

Year 3 Long Term Map

	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
	Ancient Egyptians History led	Fairtrade Geography led	Stone and Iron Age History led	The Romans History led	The Romans History led	Natural Disasters Geography led
Hook	Egyptian Day– dress up as Egyptians for the day Experience mummification Have a go at hieroglyphics Design your own Egyptian God Travel to the pyramids	Video message from Lord Alan Sugar setting the children a challenge of designing and making their own brownies	Fill a rucksack activity – have a rucksack with everyday items in – time travel back through time and take an item out each year it was invented Make their own utensils – collect sticks from the woodland area to make into paint brushes Cave drawings on large unrolled wallpaper Stone age jewellery activity	Roman Day – dress up as Romans for the day Build chariots Playground battle in Roman formation Roman Gladiator training Roman feast Archaeological dig to find replica coins and bracelets		Chn are informed that they are Romans living in Pompeii and that an eruption is to take place very soon. They must plan an escape and see if their attempt would have been successful or not https://www.youtube.com/watch?v=dY_3ggKg0Bc&app=desktop
Outcome	Create a library of our Egyptian style books and adverts for living as an Ancient Egyptian	Create a radio advert for their brownies and sell them to parents	Create a museum in the Year 3 classrooms for another year group to visit	Roman marching/formation exhibition with shields made in DT to make formations harder. Chn should form testudo, marching columns and throw javelins if possible.		Create volcanoes and make them erupt
KEY QUESTIONS:	What were the main achievements of the Ancient Egyptians? How was life different in the Ancient Egyptian times compared to now? How have the Ancient Egyptians influenced the writing we have today?	Why is 'Fairtrade' important? Explain why trade links are important? Why are Fairtrade products more expensive to buy?	Explain what hunter-gatherers did. Why did people choose to live in a Hill Fort in the Iron Age? What are the key differences between the Stone and Iron Age?	Why did the Romans invade Britain? What legacy did the Romans leave in Britain? Why was the Roman Empire so successful?		Explain the difference between human and physical geography Explain the difference between a volcano and an earthquake Locate these countries on a map of the World: Russia, USA, China, Brazil, India
PSHE	PRIOR LEARNING: Learn what makes a healthy lifestyle including the benefits of physical activity, rest and healthy eating and dental health Learn how some diseases are spread and how they can be controlled Recognise that choices have good and not so good consequences	PRIOR LEARNING: Recognise how others show feelings and understand how to respond Recognise how their behaviour affects other people Share their opinions on things that matter to them	PRIOR LEARNING: Understand that people and other living things have rights and that everyone has responsibilities to protect those rights Resolve differences by seeing and respecting others' points of view	PRIOR LEARNING: Understand how to keep safe online Recognise that they have a shared responsibility for keeping themselves and others safe	PRIOR LEARNING: Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond	PRIOR LEARNING: Understand that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
	FUTURE LEARNING: Learn what positively and negatively affects their physical health Learn that bacteria and viruses can affect health and that by following simple routines can reduce spreading them Recognise that substances and drugs such as alcohol and tobacco could damage immediate and future health and safety	FUTURE LEARNING: Describe the impact of our actions on others Judge what kind of physical contact is acceptable or unacceptable and know how to respond Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others	FUTURE LEARNING: Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child Resolve differences by looking at alternatives points of view and explaining reasons for actions	FUTURE LEARNING: Understand how to keep safe online (SMART) Revise all the key messages from SMART Understand key people who are responsible for keeping them healthy and safe and describe ways that they can help them do this e.g. tell parents where you are going, always stay with others	FUTURE LEARNING: Understand how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)	FUTURE LEARNING: Understand the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
	Health and Wellbeing Recognise opportunities to make their own choices about food Understand what might influence their choices	Relationships Recognise different types of relationship- family and friends Recognise that their actions affect themselves and others	Living in the Wider World Understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment	Health and Wellbeing Understand how to keep safe online (SMART) Focus on MEETING (never agree to meet anyone you have met online), ACCEPTING (never accept any emails, files,	Relationships Understand how to resist different types of teasing and bullying and if they witness it, who to go to and how to get help	Living in the Wider World Understand the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices Create enterprise project

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	Recognise the importance of eating a balanced diet Understand how to make informed choices and the consequences of these choices	Recognise and respond appropriately to a wider range of feelings in others Deepen understanding of different feelings- good and not so good Extend vocabulary to describe a range of feelings Explain why you are feeling a particular emotion	Develop strategies and skills needed to care for local, natural and built environments (including conserving energy)	images from anyone you don't know) RELIABLE (understand that not everything you see, hear, read online can be trusted) Differentiate between the terms 'risk', 'danger' and 'hazard' and apply these terms to everyday situations e.g. around the home	Recognise ways in which a relationship can be unhealthy and who to talk to if they need support Develop strategies to resolve conflict through negotiation and compromise	
P4C		Does being rich make you happy?	What emotions do computer games make us feel? Is this a good or a bad thing?		Would you rather be an Ancient Egyptian or Roman?	
