



Year 3 Long Term Planning Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big Question	How did the people of the Stone Age and Bronze Age live?	How did the lives of people of the Iron Age compare to people of the Stone Age and Bronze Age?	Would you want to be a Victorian Miner?	How has coal mining shaped our locality?	The Ancient Egyptians: Who were they and what did they leave behind?	
Focus Text	This Morning I Met a Whale – Michael Morpurgo		The Firework Maker’s Daughter – Philip Pullman		Charlotte’s Web – E.B. White	
Supporting Texts	Window – Jeannie Baker Dear Greenpeace – Simon James One Word – Michael Foreman (SharePoint) Dolphin Boy – Michael Morpurgo Why the Whales Came – Michael Morpurgo		The Secret of the Black Rock – Joe Todd Stanton The Bear and the Piano – David Litchfield		The Scarecrow – Beth Ferry	
	Non-Fiction All About Whales End Plastic Pollution Oceans Whale Facts Whaling and Pollution White Egrets (SharePoint)	Poetry The Song of the Whale – Kit Wright Pollution – Acrostic Poem (SharePoint)	Non-Fiction Pirates: Fact or Fiction Captain Blackbeard Enormous Eruptions Mount Everest Parts of a Volcano All about Elephants (SharePoint)	Poetry Firework Night – Enid Blyton The Magic Box – Kit Wright How Far I’ll Go – Moana Speechless – Aladdin (SharePoint)	Non-Fiction Drawing Awesome Farm Animals – Epic Creepy But Cool: Spiders – Epic	Poetry The Spider and the Fly – Mary Howitt Bed in Summer – Robert Louis Stevenson True Colours – Cyndi Lauper
Story Time, Lights Down	One Plastic Bag (Top 30 There I Am) – Miranda Paul Sam Wu is not Afraid of Ghosts (Top 30 There I Am) – Katie and Kevin Tsang		Anisha: Accidental Detective (Top 30 There I Am) – Serena Patel		Wisp: A Story of Hope (Top 30 There I Am) – Zana Fraillon Bill’s New Frock (Y3 Top 30 Reads) – Anne Fine	
Immersive Environment	Prehistoric / Cave		Forest with Plants		Pyramid / Ancient Egypt	
CORE SUBJECTS						
English (Talk 4 Writing)	A Twist of Fairytale Fiction <i>Opening Doors Unit: Foundling</i> <i>Focus:</i> Inference through setting. Basic Skills and Sentence Structure <i>Text:</i> Little Red Riding Hood <i>Story Pattern:</i> Warning Story <i>Focus:</i> Setting Non-Fiction <i>Text:</i> Mythical Creatures Survival Guide <i>Text Type:</i> Explanation	Dangerous Dragons Fiction <i>Text:</i> The Cobbler of Krakow <i>Story Pattern:</i> Overcoming the Monster <i>Focus:</i> Character Non-Fiction <i>Text:</i> How to Tame a Dragon <i>Text Type:</i> Instructions	Fantasy Worlds Invention Week SBW: Consolidate Basic Skills Non-Fiction <i>Text:</i> Stone Trolls <i>Text Type:</i> Information Text <i>Opening Doors Fiction Unit: Whirlpools!</i> <i>Focus:</i> Variations on fairytales, fantasy creatures and witches. <i>Opening Doors Poetry Unit: The Magnifying Glass</i> <i>Focus:</i> Speaking and Listening / Magic and Wonder	Fantasy Worlds Fiction <i>Text:</i> The Wardrobe <i>Story Pattern:</i> Portal <i>Focus:</i> Action Shakespeare Week <i>Text:</i> Puck’s Diary <i>Text Type:</i> Recount	Quest Fiction <i>Text:</i> The Rescue of Princess Peach <i>Story Pattern:</i> Quest <i>Focus:</i> Dialogue Poetry I Wandered Lonely as a Cloud	Ancient Egypt Exciting Writing Festival <i>Guidebook to Ancient Egypt</i> Fiction <i>Text:</i> Curse of the Pharaoh <i>Story Pattern:</i> Finding <i>Focus:</i> Description Invention Week Consolidate Basic Skills
Maths	Number and Place Value Addition and Subtraction Multiplication and Division		Fractions Money Time Statistics		Shape Mass and Capacity Length and Perimeter	
FOUNDATION SUBJECTS						
Science	Rocks: Key Questions: Are all rocks the same? What is weathering? What is soil?	Animals including Humans: Key Questions: What is a skeleton?	Light: Key Questions: What is the difference between light and dark?	Plants: Key Questions: What are the functions of the different plant parts?	Plants (Part B): Key Questions: Do plants need soil to germinate? Forces and Magnets (1):	



	<p>How do different types of soil drain water differently? How are fossils formed?</p> <p>Key Vocabulary: fossilisation, fossil, particle, rock, soil, weathering</p> <p>Book Link: Stone Age Boy The Secrets of Stonehenge</p> <p>Important People: Mary Anning</p>	<p>What parts of a skeleton protect and move? How do muscles create movement? What is nutrition and why do humans need the right types and amounts? Do animals need the same amount of nutrition as each other?</p> <p>Key Vocabulary: bone, joint, muscle, nutrition, skeleton</p> <p>Book Link: Dogs: Purrfect Pets</p> <p>Important People: Andreas Vesalius</p>	<p>How can the sun be a harmful light source? What is reflection? Which materials reflect light? What are opaque, transparent, and translucent materials? How are shadows formed? How does the size of a shadow change?