

Year 3 Long Term Map

	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3- topic title	Dinosaurs- Science led	The Ancient Egyptians	Fairtrade- Geography led	Iron Age and Stone Age	The Romans	Natural Disasters- Geography led
Hook	Discover dinosaur egg in school grounds	Egyptian dress up day	Chocolate workshop	Roman dress day	Interview mystery visitors	Exploration of mystery package- what could it be for?
Outcome	Presentation of new dinosaurs – documentary style performance - parents invited.	Egyptian Museum	Cake sale of Fairtrade product	Mock Roman Battle		Create an evacuation pack to send to NZ family.
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	Exploration of plants in the school ground and local area	Exploration of forces linked to natural materials (friction etc.)	Fishbourne Roman Palace Create own shelter in school grounds based on learning from trip.	Exploring shadows and recording how they change over the day
Contexts/ Life Skills	Understanding periods of time – what is the past. Calculating money/change.	Organise a fundraising event for a charity Map reading	Cake sale of Fairtrade product Budgeting	Cookery (making bread)	Resolving conflict	Hygiene
English (Writing Outcomes)	Main text: Secret Dinosaurs: Dinoteks English book hook: discovery of dinosaur egg. Hunt for evidence of dinoteks. Outcome: Scene from a story: Night at the museum. Main text: dinosaurs from head to tail English book hook: message from David Attenborough	Main text: Book hook: trail to follow to find Stig’s cave. 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.	Main text: Charlie and the Chocolate Factory English Book Hook: delivery of chocolate factory invitation. Outcome: setting description for new room of the factory (new chapter for the book).	Main text: you wouldn’t want to be a Roman Soldier Book hook: Outcome: Letter home from a Roman soldier	Main text: Stone Age Boy Book hook: message in cave drawings left by main character Outcome: vlog – travelling back to the campfire	Main Text: The sound collector by Roger McGough Outcome: Create own sound collector poem – what if the sound collector visited a volcano? Main Text: Escape from Pompeii English Book Hook: History day – what was life like for people in Pompeii?

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	Outcome: Information text (documentary style)		Outcome: instructions on how to make fair trade product (linked to topic work)			Outcome: telling the escape from Pompeii story from another view point
Maths	Number and Place Value Addition and Subtraction	Geometry – 2D shape Multiplication and Division Statistics	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 Revisit fractions, measure, shape and areas of weakness
Computing	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Recognise online behaviours that would be unfair. 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.					
	Get quicker at typing with both hands. Use a variety of font sizes, styles and colours. Align text left, right and centre. 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	Type in a URL to find a website. Use a search engine to find a range of media, e.g. images, texts Think of search terms to use linked with questions they wish to answer.	Navigate the Scratch programming environment. Create a background and a sprite for a game. Add inputs to control their sprite. Create sequences of instructions to accomplish goals.	Presentation Create a title slide and choose a style. Change the layout of a slide.	Use conditional statements within the program to control the sprite (if...then..)	Select the most appropriate program to complete a given task. (Publisher, Word, PowerPoint)
Science	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter		identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 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 describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing	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 identify that humans and some other animals have skeletons and muscles for support, protection and movement	recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change

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<p>History</p>		<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>Begin to use vocabulary to describe people, places and events (hieroglyphics, pyramid, mummification, tomb, ancient)</p> <p>Compare “writing” across Stone/Iron ages – Egyptians & Romans</p> <p>Comparing advances in technology between these eras (Egyptians to Romans)</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>Start to select and organise information from historical sources.</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 e.g. Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture)</p> <p>Begin to use vocabulary to describe people, places and events (settlement, Boudicca, barbaric, cavalry, attack, defend.)</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>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>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>Compare reasons for and the <i>impact of major advances</i> in technology. (Travel, farming, art and culture.) (Roman roads, weapons, armour, writing implements.) Identify reasons for Roman invasion and legacy. Compare “writing” across Stone/Iron ages – Egyptians & Romans</p> <p>Comparing advances in technology between these eras (Egyptians to Romans)</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 (aqueduct, artefact, ancient, invasion, tyrant assembly, emperor, battle, government, cavalry, phalanx, empire) Spot anachronisms and begin to use reasoning skills to explain why features cannot exist in other times (cars in</p>	
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					<p>Egyptian times) to link back to previous Year 2 work on transport.</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>	
Geography			<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. Begin to introduce and use digital/computer mapping. 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>			<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>
RE	<p>Message-(Jesus' teachings) Communication: Children can <u>describe</u> their own responses to the human experience of the concepts studied</p>	<p>Angels 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. 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) 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 KNOW: <i>..how hieroglyphics can be represented by their body actions;</i> APPLY: <i>..they can show step patterns and body shapes with an emphasis on posture and poise;</i> UNDERSTAND:</p>	<p>Football KNOW: <i>..what skills are required to beat an opponent;</i> APPLY: <i>..they can maintain control when dribbling and travelling with a ball;</i> UNDERSTAND: <i>..the need for changes of speed and direction to beat an opponent;</i></p>	<p>Netball KNOW: <i>..about the different ways of sending and receiving;</i> APPLY: <i>..they can pass with accuracy over a variety of distances;</i> UNDERSTAND: <i>..the importance of their role when passing the ball, e.g. so that their</i></p>	<p>Striking and Fielding 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. 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>Athletics -To demonstrate a range of good throwing actions. -To demonstrate good technique in jumping activities. -To demonstrate good technique when running at speed and for sustained periods Strike and Fielding - To develop consistent throwing and catching skills.</p>	<p>OAA KNOW: <i>..how to tie knots to secure equipment;</i> APPLY: <i>..they can allocate physical tasks and responsibilities to one another and complete them effectively;</i> UNDERSTAND:</p>