Learning Values	Respect - respect beliefs and worship rituals of Egypt Resilience - When learning to read simple pitch notation in music	Resilience - When making moving Christmas cards in DT Collaboration – Look at all the different people that contribute to food reaching our shelves and the money that they earn/should earn	Resilience – Look at the resilience the Stone Age people must have had to survive Initiative - Look at technology and how it changed over time for the Stone Age and iron Age people	Collaboration – When Roman marching Tolerance – How the Romans did/didn't tolerate other cultures and perhaps why they should have	Respect - When discussing whether we'd rather be a Roman, Egyptian or Celt Initiative – Look at some of the inventions the Romans used- how did they show their initiative?	Tolerance – Learn how to be tolerant of each other in emergency situations like an evacuation (Pompeii) Initiative – How to keep safe
Outdoor Learning	Artefact hunt in sand	Navigate the school grounds using an OS, filling in the map with the relevant symbol and what the iteration means	Stone Age day – collecting resources from the woodland area to make tools	Roman marching	Roman themed sports/gladiator training	Visit the local area to identify the natural and manmade landmarks
Life skills	Understand and apply file organisation in Computing Develop typing skills in order to type with increasing speed	Explore how to search using advanced features on a search engine Use letter and number coordinates to locate features on a map Economical understanding of 'Fairtrade' and the living wage – an awareness of cost and income	An understanding of what is believed to be the start of human evolution	Basic computing skills such as: copy and paste images onto a document (word processing, slide show)	Research and understand different food groups Know what creates a healthy, balanced diet	Understand the impact that natural disasters can have and how to keep themselves safe (following on from Spring 2 PSHE – who to call in a crisis)
English	Genre: Descriptive Writing Text Driver: Plot on the Pyramid Purpose: Entertain our class Genre: Persuasive Advert Purpose: Convince people to go back to the Egyptian times	Genre: Blog/ report Text Driver: Greta's Giants Purpose: Help people to understand Greta's point of view Genre: Radio Advert Purpose: Persuade people to buy Fairtrade brownies	Genre: Descriptive Writing Text Driver: Stone- Age Boy Purpose: Describe two contrasting settings as part of the opening of a story – as shown in Stone Age Boy Genre: Explanation text Text Driver: How to wash a woolly mammoth Purpose: Explain how to wash a Stone Age creature	Genre: Setting description Text Driver: Escape from Pompeii Purpose: Describe Pompeii before the eruption Genre: Factual description Purpose: Describe Pompeii during and after the eruption	Genre: Sports commentary Text Driver: Romans on the Rampage Purpose: Write a commentary for a Chariot race Genre: Story Purpose: Entertain our class	Genre: Diary Text Driver: Flood Purpose: Explain what it's like to be in a flood Genre: News Report Purpose: Inform Portsmouth about a fictional Natural Disaster that has occurred on the other side of the world
Maths	Number and Place Value Addition and Subtraction	Geometry – 2D shape Multiplication and Division Statistics Measures - time	Measures – Length including + - Place Value Fractions - Division	Fractions - ratio Geometry - angles Geometry – 3D shape Measures - time	Number/measures – money and + - x and ÷ Measures - Mass Measures - capacity Statistics	Place Value – including patterns Measures - time Revisit fractions, measure, shape and areas of weakness
Computing	PRIOR LEARNING: Start to use two hands when typing Word process short texts to present	PRIOR LEARNING: Understand that you can use a search engine to find information using keyword searches	PRIOR LEARNING: In Scratch, change the background and Sprite Use the say command to make the Sprite speak	PRIOR LEARNING: Create simple presentations for different purposes Begin to develop basic editing skills including different presentational styles	PRIOR LEARNING: Create sequences of instructions to accomplish goals	PRIOR LEARNING: What is the difference between data and information?

