Year Three Long Term Curriculum Planner

Theme	Autumn 1 The Romans	Autumn 2 Romans TRIP: Yorkshire Museum DRAWING (intricate patterns)	Spring 1 *Mythical Creatures* English & DT & Music	Spring 2 Farming PAINTING (landscapes)	Summer 1 Stone age to iron age	Summer 2 Andy Goldsworthy 3D ART TRIP: Sculpture Park
English	Mystery story - unit 5 Non-chronological report SMSC: Moral (recognise right and wrong)	Science - unit 3 fiction/fantasy story Discussion texts SMSC: Social	Poem - unit 4 Explanation text	Story with a familiar setting - unit 1 Information text SMSC: Social (friendships and sharing)	Play script - unit 2 Instruction text SMSC: Moral (recognise right and wrong)	Folktale - unit 6 Biography/autobiography SMSC: Cultural and spiritual
Reading (Inc. love of reading Maths basic skills Mathematical Enquiry	Whole class reading book - The Iron Man; The Twits; and Gangster Granny. Number -place value	Whole class reading book Addition subtraction	Whole class reading book Division, Multiplication Addition/ subtraction	Whole class reading book Fractions Place value	Whole class reading book Shape Position and direction	Whole class reading book Statistics Fractions
Science Indoor & Outdoor Y3	FORCES and MAGNETS - 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	ANIMALS -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	ANIMALS -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	PLANTS -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	ROCKS 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	LIGHT -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

	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 -describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing.	skeletons and muscles for support, protection and movement. SMSC: Social	skeletons and muscles for support, protection and movement. SMSC: Social	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. SMSC: Social and Spiritual.	within rock - recognise that soils are made from rocks and organic matter	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 size of shadows change.
Computing		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	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	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
History	2.THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN e.g. Julius Caesar's attempted invasion; Claudius & Hadrian's Wall; British Resistance – Boudicca SMSC: Cultural	2.THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN e.g. Julius Caesar's attempted invasion; Claudius & Hadrian's Wall; British Resistance – Boudicca SMSC: Cultural			1.CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE e.g. skara brae; Stonehenge; iron age hill forts SMSC: Social, Spiritual and cultural.	

Geography	Name & Locate countries and cities of UK, geographical regions and their identifying human & physical features. SMSC: Cultural			Farming - UK (not local) STUDY to include TYPES OF SETTLEMENT AND LAND USE Understand geographical sims & diffs through the study of a region of UK		EUROPEAN STUDY (FRANCE) Locate world's countries, concentrate on environmental regions, key physical & human characteristics, countries and major cities Understand geographical sims & diffs through the study of a region In a European country SMSC: Cultural
Music			Develop an understanding of the history of music. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. 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			Develop an understanding of the history of music. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. 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 notation			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 notation
Art & Design		**DRAWING** **(intricate patterns)**		**PAINTING** **(landscapes)**		**3D ART**
Design Technology			Technical Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures Technical Knowledge understand and use mechanical systems in their products for example, levers and linkages Context: industry and the wider environment (farming equipment) Technical Knowledge understand and use mechanical systems in their products for example, gears, pulleys and cams Context:	Food Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques		

			culture, enterprise			
Physical Education	*Gymnastics* Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics *Athletics* Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	*Gymnastics* Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics *Athletics* Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	*Dance* Perform dances using a range of movement patterns *Invasion Games* Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis	*Dance* Perform dances using a range of movement patterns *Rounders*	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based *Striking and Fielding Rounders* Apply basic principles suitable for attacking and defending	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based *Striking and Fielding Rounders* Apply basic principles suitable for attacking and defending
PSHCE (inc. British values& SMSC)	Drug, alcohol and tobacco education (tobacco is a drug) SMSC: Moral and Social	Keeping safe and managing risk (making choices) SMSC: Moral and Social	Mental health and emotional well-being (strengths and challenges) SMSC: Spiritual and Social	Identify, society and equality (celebrating differences) SMSC: Moral, Social and cultural	Careers, financial capability and economic well-being SMSC: Moral and Social	Physical health and well-being (what helps me choose?) SMSC: Spiritual and Social
MFL	Listen attentively to spoken language and show an understanding by joining in. Numbers Greetings Classroom Instructions	Engage in conversations. Ask and answer questions. Name Age Identify social conventions at home and in other cultures Christmas	Appreciate stories in the language. Express opinions Food	Understand how different countries celebrate events Easter	Explore the sounds of languages. Speak in sentences. Colours	Read carefully and show an understanding of words and phrases. Days of the Week Months of the year

Religious Education	What does it mean to be a Jew? SMSC: Spiritual	What does it mean to be a Jew? SMSC: Spiritual	Who can inspire us? SMSC: Spiritual	Who can inspire us? SMSC: Spiritual	How are beliefs expressed through the arts? SMSC: Spiritual	What do Christians believe about a good life? SMSC: Spiritual and moral

History objectives	• *Develop a chronologically secure knowledge & understanding of British, local and world history, establishing clear narratives within and across the periods they study.* • *Note connections, contrasts and trends over time and develop the use of appropriate historical terms.* • *Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.* • *Construct informed responses that involve thoughtful selection and organisation of relevant historical information.* • *Understand how our knowledge of the past is constructed from a range of sources.*

Geography objectives	● *Extend knowledge and understanding beyond the local area to include the UK and Europe, North and South America.* ● *Know the location and characteristics of a range of the worlds's most significant human and physical features.* ● *Develop geographical knowledge, understanding and skills to enhance locational and place knowledge* **Geographical skills and fieldwork** ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ● use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.