

Year 3 Long Term Map

	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3- topic title	Dinosaurs- Science led	Natural Disasters- Geography led		Fairtrade- Geography led	Time Travellers- History led	
Hook	Discover dinosaur egg in school grounds	Exploration of mystery package- what could it be for?	Visiting Pompeii dress up day	Chocolate workshop	Interview mystery visitors	Mock Mummification
Outcome	Presentation of new dinosaurs – documentary style performance - parents invited.	Create an evacuation pack to send to NZ family.	Science museum – parents invited	Cake sale of Fairtrade product	N/A (whole term topic)	Mock Roman Battle
PSHE		Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
		I can tell you about a time when my words affected someone’s feelings and what the consequences were I can give and receive compliments and know how this feels	I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels	I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices	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 recognise how I feel about these changes happening to me and know how to cope with these feelings
Learning Values	Collaboration Initiative Respect	Collaboration Initiative Tolerance	Tolerance Respect Resilience	Resilience Collaboration Initiative	Tolerance Respect Initiative	Tolerance Respect Collaboration
Outdoor Learning	Fossil excavation Hunt for evidence of dinoteks (link to English text) in local area)	Use outdoor environment to inspire poetry	Exploring shadows and recording how they change over the day Measuring perimeter of areas of the school.	Exploration of plants in the school ground and local area	Butser Ancient Farm Create own shelter in school grounds based on learning from trip.	Exploration of forces linked to natural materials (friction etc.)
Contexts/ Life Skills	Understanding periods of time – what is the past. Calculating money/change.	Organise a fundraising event for a charity Map reading	Cookery (making bread)	Cake sale of Fairtrade product Budgeting	Resolving conflict	Hygiene

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English (Writing Outcomes)	<p>Main text: Secret Dinosaurs: Dinoteks</p> <p>English book hook: discovery of dinosaur egg. Hunt for evidence of dinoteks.</p> <p>Outcome: Scene from a story: Night at the museum.</p> <p>Main text: dinosaurs from head to tail</p> <p>English book hook: message from David Attenborough</p> <p>Outcome: Information text (documentary style)</p>	<p>Main text: Flood</p> <p>Outcome: Diary entries</p> <p>Main Text: “Deforestation of the Amazon Rainforest” charity advert.</p> <p>English Book Hook: Iceland advert. Orangutan monkey that has destroyed the classroom.</p> <p><i>Reading: “Do they Know it’s Christmas” lyrics</i></p> <p>Outcome: Persuasive advert to donate money to Red Cross. (Link to “Do they Know it’s Christmas)</p>	<p>Main Text: The sound collector by Roger McGough</p> <p>Outcome: Create own sound collector poem – what if the sound collector visited a volcano?</p> <p>Main Text: Escape from Pompeii</p> <p>English Book Hook: History day – what was life like for people in Pompeii?</p> <p>Outcome: telling the escape from Pompeii story from another view point</p>	<p>Main text: Charlie and the Chocolate Factory</p> <p>English Book Hook: delivery of chocolate factory invitation.</p> <p>Outcome: setting description for new room of the factory (new chapter for the book).</p> <p>Outcome: instructions on how to make fair trade product (linked to topic work)</p>	<p>Main text: Stone Age Boy</p> <p>Book hook: message in cave drawings left by main character</p> <p>Outcome: vlog – travelling back to the campfire</p> <p>Main text: you wouldn’t want to be a Roman Soldier</p> <p>Book hook:</p> <p>Outcome: Letter home from a Roman soldier</p>	<p>Main text: Stig of the Dump</p> <p>Book hook: trail to follow to find Stig’s cave.</p> <p>Outcome: Tell a story about a time travelling visitor (from one of the other time periods we have studied) who turns up in the present day.</p>
Maths	<p>Number and Place Value</p> <p>Addition and Subtraction</p>	<p>Geometry – 2D shape</p> <p>Multiplication and Division</p> <p>Statistics</p>	<p>Measures – Length including + -</p> <p>Place Value</p> <p>Fractions - Division</p>	<p>Fractions – ratio</p> <p>Geometry – angles</p> <p>Geometry – 3D shape</p> <p>Measures - time</p>	<p>Number/measures – money and + - x and ÷</p> <p>Measures – Mass</p> <p>Measures – capacity</p> <p>Statistics</p>	<p>Place Value – including patterns</p> <p>Revisit fractions, measure, shape and areas of weakness</p>
Computing	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Recognise online behaviours that would be unfair.</p> <p>Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles) Make judgments in order to stay safe, whilst communicating with others online.</p>					