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	<p>FUTURE LEARNING: Introduce common shortcuts</p>	<p>FUTURE LEARNING: Explore how search engines rank results and the impact of changing the order of search terms</p>	<p>FUTURE LEARNING: Use conditional statements within the program to control the sprite (if...then...)</p>	<p>FUTURE LEARNING: Integrate a range of appropriate media combining text and graphics in printable form and presentations which include hyperlinks</p>	<p>FUTURE LEARNING: Write algorithms using conditional statements (if... then ...) and selection (when the sprite touches this colour ...)</p>	<p>FUTURE LEARNING: Appreciate that different programs work with different types of data, e.g. text, number</p>
	<p>Typing skills Use a variety of font sizes, styles and colours Align text left, right and centre Introduce double clicking, left clicking and right clicking on the mouse Importance of saving, file name choices and file organisation Delete, move and copy files</p>	<p>Type in a URL to find a website Use a search engine to find a range of media e.g. images, texts Search for questions they wish to answer Use specific key words to make the search more accurate Teach advanced search techniques</p>	<p>Sequencing in Scratch - Create sequences of instructions to accomplish goals Navigate the Scratch programming environment Create a background and a sprite for a game Add inputs to control their sprite Understand that some programs work with numbers only or words Remix and change an existing program Use repetition to make programs more efficient Predict the outcome of a program e.g. Scratch</p>	<p>Presentation skills - Create a title slide and choose a style Change the layout of a slide Copy and paste text and images from searched sources and add to PowerPoint Collect, organise and present information effectively Use a range of tools to edit and enhance media for a particular effect e.g. bold, colour, underline, font, style</p>	<p>Conditional statements in Scratch Use diagrams to represent an algorithm e.g. a flowchart Use conditional statements within the program to control the sprite (if...then...) Use forever loops in a program Decompose a problem and create a solution for each step Can rate a game they have made and explain their age rating</p>	<p>File types - Select the most appropriate program to complete a given task (Publisher, Word, PowerPoint) Discuss different file types</p>
Science				<p>PRIOR LEARNING: Design experiments to show that plants need water, light and suitable temperature to grow Summarise best <i>conditions</i> for growth</p>	<p>PRIOR LEARNING: Discuss the offspring of various animals and their adult form Find out the basic needs of animals and humans for survival Understand the importance of a healthy lifestyle for humans e.g. exercise, diet & hygiene</p>	
	<p>FUTURE LEARNING: Recognise that light travels in straight lines and use this to explain how we see Explain why shadows have the same shape as the objects that cast them</p>				<p>FUTURE LEARNING: Identify different types of teeth and their simple functions Understand the functions of the basic parts of the digestive system Construct and interpret various food chains, identifying producers, predators and prey</p>	
	<p>LIGHT</p>	<p>MAGNETS</p>	<p>ROCKS</p>	<p>PLANTS</p>	<p>ANIMALS INCLUDING HUMANS</p>	
	<p>Notice that light can be reflected from surfaces Recognise that sunlight can be dangerous and ways to protect our eyes Understand how shadows are formed and find patterns in the way that their sizes change Working scientifically Look for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes</p>	<p>Compare how things move on different surfaces Notice that magnets can act at a distance unlike others that need contact Observe and predict whether two magnets will attract or repel based on which poles are facing Group everyday materials based on their attraction to magnets Working scientifically Compare how different things move and group them Raise questions and carry out tests to find out how far things move on different surfaces</p>	<p>Link to Yr 2 – Geography – Alice Springs (Ayers Rock) Name and group a variety of rocks based on appearance and simple properties e.g. crystals, grains Identify how the different types of rocks are formed Identify/research where different rocks can be found around the UK e.g. coastal areas, volcanoes Link to Year 5 Geography - Coasts Describe simply how fossils are formed and identify the animal the fossil comes from Working scientifically Observe rocks, including those used in buildings and explore how and</p>	<p>Investigate how water is transported through plants Identify and describe the <i>functions</i> of different parts of the plant Explore how different plants have different requirements in order to live and grow Grow two courgettes- one in wet conditions and one in dry conditions Explore and describe the life cycle of flowering plants e.g. pollination, seed dispersal (video clips such as Life of Plants) Working scientifically Compare the effect of different factors on plant growth, for</p>	<p>Identify that animals do not make their own food and get nutrients from their food Recognise the use of the skeleton and muscles needed for movement, protection and support Working scientifically Identify and group animals with and without skeletons and observe and compare their movement Explore ideas about what would happen if humans did not have skeletons Research different food groups and how they keep us healthy</p>	

