

Abbey Primary School-Year 3 Curriculum Long Term Plan

	Autumn Term	Spring Term	Summer Term
Science	<u>Autumn 1-Scientific Enquiry</u> How a solar oven can be made more effective: posing questions and writing predictions How a solar oven can be made more effective: recording and presenting results Cleaning coins: writing a method and carrying out a practical test Cleaning coins: writing a conclusion Making a cake: fair testing, controls and variables Making a cake: scientific enquiry <u>Autumn 2-Rocks</u> Explore the formation and properties of igneous rocks Explore the formation and properties of sedimentary and metamorphic rocks Weathering and the suitability of rocks for different purposes Explore how water contributes to the weathering of rocks Understand how fossils are formed Explore different types of soil	<u>Spring 1-Forces and magnets</u> Explore contact and non-contact forces Compare how things move on different surfaces Explore different types of magnets Explore the properties of magnets and everyday objects that are magnetic Understand that magnetic forces can act at a distance Explore the everyday uses of magnets <u>Spring 2-Plants</u> Compare the effect of different factors on plant growth Identify and describe the functions of different parts of a flowering plant and how they are used in photosynthesis Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants Understand the pollination process and the ways in which seeds are dispersed Compare the effect of different factors on plant growth	<u>Summer 1-Animals including humans</u> Explore the 5 key food groups Learn about the nutrition in the food we eat Learn about the different types of skeletons Learn about the human skeleton Learn about animals and their skeletons Explore the role of muscles <u>Summer 2-Light</u> Identify the difference between light sources and non light sources Explore the light that comes from the sun and how to stay safe Explore materials which are reflective Discover how shadows are formed Investigate how shadows change throughout the day Investigate how you can change the size of a shadow

History	<u>Stone Age to the Iron Age</u> 1. When was the Stone Age and which periods did it include? 2. What was life like in the Stone Age? 3. How much did life change during the Stone Age? 4. What can we learn about the Stone Age from Skara Brae? 5. Why did they build Stonehenge? 6. How should we remember the Bronze Age? 7. Who were the Celts and what was life like in the Iron Age? 8. What can a green hill tell us about life in the Iron Age? 9. How did housing change from the Stone Age to The Iron Age? 10. How did settlements and beliefs change?	<u>Ancient Civilisations</u> 1. What is an ancient civilisation? 2. Where did the earliest civilisations develop? 3. What did the ancient civilisations have in common? 4. Why was Ancient Sumer called the cradle of civilisations? 5. What were Ancient Sumer's greatest achievements? 6. How do we know about the Indus Valley? 7. What were the Indus' Valleys greatest achievements? 8. What does Fu Hoo's tomb tell us about the Shang Dynasty? 9. What were the Shang Dynasty's greatest achievements?	<u>Ancient Egypt</u> 1. What do we already know about Ancient Egypt? 2. How can we discover what Ancient Egypt was like over 5,000 years ago? 3. Why was Ancient Egypt the 'Gift of the Nile'? 4. What sources of evidence have survived and how were they discovered? 5. Who built the Pyramids? 6. What does the evidence tell us about everyday life? 7. What did Ancient Egyptians do for fun? 8. What do the hieroglyphics mean? 9. What did the Ancient Egyptians believe about the afterlife? 10. Who was Cleopatra and how is she remembered?
Geography	<u>Why do people live near volcanoes?</u> • To name and describe the layers of the Earth. • To explain how and where mountains are formed. • To explain why volcanoes happen and where they occur. • To recognise the negative and positive effects of living near a volcano. • To explain what earthquakes are and where they occur. • To observe and record the location of rocks around the school grounds and discuss findings.	<u>Who lives in Antarctica?</u> • To understand the position and significance of lines of latitude. • To describe the location and physical features of Antarctica. • To describe the human features of Antarctica. • To use four-figure grid references to plot Shackleton's route to Antarctica. • To plan a simple route on a map using compass points. • To follow instructions involving compass points and map a simple route.	<u>Are all settlements the same?</u> • To describe different types of settlements. • To identify the human and physical features in the local area. • To discuss why physical features are in particular locations. • To describe how land use in the local area has changed. • To identify land use in New Delhi. • To compare land use in two different locations.
Art	<u>Seurat and Pointillism</u>	<u>Plant Art (Eco link)</u>	<u>Egypt</u>