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	<p>Get quicker at typing with both hands. Use a variety of font sizes, styles and colours. Align text left, right and centre.</p> <p>Typing quickly with both hands complete a research project into a dinosaur of their choice for their NCR presenting it using a variety of text styles etc</p>	<p>Type in a URL to find a website.</p> <p>Use a search engine to find a range of media, e.g. images, texts</p> <p>Think of search terms to use linked with questions they wish to answer.</p>	<p>Navigate the Scratch programming environment. Create a background and a sprite for a game. Add inputs to control their sprite.</p> <p>Create sequences of instructions to accomplish goals.</p>	<p>Presentation</p> <p>Create a title slide and choose a style. Change the layout of a slide.</p>	<p>Use conditional statements within the program to control the sprite (if...then..)</p>	<p>Select the most appropriate program to complete a given task. (Publisher, Word, PowerPoint)</p>
Science	<p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter</p>		<p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change</p>	<p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having 2 poles</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>
History					<p>The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt</p> <p>Changes in Britain from the Stone Age to the Iron Age (late Neolithic hunter-gatherers and early farmers e.g. Skara Brae, Bronze Age religion, technology and travel</p>	

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					<p>e.g. Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture)</p> <p>The Roman Empire and its impact on Britain (Caesar’s attempted invasion in 55BC, the Roman Empire AD42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian’s Wall, British resistance e.g. Boudicca, ‘Romanisation’ of Britain and the legacy of the empire on the country)</p>
			<p>Know that not everyone in the past lived in the same way</p> <p>Understand some of the characteristics of the period being studied and spot anachronisms</p>	<p>Know that not everyone in the past lived in the same way</p> <p>Understand some of the characteristics of the period being studied and spot anachronisms</p> <p>Understand the main ideas associated with the period studied. Describe rather than explain</p> <p>Know that the past is represented in different ways and begin to explain why this might be</p> <p>Know the past can be divided into periods of time – timeline – dates and terms – link to living memory</p> <p>Use and evaluate sources of information– extract simple information from sources showing basic comprehension</p> <p>Ask and answer questions about the past</p> <p>Describe in detail key events, people and places</p>	<p>Know that not everyone in the past lived in the same way</p> <p>Understand some of the characteristics of the period being studied and spot anachronisms</p> <p>Understand the main ideas associated with the period studied. Describe rather than explain</p> <p>Identify reasons for people’s actions</p> <p>Identify cause and effect for events or people’s actions</p> <p>Ask and answer questions about the past</p> <p>Describe in detail key events, people and places</p>