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		<p>Gather and record data to find answers</p> <p>Explore the strengths of different magnets and find a fair way to compare them</p> <p>Sort materials into those that are magnetic and those that are not</p> <p>Look for patterns in the way that magnets behave in relation to each other and what might affect this</p> <p>Identify how these properties make magnets useful in everyday items and suggesting creative uses for different magnets</p> <p>Link to Year 5 Geography – Explorers</p>	<p>why they might have changed over time</p> <p>Use a hand lens or microscope to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them</p> <p>Research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed</p> <p>Explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water</p>	<p>example, the amount of light, the amount of fertiliser</p> <p>Discover how seeds are formed by observe the different stages of plant life cycles over a period of time</p> <p>Look for patterns in the structure of fruits that relate to how the seeds are dispersed</p> <p>Observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers</p>	<p>and design meals based on findings</p>	
History & Geography	<p>PRIOR LEARNING:</p> <p>Transportation development in history – linking to Portsmouth</p>	<p>PRIOR LEARNING:</p> <p>Use a simple atlas to locate the world's seven continents and five oceans</p> <p>Produce a sketch map <i>with labels</i> showing key features of Portsmouth</p>	<p>PRIOR LEARNING:</p> <p>N/A</p>	<p>PRIOR LEARNING:</p> <p>N/A</p>		<p>PRIOR LEARNING:</p> <p>Learn about Alice Springs (Ayers Rock) and compare it to Portsmouth</p> <p>Use the four-point compass directions (<i>North, East, South and West</i>) to describe the location of local features or routes on a map</p>
	<p>FUTURE LEARNING:</p> <p>Romans: Compare advances in technology between Egypt to Romans</p>	<p>FUTURE LEARNING:</p> <p>Explore the distribution of natural resources- energy, food, minerals and water across different regions of the UK</p> <p>Devise and ask questions to each other about natural resources using specific geographical vocabulary</p>	<p>FUTURE LEARNING:</p> <p>N/A</p>	<p>FUTURE LEARNING:</p> <p>Use Google Maps to measure and compare distances (in km) around the UK</p> <p>Compare British Empire to Roman Empire</p> <p>Linking to learning about ‘war’, battles and conquests from previous years (Romans, Celts, British Empire) and compare how people during WWII may have felt compared to in those times.</p>		<p>FUTURE LEARNING:</p> <p>Identify mountainous areas, flat lands, rivers, urban and rural areas of the UK</p> <p>Identify the eight point compass directions (<i>North, North East, East, South East, South, South West, West, North West</i>) to describe locations across the UK and around the world</p>
	<p>Start by finding the location on a map</p> <p>Compare “writing” between Egyptians & Modern English</p> <p>Spot anachronisms and begin to use reasoning skills to explain why features cannot exist in other times (cars in Egyptian times) to link back to previous Year 2 work on transport</p> <p>Focus on technology across Stone/Iron Age, Egyptians and Romans and how it has developed over time for specific things (writing implements and techniques, buildings)</p> <p>Begin to use vocabulary to describe people, places and events</p>	<p>Use letter and number coordinates to locate features on a map</p> <p>Draw a simple map of a familiar short route <i>using OS symbols</i></p> <p>Locate some of the world's countries on a map (do this in all history topics too)</p> <p>Revise the world's seven continents and five oceans</p> <p>Explain trade links and food distribution e.g. coffee, chocolate, bananas</p> <p>Ask questions to a range of people all about the Fairtrade issue</p> <p>Compare prices of Fairtrade and non-Fairtrade products and calculate what the farmers earn</p> <p>Present data and findings simply using maps and graphs/charts</p>	<p>Compare “writing” across Stone/Iron ages</p> <p>This could include:</p> <p>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>Begin to use vocabulary to describe people, places and events</p>	<p>Link to Y5 History – Empires</p> <p>Compare reasons for and the <i>impact of major advances</i> in technology (travel, farming, art and culture, Roman roads, weapons, armour, writing implements) Link to Yr4 Geography – Google Maps</p> <p>Identify reasons for Roman invasion and legacy</p> <p>Compare “writing” across Egyptians & Romans</p> <p>Compare advances in technology between these eras (Egyptians to Romans)</p> <p>Focus on technology across Egyptians and Romans and how it has developed over time for specific things (writing implements and techniques, buildings)</p> <p>Start to select and organise information from historical sources</p> <p>Use sources to study Romans and compare to how Iron Age Britain didn't record what happened – how do we know what we know?