	1. To explore who Georges Seurat was and explore his style of art. 2. To explore how to create art in the style of pointillism. 3. To explore how Seurat use colours in his artwork. 4. To explore Seurat's paintings and how he created effects and shading. 5. To explore the work of other pointillist artists. 6. To be able to create a piece of pointillism artwork.	1. To appreciate the work of different artists. 2. To develop observational skills. 3. To know how to create tints, shades and tones of colours. 4. To develop printing skills 5. To know how to create depth in an artwork. 6. To create sculptures using clay 7. To plan and create a piece of artwork.	1. To be able to make a papyrus picture. (2 lessons) 2. To be able to make a replica of an ancient Egyptian cartouche. (2 lessons). 3. To be able to make an ancient Egyptian necklace. (2 lessons)
Design and Technology	<u>Food Technology – Seasonal Fruit Tarts</u> • To explain that fruits and vegetables grow in different countries based on their climates. • To understand that seasonal fruits and vegetables grow in a given season. • To understand that eating seasonal fruit and vegetables positively affects the environment. • To design a tart recipe using seasonal ingredients.	<u>Pneumatic Toys</u> • To define a mechanism as a system of parts working together to create movement and a pneumatic system can be used as part of this. • To describe how a pneumatic system forces air over a distance to create movement and identify pneumatic systems in a range of everyday objects. • To describe different types of drawings used in design to explain ideas clearly and explain why one may be more useful for a particular situation. • To develop design criteria from a design brief. • To begin to draw different types of diagrams to generate suitable ideas. • To recall different types of pneumatic systems used to design a toy and create one for a specific movement. • To build secure housing for a pneumatic system, consider sustainable resources and work with materials to create different effects by cutting, creasing, folding, etc. • To evaluate how well the design, materials and equipment help to achieve the design brief.	<u>Textiles – Egyptian Collars</u> • To demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together. • To develop appliqué designs based on design criteria. • To design, cut and shape their template for a Usekh, or Wesekh, collar with increasing accuracy. • To decorate their Egyptian collar using a variety of techniques, such as appliqué, cross-stitch, beads, buttons and pinking. • To measure and attach a ribbon with a running stitch. • To recognise different types and qualities of fabrics. • To explain the aesthetic and functional properties of some of their material choices.
Music	Delivered by Rock It		
Computing	<u>Connecting Computers</u> Understand how computers connect and communicate.	Sequencing sounds continued (see Autumn term) <u>Branching Databases</u>	<u>Desktop Publishing</u> Design and format documents. Combine text and images for a purpose.

	Explore networks and data transfer. <u>Sequencing Sounds</u> Create sequences of sounds using software. Use repetition and timing in digital compositions	Classify objects using yes/no questions. Create and navigate branching databases	<u>Events and Actions in Programs</u> Use event-driven programming. Understand how actions are triggered by events
P.E.	<u>Basketball</u> • Begin to use simple tactics. • Learn the rules of the game. • Dribble, pass, receive and shoot the ball with some control. • Find space away from others and near to their goal. • Provide feedback using key words. • Track an opponent to slow them down. • Understand the roles of an attacker and defender. • Work co-operatively with a group to self-manage games. <u>Football</u> • Begin to use simple tactics. • Learn the rules of the game. • Dribble, pass, receive and shoot the ball with some control. • Find space away from others and near to their goal. • Provide feedback using key words. • Track an opponent to slow them down. • Understand the roles of an attacker and defender. • Work co-operatively with a group to self-manage games.	<u>Dodgeball</u> • Learn the rules of the game and use them to play fairly. • Provide feedback using key words. • Throw with some accuracy. • Understand the aim of the game. • Work co-operatively with a group to self-manage games. <u>Cricket</u> • Bowl a ball towards a target. • Strike a bowled ball after a bounce. • Develop an understanding of tactics. • Learn the rules of the game and use them honestly. • Persevere when learning a new skill. • Provide feedback using key words. • Use overarm and underarm throwing and catching skills. • Work co-operatively with a group to self-manage games.	<u>OAA</u> • Developing map reading skills. • Follow and give instructions. • Listen to and be accepting of others' ideas. • Plan and attempt to apply strategies to solve problems. • Work collaboratively with a partner and a small group. <u>Tennis</u> • Learn the rules of the game and begin to use them to play fairly. • Provide feedback using key words. • Return a ball to a partner. • Use basic racket skills. • Understand the aim of the game. • Understand the benefits of exercise.