</p> <p>Key Vocabulary: beam, blocked, dark, emit, light, light source, reflection, shadow, UV rays</p> <p>Book Link: You Wouldn't Want to be a Victorian Miner</p> <p>Important People: Thomas Edison</p>	<p>How is water transported through plants? What do plants need to live and grow? Do plants need soil to germinate? What is pollination and why is it important to plants? How are seeds dispersed?</p> <p>Key Vocabulary: germination, nutrients, pollination, seed dispersal, transpiration, wilt, xylem</p> <p>Important People: Julius von Sachs</p>	<p>Key Questions: How do objects move on different surfaces? How does friction affect an object's movement?</p> <p>Forces and Magnets (2):</p> <p>Key Questions: What is a magnet? Are all materials magnetic?</p> <p>Key Vocabulary: attract, force, friction, magnet, magnetic pole, repel</p> <p>Important People: William Gilbert</p>
History	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>NC Link: <i>Explore the difference between the Stone Age in Britain and the Stone Age in Mesoamerica How societies used available technology and developed it to meet needs and (new) demands</i></p> <p>Key Questions: Who were the first people to live in Britain and what technology did they use? What were homes like in the Middle Stone Age? What does Skara Brae tell us about how people lived during the New Stone Age? When and how was Stonehenge built? What did the people of the Stone Age and Bronze Age believe? What were settlements like in the Bronze Age? How did the people of the Stone Age and Bronze Age live?</p> <p>How did iron change life in Britain after the Bronze Age? What were homes like during the Iron Age? Why was there conflict during the Iron Age and how did people defend themselves? What does the discovery of the Portesham woman tell us about the Iron Age? What did people of the Iron Age believe? How did the lives of people of the Iron Age compare to people of the Stone Age and Bronze Age?</p> <p>Key Vocabulary: bronze, farming, iron, plough, settlement, stone, technology</p>	<p>History of Coal Mining in the Victorian Era</p> <p>NC Links: <i>Changes within living times:</i> Identify changes to employment and land in our local area.</p> <p>Key Questions: What revolutionary changes happened in the Victorian era? What was it like to work in a mine? Why were mines so dangerous? What was the Oaks Colliery disaster? What changes happened in the coal mining industry? Would you want to be a Victorian miner?</p> <p>Key Vocabulary: coal, colliery, era, Industrial Revolution, revolutionary, strike</p> <p>Book Link:</p>		<p>Egyptians (3100BC – 30BC):</p> <p>NC Links: <i>Where and when the first civilisations appeared.</i></p> <p>Key Questions: Who was Howard Carter and why is he important? Where and when was Ancient Egypt? How does Ancient Egyptian farming compare with that of the people of the Stone Age, Bronze Age and Iron Age? What tools did the Ancient Egyptians use? How and why did the Egyptians build pyramids? What is mummification? The Ancient Egyptians: Who were they and what did they leave behind?</p> <p>Key Vocabulary: afterlife, ancient civilisation, archaeologist, BC, excavation, mummification, pharaoh, tomb</p> <p>Book Link: Howard and the Mummy</p> <p>Important People: Howard Carter</p>	



	<p>Book Link: Stone Age Boy The Secrets of Stonehenge</p> <p>Important People: William Watt</p>		<p>You Wouldn't Want to Be a Victorian Miner</p> <p>Important People: Lord Anthony Ashley Parkin Jeffcock</p>			
Geography				<p>Mining Communities – Economic Activity and Land Use (Local Geography): <i>Local Geography – Trade, Location and Place, Human- Environment Interaction</i></p> <p>Key Questions: Where in the UK do I live and where are other cities located compared to this? What is an Ordnance Survey map and what does it tell us about a location? What are the physical features of coal mining locations? What are the human features of coal mining locations? How can we use fieldwork to gather geographical knowledge about coal mining locations? What industries/jobs are now in our local area? How has coal mining shaped our locality?</p> <p>Key Vocabulary: city, coalfield, community, industry, land use</p> <p>Book Link: You Wouldn't Want to Be a Victorian Miner</p> <p>Important People: William Roy</p>		
RE	<p>What is Humanism? Does everyone believe in a God? What is important in Humanism?</p>	<p>What are some of the ways Judaism and Christianity are linked? How did Judaism lead to Christianity?</p>	<p>What is Hinduism? How did Hinduism originate? Who is Brahman? What is the Trimurti?</p>	<p>Why are certain festivals significant? What is Shabbat and why is it important to</p>	<p>Why is symbolism important? What is the difference between a symbol and a logo?</p>	<p>How are our lives enriched by belonging to a diverse society? What is a diverse society?</p>