</p> <p>Begin to use vocabulary to describe people, places and events</p>		<p>Describe and understand Earthquakes, volcanoes and climate zones</p> <p>Locate countries on a world map: <i>Russia, USA, China, Brazil and India</i> Use four point compass directions (<i>North, East, South and West</i>) to describe locations across the UK and around the World</p> <p>Explain the difference human and physical geography</p> <p>Draw a sketch map with simple annotations showing human and physical features of the local area</p>

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		(links to maths: bar charts, pictograms and tables) Record a conclusion to their fieldwork question and provide an explanation for this conclusion				
RE	PRIOR LEARNING: Enquire: Use my own experiences to describe a concept Identify important symbols and how some people are considered special through the examples they set Contextualise: Recognise the importance of concepts within religious stories Make comparisons across religious stories and describe their importance Describe religious celebrations and their meaning to believers Communicate: Talk about some things people believe about God Talk about puzzling ideas Begin to describe different experiences and feelings I have about a range of important issues Evaluate: Discuss the importance of the concept in different situations to different people Reflect on important issues and talk about my feelings			FUTURE LEARNING: Enquire: Identify and explain the significance of symbols of worship Explore and define some of the key words used when studying religion Ask a range of questions about puzzling ideas Contextualise: Compare my ideas with others Describe some of the ways in which people show that religion is important Describe how special times are important to some people Identify a concept within a religious story and make links to my own experiences Communicate: Discuss my own and others' ideas Explore and define some of the key words used when studying religion Share my own experiences of a concept Describe some of the beliefs of a religion Evaluate: Begin to explain simply some of the links between different features of a religion Realise that some features of a religion influence my own life Make connections between religions		
	Messages – Jesus’ teachings and message Enquire: Describe a concept and relate it to familiar stories I have read Contextualise: Understand the links between concepts and religious stories Evaluate: Understand the importance of religious stories to believers Communicate: Express a personal response to the concept	Images - Angels Communicate: Describe feelings and experiences I have about a range of important issues Enquire: Research into and use a range of words correctly when I talk about a religion Contextualise: Describe the feelings I have about things that are important to me Evaluate: Recognise and describe accurately some things to do with religion (<i>link to Christians and the Christmas Story</i>)	Good & Evil – Holi Enquire: Make enquiries into concepts and associate them to the world around me Contextualise: Through my own enquiry, describe how a Hindu shows how religion is important Evaluate: Describe some of the ways in which people show that religion is important to them and recognise different viewpoints Communicate: Express a personal response to the concept	Symbol - Eucharist Enquire: Make enquiries into concepts and associate them to the world around me Contextualise: Describe and explain the importance of symbols to Christians Evaluate: Describe some of the ways in which people show that religion is important to them and recognise different viewpoints Communicate: Explain some of the ways in which religion can influence a person's life	Sacred Place – Places of Worship (compare Church to Temple) Enquire: Research why different people think some things are sacred Contextualise: Describe the importance of sacred places Evaluate: Begin to see some similarities in different religions and link together aspects of religious life and practice Communicate: Explain some of the ways in which religion can influence a person's life	Neighbour - Christianity Enquire: Make enquiries into concepts and associate them to the world around me Contextualise: Understand how concepts links to religious stories Evaluate: Describe some of the ways in which people show that religion is important to them and recognise different viewpoints Communicate: Express a personal response to the concept