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Geography		<p>describe and understand key aspects of physical geography including volcanoes and earthquakes</p> <p>use maps, atlases and globes to locate countries effected by natural disasters.</p> <p>Understand geographical similarities and differences between the UK and areas effected by natural disasters (both in the UK and around the world).</p>		<p>locate the world's countries, using maps to focus on countries involved with Fairtrade.</p> <p>use maps, atlases and globes to locate countries.</p> <p>Begin to introduce and use digital/computer mapping.</p> <p>Describe and understand human geography including economic activity and trade links and distribution of food around the world. Focus on the journey of one specific food item e.g. chocolate.</p>		
RE	<p>Message-(Jesus' teachings)</p> <p>Communication: Children can <u>describe</u> their own responses to the human experience of the concepts studied</p>	<p>Angels</p> <p>Apply: They can <u>describe</u> examples of how their responses are, or can be, applied in their own lives and the lives of the others</p>	<p>Good and Evil (Hindu) – Holi.</p> <p>Enquire: They can <u>describe</u> key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A & B concepts)</p>	<p>Suffering (Holy Week)</p> <p>Contextualise: They can <u>describe</u> how these concepts are contextualised within some beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.</p>	<p>Sacred place (Christian and Hindu)</p>	<p>Protection (Hindu – Raksha/Bandhan)</p> <p>Choose any of the 5 objectives that may need additional assessment</p>
PE	<p>Egyptian themed dancing</p> <p>KNOW: ..how hieroglyphics can be represented by their body actions;</p> <p>APPLY: ..they can show step patterns and body shapes with an emphasis on posture and poise;</p> <p>UNDERSTAND: ..the importance of poise and control when holding their shapes during their sequences;</p> <p>Games-Basketball</p> <p>KNOW: ..when to move into a space;</p> <p>APPLY:</p>	<p>Football</p> <p>KNOW: ..what skills are required to beat an opponent;</p> <p>APPLY: ..they can maintain control when dribbling and travelling with a ball;</p> <p>UNDERSTAND: ..the need for changes of speed and direction to beat an opponent;</p> <p>Gymnastics-Travelling</p> <p>KNOW: ..how changes of speed can be influenced by changes of direction or level;</p> <p>APPLY: ..they can show changes of speed during an extended sequence of movements;</p>	<p>Netball</p> <p>KNOW: ..about the different ways of sending and receiving;</p> <p>APPLY: ..they can pass with accuracy over a variety of distances;</p> <p>UNDERSTAND: ..the importance of their role when passing the ball, e.g. so that their partner/team mate can catch it - height, weight, position, etc.</p> <p>Dance – The stone age</p> <p>Explore, improvise and combine movement ideas - related to the three eras of The Stone Age - fluently and effectively.</p>	<p>Striking and Fielding</p> <p>KNOW: To understand and show some understanding of the skills but not being able to apply skills to multiple sports and to work on development of the skills.</p> <p>Apply To show understanding and to start to apply them to the multiple sports not always knowing why they are using them effectively.</p> <p>Understand To understand the skills that they have learnt and why they are important for them to use in the range of sports looked at.</p> <p>Swimming</p>	<p>Athletics</p> <p>-To demonstrate a range of good throwing actions.</p> <p>-To demonstrate good technique in jumping activities.</p> <p>-To demonstrate good technique when running at speed and for sustained periods</p> <p>Strike and Fielding</p> <p>- To develop consistent throwing and catching skills.</p> <p>- To develop fielding skills.</p> <p>- To develop a bowling technique.</p>	<p>OAA</p> <p>KNOW: ..how to tie knots to secure equipment;</p> <p>APPLY: ..they can allocate physical tasks and responsibilities to one another and complete them effectively;</p> <p>UNDERSTAND: ..the importance of the safety of each member of the group when involved in physical tasks;</p> <p>Tennis</p> <p>- Use ready position</p> <p>Catching at contact point</p> <p>Apply skills to game</p> <p>- To show awareness of direction and space</p>