	<p>Why is science important to Humanists? What do Humanists value? What important events do Humanists celebrate? What is humanism?</p> <p>Important People: Francesco Petrarca</p> <p>Key Vocabulary: atheism, consequence, Happy Human, science</p>	<p>How do people of the Jewish and Christian faiths communicate with God? Why are religious leaders important? What are some of the ways Judaism and Christianity are linked?</p> <p>Important People: David</p> <p>Key Vocabulary: Messiah, Old Testament, Psalms</p>	<p>How do people of the Hindu faith worship? What is Hinduism?</p> <p>Important People: Trimurti</p> <p>Key Vocabulary: Aum/Om, deity, deities, Mandir, murti, Vedas</p>	<p>people of the Jewish faith? What do people of the Jewish faith do during Shabbat? What is Palm Sunday and why is it important to people of the Christian faith? What are Maundy Thursday and Good Friday and why are they important to people of the Christian faith? Why is Easter Sunday important to people of the Christian faith? What are special days and why are they important to people?</p> <p>Important People: Judas Iscariot</p> <p>Key Vocabulary: betrayal, crucifixion, resurrection</p>	<p>What is the Aum symbolic for people of the Hindu faith? Why are yantras important for people of the Hindu faith? Why are doves and light symbolic for people of the Christian faith? How do stained-glass windows show symbolism? Why is symbolism important?</p> <p>Important People: Benedict Biscop</p> <p>Key Vocabulary: halo, logo, symbol, symbolism, yantra</p>	<p>What similar values to different people hold and why are they important? How can places of worship enrich society? How are our lives enriched by belonging to a diverse society?</p> <p>Important People: Ade Adepitan</p> <p>Key Vocabulary: diversity, enrich, society, values</p>
Art & Design	<p>Artist Focus: Laura Barbosa</p> <p>Drawing: What colours, lines and subjects did people of the Stone Age use in their paintings? How were Stone Age paintings created? How do graded pencils, rubbers and crosshatching alter tone? What is a contour and how do artists create them? How can layering different mediums alter tone and colour? How can we create a Stone Age-inspired drawing?</p> <p>Key Vocabulary: contour, crosshatching, large scale, layering, subject</p> <p>Book Link: Stone Age Boy The Secrets of Stonehenge</p>			<p>Artist Focus: Sam Francis</p> <p>Printing: Who was Sam Francis and how does he use colour and line in his printing and painting? How can we use colour and overpainting to express a feeling? How can we use line to express feelings and emotions? How can we print different patterns and motifs? How can printing express how we feel about where we live?</p> <p>Key Vocabulary: abstract, mirrored, motif, overprinting, rotated</p>		<p>Artist Focus: Sophie Vari</p> <p>Sculpture: How can we use coiling, hollowing, and pinching to shape clay? What is a relief pattern and how do we create them? How can we design a decorative canopic jar? How can we use clay to make a decorative canopic jar?</p> <p>Key Vocabulary: clay, form, indent, relief pattern, slip</p> <p>Book Link: Howard and the Mummy</p>
DT		Construction – Free-Standing Structures:	Electrical Components –		Mechanical Components – Egyptian Shaduf:	Cooking and Nutrition – Bread:



		<p>Key Questions: How are structures made stable and strong? How can we test mock ups inspired by Ludwig Mies Van Der Rohe? How do buttresses make a structure stable? How can we create hidden joins? How can we design an Iron Age House replica? How can we construct an Iron Age House replica?</p> <p>Key Vocabulary: base, buttress, hidden join, score, stability</p> <p>Book Link: Stone Age Boy The Secrets of Stonehenge</p> <p>Important People: Ludwig Mies Van Der Rohe</p>	<p>Mining Helmet Circuit:</p> <p>Key Questions: What are the features of mining helmets and how have their designs changed? What pieces of technology use electricity? What is the input and what is the output? How can we design a mining helmet that has an electrical system?</p> <p>Key Vocabulary: battery, bulb, circuit, components, flame resistant, flaw, switch, wire</p> <p>Book Link: You Wouldn't Want to Be a Victorian Miner</p> <p>Important People: Sir Humphry Davy</p>		<p>Key Questions: What are simple machines? What are pulleys and levers? Do all levers and pulleys need the same amount of effort to move a load? How does changing the fulcrum in a lever affect the lifting of a load? What type of wheel is needed for a pulley and why? How is a shaduf similar to a modern-day crane? How can we improve the design of a shaduf?</p> <p>Key Vocabulary: effort, load, simple machine, shaduf</p> <p>Book Link: Howard and the Mummy</p> <p>Important People: William Armstrong</p>	<p>Key Questions: Which foods contain gluten and yeast? How are bread products different? What is kneading, proofing and benching and why do bakers do this? How do we use our evaluation to add ingredients to a recipe? How do we bake bread?</p> <p>Key Vocabulary: baking, benching, dough, fermentation, kneading, proofing</p> <p>Book Link: Howard and the Mummy</p> <p>Important People: Richard Smith</p>