	<u>Dance</u> • Be respectful of others when watching them perform. • Provide feedback using key words. • Repeat, remember and perform a dance phrase. • Use counts to keep in time with a partner and group. • Use dynamic and expressive qualities in relation to an idea. • Work with a partner and in a small group, sharing ideas. • Create short dance phrases that communicate the idea.	<u>Gymnastics</u> • Adapt sequences to suit different types of apparatus. • Choose actions that flow well into one another. • Complete actions with increasing balance and control. • Use matching and contrasting actions in a partner sequence. • Provide feedback using key words. • Use a greater number of their own ideas for movements in response to a task. • With help, recognise how performances could be improved.	<u>Rounders</u> • Bowl a ball towards a target. • Begin to strike a bowled ball. • Develop an understanding of tactics and use them in game situations. • Learn the rules of the game • Provide feedback using key words. • Use overarm and underarm throwing and catching skills. • Work co-operatively with a group to self-manage games. <u>Sports Day</u>
P.S.H.E.	Relationships-Team 1. This lesson is not taught! 2. Is It OK? 3. Pink and Blue 4. Your Family, My Family 5. Getting Older 6. Changes Health and Wellbeing-Think Positive 1. Happy Minds, Happy People 2. Thoughts and Feelings 3. Changes 4. Keep Calm and Relax 5. You're the Boss 6. Always Learning	Living in the Wider World- Diverse Britain 1. Living in the British Isles 2. Democracy 3. Rules, Laws and Responsibilities 4. Liberty 5. Tolerance and Respect 6. What Does It Mean to Be British? Relationships-Be Yourself 1. Pride 2. Feelings 3. Express Yourself 4. Know Your Mind 5. Media-Wise 6. Making It Right	Health and Wellbeing-It's my Body 1. Achievements 2. Goals 3. Always Learning 4. Jobs and Skills 5. No Limit! 6. When I Grow Up Living in the Wider World-Aiming High 1. My Body, My Choice 2. Fit as a Fiddle 3. Good Night, Good Day 4. Cough, Splutter, Sneeze! 5. Drugs: Healing or Harmful? 6. Choices Everywhere
RE.	Walsall SACRE Unit 3A – Holy Books. What can we learn from visiting sacred places? • To express their own thoughts and feelings about	Walsall SACRE Unit 3B-Holy Buildings: How and why holy buildings are important. • To learn the story of Mary Jones, whose keenness to	Walsall SACRE Unit 3C – Why do people make pilgrimages? • To learn that some places are of particular significance in the religious life of some people