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	<p><i>..they can move into a space showing changes of direction to receive a pass;</i></p> <p>UNDERSTAND: <i>..the importance of creating width/depth in a team formation;</i></p>	<p>UNDERSTAND: <i>..that it is easier to show changes of speed when travelling at certain levels i.e. low and slow;</i></p>	<p>Compose creative and imaginative dance sequences. Explore and plan dance motifs; independently, with a partner, in small groups and as a whole class. Observe and evaluate own and others' dance works. Develop physical strength and suppleness by practising moves and engaging in stretching exercises. Display appropriate dynamics to colour the movement. Recognise the link between music and movement and appreciate different music genres. Gym – Balance</p>	<p>As part of the National Curriculum in Physical Education it is hoped that children are able to swim 25metres.</p>		<p>Catching at contact point apply skills to game - To show awareness of direction and space To develop a rally Apply skills to game</p>
Music	<p>In the past – Understanding pitch</p> <ul style="list-style-type: none"> • Learning to read simple pitch notation <p>Communication - Representing sounds with symbols</p> <ul style="list-style-type: none"> • Creating and performing from a symbol score 	<p>Environment – Singing in two-part harmony</p> <ul style="list-style-type: none"> • Accompanying a song with a melody • Exploring timbre (pitch) <p>Sounds – Learning how sounds are produced and how instruments are classified</p> <ul style="list-style-type: none"> • Developing an understanding of call and response 	<p>Building – Understanding how music can be organised in Sequences and layers</p> <ul style="list-style-type: none"> • Combining rhythms in layers <p>Poetry – Enhancing and extending the performance of a poem using vocal patterns</p> <ul style="list-style-type: none"> - Combining two rhythmic patterns using body percussion and percussion instruments 	<p>Food and drink – Combining two rhythmic patterns</p> <ul style="list-style-type: none"> • Using a score and combining sounds to create different musical textures. <p>China – Understanding the pentatonic scale</p> <ul style="list-style-type: none"> • Understanding pitch through composing and reading graphic notation 	<p>Ancient world Exploring tuned and untuned percussion to create soothing, repetitive music</p> <ul style="list-style-type: none"> • Exploring musical phrases, melodic imitation and rounds <p>Time – Recognising rhythm patterns</p> <ul style="list-style-type: none"> • Performing rhythmic patterns individually and in combination • Layering rhythms 	<p>Human body – Understanding call and response structure</p> <ul style="list-style-type: none"> • Exploring sounds • Singing in two parts <p>Singing French –</p> <ul style="list-style-type: none"> • Understanding pitch through melody • Recognising pitch shapes • Reading notations to play a melody
Art	<p>Confidently manipulate malleable materials in a variety of ways.</p>	<p>Demonstrate increasing control of the types of marks made and experiment with different effects</p>	<p>Mix colour, shades and tones with increasing confidence.</p>	<p>Begin to show an awareness of objects having a third dimension and perspective.</p>	<p>Mix colour, shades and tones with increasing confidence.</p>	<p>Develop intricate patterns or marks with a variety of media.</p>

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	Develop intricate patterns/ marks with a variety of media.	Develop intricate patterns/ marks with a variety of media.	Develop intricate patterns/ marks with a variety of media. Begin to show an awareness of objects having a third dimension and perspective.	Generate realistic ideas, focusing on the needs of the user.	Use light and dark within painting and begin to explore complimentary colours. Demonstrate increasing control of the types of marks made and experiment with different effects and textures	Demonstrate increase control with types of marks made. Using light and dark within painting and begin to explore complimentary colours. Experiment with different effects and textures. Generate realistic ideas, focusing on the needs of the user.
DT			Cooking and nutrition: know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically. Know how to use a range of techniques such as kneading and baking.	Designing: Gather information about the needs and wants of particular individuals and groups Generate realistic ideas, focusing on the needs of the user Making: measure, mark out, cut and shape materials and components with <i>some accuracy</i> . Assemble, join and combine materials and components with <i>some accuracy</i> . Evaluate: by referring to their design criteria as they design and make Cooking and nutrition: know how to prepare a sweet dish safely and hygienically including, where appropriate, the use of a heat source. Know how to use a range of techniques such as	Technical knowledge: (In science) how mechanical systems such as levers and linkages or pneumatic systems create movement Designing: (In science) Explain how particular parts of their products work	Designing: Describe the purpose of their products Indicate the design features of their products that will appeal to their intended users. Explain how particular parts of their products work Making: measure, mark out, cut and shape materials and components with <i>some accuracy</i> . Assemble, join and combine materials and components with <i>some accuracy</i> . Evaluate: who designed and made the products where products were designed and made when products were designed and made whether products can be recycled or reused

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				peeling, chopping, slicing, grating, mixing and baking.		
French	Getting to Know You Hello, name, how are you? goodbye, numbers 0-10, how old are you?	All About Me Classroom instructions, my body, actions, colours, clothes	Time Counting 11-31, days of the week, months, birthdays, what's the date, yesterday/today/tomorrow	Family and Friends Meet my family, pets, alphabet, what's his name?, how do you spell?, my home.	School In the classroom, pencil case, school subjects, PE lesson, around school, what you like to do.	Food Glorious Food Based around the very greedy dog