Music		<p>Autumn Term 2 – Rhythm and Composing: Rhythm Boards Indian Music</p>		<p>Spring Term 2 – Singing and Performing: Sea Shanties (Fishing)</p>	<p>Summer Term 1 – Instrument and Rhythm: Performing Melodies on a Recorder</p>	
Computing	<p>Creating Media <i>Stop-Frame Animation</i> Explain that animation is a sequence of drawings or photographs. Relate animated movement with a sequence of images. Plan an animation. Identify the need to work consistently and carefully. Review and improve an animation. Evaluate the impact of adding other media to an animation.</p> <p>Project Evolve Self-Image and Identity Online Relationships</p>		<p>Programming A <i>Sequencing Sounds</i> Explore a new programming environment. Identify that commands have an outcome. Explain that a program has a start. Recognise that a sequence of commands can have an order. Change the appearance of my project. Create a project from a task description.</p> <p>Project Evolve Online Reputation Managing Online Information</p>		<p>Programming B <i>Events and Actions in Programs</i> Explain how a sprite moves in an existing project. Create a program to move a sprite in four directions. Adapt a program to a new context. Develop a program by adding features. Identify and fix bugs in a program. Design and create a maze-based challenge.</p> <p>Project Evolve Health, Wellbeing and Lifestyle Privacy and Security Copyright and Ownership Online Bullying</p>	



<p>French</p>	<p>Teaching Unit: Phonics 1 / I Am Learning Learn how to use key greetings, as well as ask and answer the question, 'how are you?' Learn how to ask and answer the question, 'what is your name?' Recognise, recall and spell numbers 1-10. Recognise, recall and spell ten different colours.</p>	<p>Teaching Unit: Vegetables Recognise, recall and spell ten vegetables, with the plural definite article/determiner. Learn how to say 'a kilo' plus a vegetable. Learn how to formulate a short phrase, 'I would like...' plus a quantity of various vegetables. Use the conjunction 'and' to formulate longer and more interesting sentences.</p>	<p>Teaching Unit: Fruits Recognise, recall and spell ten fruits, with the singular indefinite article/determiner, as well as in plural form. Learn how to formulate and express an opinion using the fruits they have learnt, using 'I like...' and 'I do not like...'</p>	<p>Teaching Unit: Ice-Creams Recognise, recall and spell ten different ice-cream flavours. Use the structure, 'I would like...' along with the conjunction 'and'. Specify whether they would like their ice-cream in a cone or a small pot/tub. Specify how many scoops they would like, as well as transactional vocabulary.</p>	<p>Teaching Unit: Presenting Myself Learn how to ask and answer the question, 'how are you?' Learn how to ask and answer the question, 'what is your name?' Consolidate numbers 1-10 and progress to learning numbers 11-20. Learn how to say how old they are. Learn how to ask and answer the question, 'where do you live?' and be introduced to simple adjectival agreement.</p>	<p>Teaching Unit: Goldilocks Learn how to decode and breakdown longer and more complex texts. Learn and retain new vocabulary related to 'Goldilocks and the Three Bears'. Write their own Goldilocks story.</p>
<p>PE</p>	<p>Fundamental: To develop balance and apply it to other fundamental movement skills. To understand how the body moves differently at different speeds. To develop technique when changing speed. To develop agility using a change of speed and direction. To develop technique and control when jumping, hopping and landing. To apply fundamental skills to a variety of games.</p>	<p>Gymnastics: To create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence using equipment.</p>	<p>Dance: Country and Western: To use straight pathways and clear changes in direction in a line dance. To use canon and unison to make our line dance look interesting. To use formations, canon and unison to make our line dance look interesting. Superpowers: To remember, repeat and create actions around a theme. To understand and use formations. To structure a dance and represent a theme.</p>	<p>Football: To understand the role of an attacker when in possession. To develop movement skills to lose a defender and move into a space. To understand that scoring goals in an attacking skill and learn how to do this. To understand the role of a defender. To apply tactics to small-sided games. To apply skills and knowledge to play game using football rules.</p>	<p>Athletics: To develop the sprinting technique and improve on your personal best. To develop changeover technique in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills.</p>	<p>Cricket: To learn how to score in a striking and fielding game. To develop batting to score points. To develop fielding skills to limit the batter's score. To understand the role of a bowler. To develop my understanding of tactics and begin to use them. To apply skills and knowledge to play games using cricket rules.</p>
