <ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team 		
	PSHCE <ul style="list-style-type: none"> Body and Soul Story Y3 Eating Healthily, Being Active 		Getting On and Falling Out <ul style="list-style-type: none"> Anti-Bullying Week Taking Care of One Another 		Going for Goals <ul style="list-style-type: none"> Body and Soul Y3 Smoking/Pride 		Good to be Me <ul style="list-style-type: none"> Y3 Health Promoting Environments 		Relationships <ul style="list-style-type: none"> Body and Soul Story Y3 What's Happening to Me? 		Changes <ul style="list-style-type: none"> Y3 Developing Economic Wellbeing
RE	Why do some people think Jesus is inspirational? Christmas		What can we learn from stories shared by Christians, Jews and Muslims? Whole school activities during Week of Prayer for Christian Unity		What does it mean to be a Sikh?		How & why do believers show their commitment to the journey of life?				
Science	Working Scientifically										
	Rocks Compare & group according to physical appearance; Fossils; Soil= rocks & organic matter		Animals including Humans Nutrition; Skeleton; Muscles		Forces & Magnets Movement on surfaces; magnetic forces, poles, repel & attract, magnetism		Light Reflections & Shadows		Living things & their habitats Grouping; classification; keys; environmental change		Plants Parts of plants; requirements for life & growth; water transportation; pollination; seed formation; dispersal