PE	PRIOR LEARNING: Ball skills Throw a ball with accuracy Chest pass, bounce pass, shoulder pass Underarm throw and overarm throw Catch one handed and catch two handed Begin to understand some concepts of game e.g. opponent, teammate Link skills, actions and simple tactics within simple games Gymnastics Change speed, direction and level of travel (skipping, hopping, jumping, teddy bear rolls)			Dance Create a short motif inspired by the theme stimulus Change the speed and level of their actions Use simple choreographic devices such as unison, canon and mirroring Use different transitions within a dance motif Talk about the differences between their work and that of others Athletics Throwing – introduce overarm. side on, step, rotation, arm fast and last, 45°angle Jumping – swing arms and bend knees- jump up and out Running – look forward, body upright		

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<p>Show three different changes of travel in a sequence Balance – Use a variety of point Jumps/turns – turning and spinning Different shaped jumps</p>					
<p>FUTURE LEARNING: Ball skills Passing and receiving on the move Tackling on the move – channelling and timing tackle Shooting at goal – passing and shooting Adapted small sided games Gymnastics Build on previous skills, introduce matching/mirroring actions with a partner Balance - control and timing in pairs Progression onto partner balances Jumps/turns – synchronised</p>		<p>Dance Compose a dance that reflects a particular style Confidently improvise with a partner or on their own Compose longer dance sequences in a small group Demonstrate precision and some control in response to stimuli Begin to vary dynamics and develop actions and motifs in response to stimuli Demonstrate rhythm and spatial awareness Athletics Measure the distance of their throws Continue to develop techniques to throw for increased distance Jumping – speed bounce and standing broad jump Running – reaction time for starts, high knees, stride length Confidently demonstrate an improved technique for sprinting</p>			
<p>Basketball Chest, bounce and shoulder pass Introduce dribbling with the ball Swimming (rotational basis) Perform safe self-rescue in different water-based situations 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 Gymnastics Use benches to create sequences Must include two change in height, speed and direction Balance – use a variety of points and patches (including a start and finish position) Jumps/turns – How can we jump and turn on/off the bench?</p>	<p>Football Passing accurately – inside of foot Receive a ball whilst stationary Introduction to tackling Introduction to shooting Dance Theme: The Pyramids Begin to improvise with a partner to create a simple dance Create motifs inspired by the theme stimuli Begin to compare and adapt movements and motifs to create a larger sequence Use simple dance vocabulary to compare and improve work Perform with some awareness of rhythm and expression Develop the quality of the actions in their performances Perform learnt skills and techniques with control and confidence Watch, describe and evaluate the effectiveness of a performance Describe how their performance has improved over time</p>	<p>Netball Passing - Chest, bounce and shoulder pass Explore how to pass and move into space Landing – footwork Swimming (rotational basis) Perform safe self-rescue in different water-based situations 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</p>	<p>Hockey Learn how to hold the stick, body position Static push pass and stop Non-contact flat stick tackle Adapted small sided games Gymnastics Use benches to create sequences Must include two change in height, speed and direction Balance – use a variety of points and patches (including a start and finish position) Jumps/turns – How can we jump and turn on/off the bench?</p>	<p>Cricket Introduction to a defensive and attacking shot in cricket Learn how to hold the cricket bat Learn how to stand at the stumps Run down and field a ball back to a partner Catch with two hands – high and low Throw a ball underarm in different ways Develop a safe and effective underarm bowl Adapted game of continuous cricket Dance Theme: The Romans Begin to improvise with a partner to create a simple dance Create motifs inspired by the theme stimuli Begin to compare and adapt movements and motifs to create a larger sequence Use simple dance vocabulary to compare and improve work Perform with some awareness of rhythm and expression Develop the quality of the actions in their performances Perform learnt skills and techniques with control and confidence Watch, describe and evaluate the effectiveness of a performance Describe how their performance has improved over time</p>	<p>Athletics Throw with greater control and accuracy Show increasing control in their overarm throw Perform a push throw Jumping – Use one and two feet to take off and to land with Develop an effective take-off for the standing long jump Develop an effective flight phase for the standing long jump Land safely and with control Running – 30m sprints, Copnor mile Focus on their arm and leg action to improve their sprinting technique Begin to combine running with jumping over hurdles Focus on trail leg and lead leg action when running over hurdles Understand the importance of adjusting running pace to suit the distance being run Indoor sports hall athletics – athletic circuit</p>