<p>PSHE / SRE</p>	<p>JIGSAW PSHE Autumn Term 1: Being Me in My World I can recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I know how to use my Jigsaw journal. I can face new challenges positively, make responsible choices and ask for help when I need it. I understand why rules are needed and how they relate to rights and responsibilities. I understand that my actions affect myself and others and I care about other people's feelings. I can make responsible choices and take action. I understand my actions affect others and try to see things from their points of view.</p>		<p>JIGSAW PSHE Spring Term 1: Dreams and Goals I can tell you about a person who has faced difficult challenges and achieved success. I can identify a dream/ambition that is important to me. I enjoy facing new learning challenges and working out the best ways for me to achieve them. I can be motivated and enthusiastic about achieving our new challenge. I can recognise obstacles which might hinder my achievement and take steps to overcome them. I can evaluate my own learning process and identify how it can be better next time.</p>		<p>JIGSAW PSHE Summer Term 1: Relationships I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can identify and put into practice some of the skills of friendship, e.g., taking turns, being a good listener. I know and can use some strategies for keeping myself safe online. I understand how people around the world help and influence my life and that media doesn't always show complete information. I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes.</p>	



	<p>Autumn Term 2: Celebrating Difference I understand that everybody's family is different and important to them. I understand that differences and conflicts sometimes happen among family members. I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do. I can recognise that some words are used in hurtful ways. I can tell you about a time when my words affected someone's feelings and what the consequences were.</p>		<p>Spring Term 2: Healthy Me I understand how exercise affects my body and know why my heart and lungs are such important organs. I know that the amount of calories, fat and sugar I put into my body will affect my health. I can tell you my knowledge and attitude towards drugs. I can identify things, people and places that I need to keep safe from. I know some strategies for keeping myself safe, who to go for help and how to call emergency services. I can identify when something feels safe or unsafe. I understand how complex my body is and how important it is to take care of it.</p>		<p>I know how to express my appreciation to my friends and family.</p> <p>Summer Term 2: Changing Me I understand that in animals and humans, lots of changes happen from birth to fully-grown, and that in mammals, it is the female who has the baby. I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process. I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary, so that their bodies can make babies when they grow up. I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy. I know some simple ways of keeping clean, which can keep me healthy and protect me from some infections. I can start to recognise stereotypical ideas I might have about parenting and family roles. I can identify what I am looking forward to when I move to my next class.</p>	
	WIDER OPPORTUNITIES					
SMSC / British Values	Election Day! – Voting for Team Champions School Council Elections Harvest Festival Black History Month World Space Week	Bonfire Night Remembrance Anti-Bullying Week Diwali Inter-Faith Week Road Safety Week Odd Socks Day Children in Need Christingle Hanukkah Christmas	New Year World Religion Day Chinese New Year LGBT+ History Month Children's Mental Health Week Safer Internet Day Valentine's Day	Pancake Day Lent World Book Day British Science Week Red Nose Day Comic Relief Ramadan Easter	Local and Community History Month Mental Health Awareness Week World Bee Day	Pride Month World Environment Day Healthy Eating Week Water Safety Week World Refugee Day Sports Day Transition Month
Linked Trips	Creswell Crags – History Link		Visit to a Mandir – Religious Education Link	Visit to Shireoaks Pit Top (Old Mining Site) – Geography Field Trip		Weston Park Museum – History Link