

CLASS 3 Long Term Plan 2017 – 2018

Subject	Curriculum Content								
Art	Develop ideas Great artists, architects and designers								
	Drawing			Printing			Textiles		
Computing	To code <i>Textease Turtle, Scratch</i>	To communicate <i>Microsoft Word, PowerPoint, Movie Maker and Revelation Natural Art.</i>			To connect <i>Internet Browsers</i>		To collect <i>Microsoft Excel and Textease Branch</i>		
D&T	Cooking and nutrition <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 			Using mechanical systems <ul style="list-style-type: none"> Winders and cams 		Create structures <ul style="list-style-type: none"> Structures 			
English	Reading, Writing, Spelling, Grammar and Punctuation: Range of texts and genres including narrative, non-narrative and poetry								
Geography	Map Skills & Knowledge <ul style="list-style-type: none"> Maps, atlases and globes, digital computer mapping Compass Directions (eight points) World Features: equator, N & S hemisphere, Arctic & Antarctic Circles <p><i>This will be taught throughout the following units of work.</i></p>	Settlement Study: UK <ul style="list-style-type: none"> Settlement Natural resources Land use Economic activity <p><i>Year A: Rivers & the Water Cycle (link to Y4 Science)</i></p>			Locational Knowledge <ul style="list-style-type: none"> Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns and understand how some of these aspects have changed over time; Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 		Fieldwork Activity to be undertaken within at least one unit of work		
History	Changes in Britain from the STONE AGE to the IRON AGE <ul style="list-style-type: none"> Bronze Age religion, technology and travel, eg. Stonehenge Iron Age forts: tribal kingdoms, farming, art and culture 			EARLY CIVILIZATIONS <ul style="list-style-type: none"> Ancient Egypt 		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	<p><i>La Jolie Ronde – French Y3/4 and Y5/6</i></p> <p>Read fluently Write imaginatively Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p>								
Maths	Number Place value	Number Addition & Subtraction	Number Multiplication & Division	Number Fractions	Measurement	Geometry Properties of Shapes	Geometry Position & Direction	Statistics	
Music	<p>Ukulele Lessons, delivered by LMSA and Art Forms: Musical Notation – Staves and Chord Graphics Performance – Instruments and Singing Musical Appreciation Listening & Recall Performance: Singing (Carol Service and KS2 Production)</p> <p>Musical vocabulary needs to be taught relating to: <i>pitch, duration, dynamics, tempo, timbre, texture, structure, musical notation.</i></p>								
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 				
PSHE	New Beginnings (Y3 OR Y4) <small>(The PSHE Long Term Plan is currently being reviewed and updated.)</small>	Getting On and Falling Out (Y3 OR Y4) <ul style="list-style-type: none"> Anti-Bullying Week 	Physical Health and Wellbeing: What helps me choose?	Keeping Safe, Managing Behaviour and Risk: <i>Bullying – see it, say it, stop it</i>	Relationships (Y3/4)	Changes (Y3 OR Y4)			
RE	The Big Story of the Bible (Understanding Christianity resource from Diocese of York)	Does a beautiful world mean a wonderful God? Christmas	What are the deeper meanings of the festivals? Easter	What does it mean to be a Sikh?	Pilgrimage/Places of Worship				
Science	Working Scientifically								
	Rocks (Y3) <i>Compare and Group according to physical appearance; Fossils; Soil – rocks and organic matter</i>	Forces and Magnets (Y3) <i>Movement on surfaces; Magnetic forces, poles, repel and attract, magnetism</i>	Sound (Y4) <i>Vibrations; Pitch & Volume;</i>	Animals including Humans <i>Year B: Digestion; Teeth; Food Chains (Y4)</i>	Living Things & their Habitats (Y4) <i>Grouping; Classification Keys; Environmental Change;</i>	Plants (Y3) <i>Parts of plants; Requirements for life and growth; Water transportation; Pollination, seed formation, dispersal.</i>			