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	<p><i>..the importance of poise and control when holding their shapes during their sequences;</i> Games-Basketball KNOW: <i>..when to move into a space;</i> APPLY: <i>..they can move into a space showing changes of direction to receive a pass;</i> UNDERSTAND: <i>..the importance of creating width/depth in a team formation;</i></p>	<p>Gymnastics-Travelling KNOW: <i>..how changes of speed can be influenced by changes of direction or level;</i> APPLY: <i>..they can show changes of speed during an extended sequence of movements;</i> UNDERSTAND: <i>..that it is easier to show changes of speed when travelling at certain levels i.e. low and slow;</i></p>	<p><i>partner/team mate can catch it - height, weight, position, etc.</i> Dance – The stone age Explore, improvise and combine movement ideas - related to the three eras of The Stone Age - fluently and effectively. 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>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. Swimming As part of the National Curriculum in Physical Education it is hoped that children are able to swim 25metres.</p>	<p>- To develop fielding skills. - To develop a bowling technique.</p>	<p><i>..the importance of the safety of each member of the group when involved in physical tasks;</i> Tennis - Use ready position Catching at contact point Apply skills to game - To show awareness of direction and space 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 • Learning to read simple pitch notation</p> <p>Communication - Representing sounds with symbols • Creating and performing from a symbol score</p>	<p>Environment – Singing in two-part harmony • Accompanying a song with a melody • Exploring timbre (pitch)</p> <p>Sounds – Learning how sounds are produced and how instruments are classified • Developing an understanding of call and response</p>	<p>Building – Understanding how music can be organised in Sequences and layers • Combining rhythms in layers</p> <p>Poetry – Enhancing and extending the performance of a poem using vocal patterns - Combining two rhythmic patterns using body percussion and percussion instruments</p>	<p>Food and drink – Combining two rhythmic patterns • Using a score and combining sounds to create different musical textures.</p> <p>China – Understanding the pentatonic scale • Understanding pitch through composing and reading graphic notation</p>	<p>Ancient world Exploring tuned and untuned percussion to create soothing, repetitive music • Exploring musical phrases, melodic imitation and rounds</p> <p>Time – Recognising rhythm patterns • Performing rhythmic patterns individually and in combination • Layering rhythms</p>	<p>Human body – Understanding call and response structure • Exploring sounds • Singing in two parts Singing French – • Understanding pitch through melody • Recognising pitch shapes • Reading notations to play a melody</p>

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Art	<p>Confidently manipulate malleable materials in a variety of ways.</p> <p>Develop intricate patterns/ marks with a variety of media.</p>	<p>Demonstrate increasing control of the types of marks made and experiment with different effects</p> <p>Develop intricate patterns/ marks with a variety of media.</p>	<p>Mix colour, shades and tones with increasing confidence.</p> <p>Develop intricate patterns/ marks with a variety of media.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p>	<p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Generate realistic ideas, focusing on the needs of the user.</p>	<p>Mix colour, shades and tones with increasing confidence.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Demonstrate increasing control of the types of marks made and experiment with different effects and textures</p>	<p>Develop intricate patterns or marks with a variety of media.</p> <p>Demonstrate increase control with types of marks made.</p> <p>Using light and dark within painting and begin to explore complimentary colours.</p> <p>Experiment with different effects and textures.</p> <p>Generate realistic ideas, focusing on the needs of the user.</p>
DT			<p>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.</p>	<p>Designing: Gather information about the needs and wants of particular individuals and groups Generate realistic ideas, focusing on the needs of the user</p> <p>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>.</p> <p>Evaluate: by referring to their design criteria as they design and make</p> <p>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 peeling, chopping, slicing, grating, mixing and baking.</p>	<p>Technical knowledge: (In science) how mechanical systems such as levers and linkages or pneumatic systems create movement</p> <p>Designing: (In science) Explain how particular parts of their products work</p>	<p>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</p> <p>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>.</p> <p>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</p>
French	<p>Getting to Know You</p> <p>Hello, name, how are you? goodbye, numbers 0-10, how old are you?</p>	<p>All About Me</p> <p>Classroom instructions, my body, actions, colours, clothes</p>	<p>Time</p> <p>Counting 11-31, days of the week, months, birthdays, what's the date, yesterday/today/tomorrow</p>	<p>Family and Friends</p> <p>Meet my family, pets, alphabet, what's his name?, how do you spell?, my home.</p>	<p>School</p> <p>In the classroom, pencil case, school subjects, PE lesson, around school, what you like to do.</p>	<p>Food Glorious Food</p> <p>Based around the very greedy dog</p>