	some special places and that there are places of importance to us, and some of these are special in religious life. ● To learn that there are different reasons why places are special. ● To consider questions about worship and sacred space, developing the abilities to make connections, build deeper understanding and explain points of view. ● To learn that a Church is a sacred place for Christians and know some of the important features of the Church. ● To learn why Christians go to a Church, what they do there and how they care for it. ● To learn that Muslims are one of Britain's religious communities, the second largest after Christians. ● To learn about the use of a prayer mat, to create a clean place from which to pray to Allah. ● To learn that a Mosque is a sacred place for Muslims, some of the important features of a Mosque and what a Mosque feels like and looks like. ● To learn why Muslims come to a Mosque, what they do there and how they care for it, including an exploration of the idea of respect. ● To understand that Sikhs are one of the UK's large religious communities. ● To learn that a Gurdwara is a sacred place for Sikh people. ● To learn some of the important features of the Gurdwara and what a Gurdwara feels and looks	own a Bible was the inspiration for the founding of the Bible Society. ● To learn that for many people there is a difference between a holy book and a favourite/special book. ● To understand the reasons why the Bible is important to Christians. ● To learn that stories are found within the Bible (and know a range of these) and that stories of Jesus are found in the New Testament. ● To understand that the themes of Bible stories are important to Christians. ● To understand some teachings of Jesus that are recorded in the Bible and what a Christian might learn from Jesus' teachings. ● To learn that the Bible is used in different places and situations and about acts of worship that are inspired by the Bible. ● To learn about how the Bible is used at church and elsewhere. ● To learn ways in which Muslims treat the Qur'an and reasons for these. ● To learn the story of the first revelation of the Qur'an and how important the Qur'an is to Muslims. ● To learn that we all have influences upon our lives. Discovery R.E. Easter-Forgiveness: What is good about 'Good Friday'? ● To learn to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians. ● Engage-To demonstrate situations where someone has to save the day.	● To learn that humans are often inspired by places and to think for themselves about the idea of 'Inspiring Places' ● To understand that an inspiring place may have natural, historic or religious significance. ● To learn about the importance of places of pilgrimage to Hindus. ● To discuss essential features of pilgrimages, using ranking and sorting activities to process information. ● To use the enquiry questions, 'who, what, where, when, how, why, what if...' to pursue their investigations about pilgrimages. ● To identify two or three places of Hindu pilgrimage and describe what happens there and understand the significance of the place for Hindus. ● To understand the importance of the story of Ibrahim and Ishmail to Muslims on Hajj and understand the impact and importance of Hajj to a member of the Muslim community. ● To understand the symbolism of water in the Hajj. ● To understand, compare and explain the similarities and differences between Hindu and Muslim pilgrimages and the impact they have on their lives. ● To think about life as a religious journey might help anyone to understand their own life, even if they are not religious. Walsall SACRE Unit 3D – Jesus: Why do some people think he is inspirational?
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	like. ● To learn about why Sikhs welcome everyone to eat at the langar kitchen. ● To learn how the holy building and the holy writings of Sikhs are connected to pupils' own lives and ideas. ● To know about some of the things Hindus do within their families. ● To find out about some Hindu artefacts that might be found in a home shrine. ● To think about how Hindu people thank the gods and goddesses in their home worship, and about the value of thankfulness. ● To reflect for themselves on the search for and value of thankfulness. ● To learn that many people feel more sense of spiritual life, or of worship, in natural environments than in churches, mosques or other holy buildings ● To understand that anyone can be spiritual whether they are religious or not. Discovery R.E. Christmas- Incarnation- Has Christmas lost its true meaning? ● To learn what the true meaning of Christmas is to Christians and compare this with what Christmas means to us. ● Engagement-Think about our own Christmas experiences. ● Investigate-Think about the differences between a Christian and a non-Christian Christmas.	● Investigate-To look at representations of Good Friday and its events. ● Evaluation-To discuss who Good Friday was 'good' for. ● Expression-To express love and gratitude for others like Jesus did when he gave his life.	● To consider the idea that we are all inspired by other people sometimes. ● To understand the symbolic language used for Jesus. ● To reflect on the meaning of the statements that Jesus made about himself. ● To understand the importance of these sayings for Christians. ● To understand that there is no authentic visual image of Jesus and make links between artistic images of Jesus and the artist's beliefs and background. ● To understand how images of Jesus are expressions of faith and worship and reflect upon their own interpretations of stories and teachings of Jesus. ● To understand the meaning of one of Jesus' parables and what can be learnt from it. ● To make links between values and commitments and their own attitudes and behaviour and consider the impact that believing in Jesus will have on a Christian's life. ● To consider who Jesus considered to be blessed by God. ● To reflect upon whether happiness can be found in possessions. ● To make their own links between Jesus' teachings and Christian beliefs. ● To recognise their own values and those of others. ● To understand the difference between a miracle and a magic trick.
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	● Evaluation-Discuss opinions about if Christmas has lost its true meaning. ● Expression-To make a gift that they would give to the world to celebrate the true meaning of Christmas.		● To understand what Jesus' miracles show about him. ● To reflect upon the difficulty of putting faith into action. ● To be able to describe the links between the narratives of the last week of Jesus life and celebrations of Holy Week and Easter in the Christian community today. ● To understand why Jesus is important to Christians today and his importance in other faiths and reflect upon who is important in their life.
Christmas (Dec) - Diwali (Nov) - Eid (both celebrations) - Passover - Easter			
French	<u>Autumn 1: Unit 1: French greetings</u> ● Practise a variety of French greetings ● Choose the correct greeting based on the time of day and asking someone how they are <u>Autumn 2 Unit 2: French adjectives of colour, size and shape</u> ● Describe shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; ● Noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.	<u>Spring 1 Unit 3: French playground games-numbers and age</u> ● Count in French from one to twelve. ● Recognise the written number words. ● Ask how old someone is and answer the same question. ● Comparing sentence structures in French and English. ● Practise all vocabulary by playing counting and some traditional French games. <u>Spring 2: Unit 4: In a French classroom</u> ● Respond to common classroom instructions through games. ● Learn vocabulary for classroom items. ● Understand that every French noun is either 'masculine' or 'feminine.'	<u>Summer 1: Unit 5: French transport</u> ● Use 'detective' skills to spot cognates and work out meaning. ● Learn new transport-related vocabulary and construct sentences using parts of the verb 'aller' – to go. ● Use prepositions to express going on holiday to a different country or going to school by a particular mode of transport. ● Discover that French is spoken in many countries around the world other than France. <u>Summer 2: Unit 6: A circle of life in French</u> ● Use dictionary skills to develop animal vocabulary and habitat names. ● Build sentences and complete food chains to apply vocabulary in writing.