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Music	<p>PRIOR LEARNING: Understand how sounds can be descriptive Identify ways of producing sounds Explore patterns of physical movement Combine steady beat and rhythms to accompany a song</p>	<p>PRIOR LEARNING: Play different patterns of steady beat within four beats Perform a steady beat and simple rhythms using movement and body percussion Understand and differentiate beat and rhythm</p>	<p>PRIOR LEARNING: Understand how music, dance and drama can combine in storytelling Create and match descriptive sounds made with the voice Keep a steady beat at different speeds (tempi) Mark beats within a four-beat metre</p>	<p>PRIOR LEARNING: Understand pitch, melody Perform pitch shapes on tuned instruments Sing with expression, paying attention to the pitch shape of the melody Identify rising and falling pitch</p>	<p>PRIOR LEARNING: Understand how to adapt pitch Identify and respond to changes in pitch, upwards and downwards Understand what a rhythmic chant is independent rhythm pattern</p>	<p>PRIOR LEARNING: Create and respond to vocal sounds and body percussion Pitch shape and duration Recognise and respond to steady beat Recognise and respond to a rhythm ostinato pattern</p>
	<p>FUTURE LEARNING: Build an extended performance piece from a poem Pay attention to notation, accent, diminuendo (quieting) and balance Classify instruments by the way sounds are produced Learn some simple beatboxing sounds</p>	<p>FUTURE LEARNING: Explore the pentatonic scale Compose and notate pentatonic melodies Make instruments Perform verse and chorus structure Interpret notation and improvising</p>	<p>FUTURE LEARNING: Explore how different timbres can be descriptive Learn how to accompany a song on tuned percussion Learn about verse and chorus song structure Understand texture Learn about layered structure in a rhythmic piece</p>	<p>FUTURE LEARNING: Copy rhythms and a short melody Use music to communicate a meaning Sing in three independent parts Play and sing repeated patterns (ostinato) from notation Understand syncopation and use off-beat rhythms in improvisation</p>	<p>FUTURE LEARNING: Understand simple musical structures Learn a dance and playing music used for celebrations Combine expressive use of the voice with physical movement Sing a call and response chant</p>	<p>FUTURE LEARNING: Understand that melodies have phrases Explore layers and layering Sing in a minor key in groups Sing in two parts with accompaniment Perform repeating rhythms Combine tuned percussion, untuned percussion and singing</p>
	<p>Understand pitch Learn to read simple pitch notation Represent sounds with symbols Create and perform from a symbol score</p>	<p>Sing in two-part harmony Accompany a song with a melody Explore timbre (pitch) Learn how sounds are produced and how instruments are classified Develop an understanding of call and response</p>	<p>Understand how music can be organised in sequences and layers Combine rhythms in layers Enhance and extend the performance of a poem using vocal patterns Combine two rhythmic patterns using body percussion and percussion instruments</p>	<p>Combine two rhythmic patterns Use a score and combining sounds to create different musical textures Understand the pentatonic scale Understand pitch through composing and reading graphic notation</p>	<p>Explore tuned and untuned percussion to create soothing, repetitive music Explore musical phrases, melodic imitation and rounds Recognise rhythm patterns Perform rhythmic patterns individually and in combination Layer rhythms</p>	<p>Understand call and response structure Explore sounds Sing in two parts Understand pitch through melody Recognise pitch shapes Read notations to play a melody</p>
Art/ DT	<p>ART PRIOR LEARNING: Record line, shape, colour and texture Mix primary, secondary and experiment with tertiary colours Manipulate materials such as playdough, putty, plasticine but apply pattern and texture for decoration Explore mark making on playdough by using tools</p>			<p>DT PRIOR LEARNING: Textiles Create a fairy tale picture from fabric Focus: Design Food Design a Healthy Meal Focus: Evaluation</p>		
	<p>ART FUTURE LEARNING: Use soft and hard pencils to draw a Tudor style self-portrait Use watercolours to make a sunset or a seascape Evaluate how water colours can be used in similar ways as poster paint to create texture Use clay and clay modelling tools to create texture and effect Understand that adding water to clay can have the same effect as glue Use a range of sculpting materials to create a UK landmark</p>			<p>DT FUTURE LEARNING: Construction Make a rectangular frame Focus: Technical knowledge Food Make bread for Tudor Banquet Focus: Technical Knowledge</p>		
