

CLASS 3 Long Term Plan 2018-2019

Subject	Curriculum Content							
Art & Design	Develop ideas Great artists, architects and designers							
	Collage			Painting			Sculpture	
Computing	To code <i>Textease Turtle, Scratch</i>		To communicate <i>PowerPoint, Movie Maker, Revelation Natural Art, Microsoft Word</i>		To connect <i>Internet Browsers</i>		To collect <i>Microsoft Excel, 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 			Use mechanical systems <ul style="list-style-type: none"> Pneumatic systems 			Create structures <ul style="list-style-type: none"> Structures (e.g. bridges, towers etc) 	
English	Reading, Writing, Spelling, Grammar and Punctuation							
	Write stories of adventure Learn by heart and perform a significant poem Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum Write stories that contain mythical, legendary or historical characters or events.			Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum Write letters Write non-chronological reports Write in a journalistic style			Poetry: Learn by heart and perform a significant poem	
Geography	<ul style="list-style-type: none"> 4 Figure Grid References World Features: Latitude, Longitude, Tropics of Cancer & Capricorn, Greenwich Meridian, Time Zones (link to Night & Day Y5 Science) 			Settlement Study: UK <ul style="list-style-type: none"> Settlement Natural resources Land use Economic activity <i>Year B: Hills and Mountains</i>			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"> Late Neolithic hunter-gatherers and early farmers e.g. Skara Brae 			EARLY CIVILIZATIONS <i>Ancient Sumer</i>			A study of an aspect of theme in British history that extends pupils' CHRONOLOGICAL KNOWLEDGE BEYOND 1066 <i>Children in WWII</i>	
Lang	<i>La Jolie Ronde: French Year 3 & 4; to read fluently; to write imaginatively; to speak confidently; to understand the culture of the countries in which the language is spoken</i>							
Maths	Number Place value	Number Addition & Subtraction	Number Multiplication & Division	Number Fractions	Measure	Geometry Properties of Shapes	Geometry Position & Direction	Statistics
Music	Learning to play ukulele, this includes: 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		Gymnastics		Dance	Athletics	Outdoor and Adventurous Activities	
PSHE	Drug, alcohol and tobacco education Y3 – tobacco is a drug Y4 – Making choices	Keeping safe and managing risk Y3 - anti-bullying Y4 – playing safe	Mental Health and Emotional Wellbeing Y3 – strengths and challenges Y4 – SRE Growing up and changing	Identity, society and equality Y3 – Celebrating difference Y4 - Democracy	Careers, Financial Capability and Economic Wellbeing Y3 – Saving, spending and budgeting Y4 – SRE – Growing up and changing	Physical Health and Wellbeing – Y3 - what helps me choose? Y4 – What is important to me?		
RE	What do Christians learn from the creation story? <i>CREATION & FALL</i>	What are the deeper meanings of the festivals? <i>(thematic unit that compares belief & practices between different faiths & beliefs)</i>	What does it mean to be a Sikh in Britain today?	Why do Christians call the day Jesus died 'Good Friday'? <i>SALVATION</i>	When Jesus left, what was the impact of Pentecost? <i>KINGDOM OF GOD</i>	What kind of world did Jesus want? <i>GOSPEL</i>		
Science	Working Scientifically (Y3/4)							
	Light (Y3) <i>Reflection and shadows</i>	Animals including Humans <i>Year A: Nutrition; Skeleton; Muscles (Y3)</i>	Forces & Magnets (Y3) <i>Movement on surfaces; Magnetic forces, poles, repel and attract, magnetism</i>	Rocks (Y3) <i>Compare and Group according to physical appearance; Fossils; Soil = rocks and organic matter</i>	Plants (Y3) <i>Parts of plants; Requirements for life and growth; Water transportation; Pollination, seed formation, dispersal.</i>	Living Things & their Habitats (Y4) <i>Grouping; Classification Keys; Environmental Change</i>		