	<p>Drawing Use different shading techniques such as stippling, hatching, cross-hatching, scribbling to create a realistic dinosaur picture with texture Focus on the techniques used by Monet</p>	<p>Construction Materials Moving Christmas Cards Focus: Evaluation Step 1: Look at and evaluate a range of moving books and cards Step 2: Build mechanisms - levers, pivots, linkages using card, cuts and split pins Step 3: Evaluate the range of mechanisms and decide on which they will use for their Christmas card Step 4: Make card</p>	<p>Painting Mix tertiary colours to create a colour wheel Consider how different colours make you feel Create a picture of an imaginary creature to show a range of colours Consider how paint can be dabbled, splatted, flicked to create texture on the imaginary creature</p>	<p>Textiles Roman purse Focus: Technical Knowledge Step 1: Look at pictures of Roman drawstring purses, discuss how they are joined, how they do up Step 2: Learn stitches using binka running stitch, back stitch, cross stitch Step 3: Create these stitches on felt Step 4: Make a paper purse prototype</p>	<p>Sculpture Paper and paste- use cross-ply lamination technique with newspaper and PVA to create a volcano/ dinosaur structure Consider how the volcano/ dinosaur may be assembled-around a bottle/tube? Evaluate which will make it the most stable Consider how adding tissue paper or scrunched up newspaper may add texture to the volcano Decorate the sculpture using painting and tissue paper covering</p>	

Year 3 Long Term Map

		Step 5: Class create an evaluation sheet, pupils to evaluate each other's		Step 5: Using felt make their purse with a drawstring top Step 6: Draw a picture of their completed purses and label the different stitches		
French	PRIOR LEARNING: N/A	PRIOR LEARNING: N/A	PRIOR LEARNING: N/A	PRIOR LEARNING: N/A	PRIOR LEARNING: N/A	PRIOR LEARNING: N/A
	FUTURE LEARNING: Ask and answer several simple and familiar questions with a rehearsed response Listen and show understanding of short phrases through physical response Join in with the words of a rhyme, song or story sometimes from memory	FUTURE LEARNING: Use familiar vocabulary to say simple sentences to give information using a language scaffold Join in with the words of a rhyme, song or story sometimes from memory	FUTURE LEARNING: Use familiar vocabulary to say simple sentences to give information using a language scaffold Listen and demonstrate understanding of words in songs and rhymes	FUTURE LEARNING: Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural Write and say simple phrases to describe people, places, things, actions using a language scaffold Read and show understanding of simple familiar phrases and short sentences	FUTURE LEARNING: Read and show understanding of simple familiar phrases and short sentences Write and say simple phrases to describe people, places, things, actions using a language scaffold	FUTURE LEARNING: Write simple familiar short phrases from memory with understandable accuracy Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules
	Getting to Know You Say hello, say your name, ask how someone is, say goodbye, numbers 0-10, say how old you are FOCUS: Listening & Speaking Recognise a familiar question and respond with a simple rehearsed response Listen and show understanding of single words through physical response Join in with actions to accompany familiar songs, stories and rhymes and say some of the words	All About Me Classroom instructions, my body, actions, colours, clothes FOCUS: Listening & Speaking Name objects and actions and link words with a connective in a simple rehearsed statement Join in with actions to accompany familiar songs, stories and rhymes and say some of the words Listen and show understanding of single words through physical response	Time Counting 11-31, days of the week, months, birthdays, ask the date, yesterday/today/tomorrow FOCUS: Listening & Speaking Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words Listen and identify rhyming words and particular sounds in songs and rhymes e.g. <i>frère Jacques (Are you sleeping?)</i> Recognise a familiar question and respond with a simple rehearsed response	Family and Friends Meet my family, pets, alphabet, ask someone's name, my home FOCUS: Reading & Writing Use the 1 st and 2 nd person pronouns with a regular verb Write and say familiar words to describe people, places, things and actions using a model Identify and use strategies for memorising new vocabulary Use a French dictionary to find the meaning of a word Read and show understanding of familiar single words	School In the classroom, pencil case, school subjects, say what you like to do FOCUS: Reading & Writing Identify and use strategies for memorising new vocabulary Recognise a familiar question and respond with a simple rehearsed response Write and say familiar words to describe people, places, things and actions using a model	Food Glorious Food Based around the very greedy dog FOCUS: Reading & Writing & Speaking Name a noun, adjective, verb, pronoun, conjunction in French Write single familiar words from memory with understandable accuracy Read and show understanding of familiar single words