

Long Term Planning Subject Overview Y3

Subject	Term					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number: Place value	Number: Addition and subtraction Number: Multiplication and division	Number: Multiplication and division Measurement: Length and perimeter	Number: Fractions	Measurement: Mass and capacity Measurement: Money Measurement: Time	Geometry: Shape Statistics
English	<p>The Stocksbridge Frost Dragon</p> <p>To inform: Non-Chronological Report</p> <p>Libby and the Parisian Puzzle</p> <p>To entertain: Setting description</p>	<p>Libby and the Parisian Puzzle</p> <p>To entertain: Setting description</p> <p>To persuade: Poster about Paris</p>	<p>Onomatopoeia</p> <p>To entertain: Poem</p> <p>How to mummify a tomato</p> <p>To inform: Instructions</p>	<p>Marcy and the Riddle of the sphinx</p> <p>To entertain: Narrative</p>	<p>Meet Me by the Steelmen</p> <p>To entertain: Narrative (Meet me by the Fountains)</p> <p>To inform: Information leaflet about Fox Valley</p>	
	<ul style="list-style-type: none"> - Expanded noun phrases - Similes - Coordinating conjunctions (FANBOYS) 	<ul style="list-style-type: none"> - Subordinating conjunctions (ISAWABUB) - Adverbs of manner, place and time - Prepositions - Rhetorical questions - Metaphors 	<ul style="list-style-type: none"> - Headings and sub-headings to aid presentation 	<ul style="list-style-type: none"> - Use of inverted commas and other punctuation to indicate direct speech - Start to organise paragraphs around a theme - Using fronted adverbials (using commas after fronted adverbials) - Indicating possession by using the possessive apostrophe with plural nouns 		

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<p style="text-align: center;">Science</p>	<p>What makes our bodies amazing?</p> <ul style="list-style-type: none"> 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 	<p>Can you see me?</p> <ul style="list-style-type: none"> 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 changes 	<p>How do things move?</p> <ul style="list-style-type: none"> 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. 	<p>How do plants grow well?</p> <ul style="list-style-type: none"> 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 	<p>What different types of rock are there?</p> <ul style="list-style-type: none"> 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

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<p style="text-align: center;">Computing</p>	<p>What makes a good poster?</p> <ul style="list-style-type: none"> • Study existing posters and create a list of the key features. Discuss why different features and effects are used and how they change the tone of a poster. • Research information for a poster on a theme linked to the wider curriculum (Europe) • Create a poster in Microsoft Word: <ul style="list-style-type: none"> - Explore how to add and modify text - Select and add appropriate images • <i>Discuss copyright of images, and where to find copyright-free images to use (explain you need to ask permission to use a photo of other people, as it is their own personal information, and they may not wish to share it)</i> 	<p>How do we use databases to find out information?</p> <ul style="list-style-type: none"> • Discuss data versus information • Understand key database vocabulary and concepts (record, field, search) and how to use a database • Navigate a simple database using sort and search tools to find information and to answer questions 	<p>How do I use repetition in programs to make them more efficient?</p> <ul style="list-style-type: none"> • Introduce Scratch programming environment. • Investigate the programs Cat Sequence and Joke Simple. • Introduce the concept of repetition. • Explain that we need to plan out our programs away from the computer by writing algorithms – show and complete examples of algorithms. • Visit BBC Bitesize: How do we get computers to do what we want? and look at the sections on Sequence and Repetition. • Introduce the drawing tools using the Moving in a Square activity. Work through the activities listed to refine understanding of a count-controlled loop (repeat x times). 	
	<p style="text-align: center;">Art</p>	<p>Can I see like an artist to create nature inspired pieces?</p> <ul style="list-style-type: none"> • Use shapes identified within in objects as a method to draw. • Create tone by shading. • Achieve even tones when shading. • Make texture rubbings. • Create art from textured paper. • Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing. • Make careful observations to accurately draw an object. • Create abstract compositions to draw more expressively. 	<p>Can I use my knowledge of tints and shades to create a still-life painting?</p> <ul style="list-style-type: none"> • Mix a tint and a shade by adding black or white. • Use tints and shades of a colour to create a 3D effect when painting. • Apply paint using different techniques e.g. stippling, dabbing, washing. • Choose suitable painting tools. • Arrange objects to create a still life composition. • Plan a painting by drawing first. • Organise painting equipment independently, making choices about tools and materials. 	<p>Can I create a 3D sculpture?</p> <ul style="list-style-type: none"> • Join 2D shapes to make a 3D form. • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan a sculpture by drawing.

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DT	<p>Can I create a recipe that is healthy and nutritious using seasonal vegetables?</p> <ul style="list-style-type: none"> • Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. • Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination. • Following the instructions within a recipe. • Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggesting points for improvement when making a seasonal tart. 	<p>Can I design and make a toy that uses a pneumatic system?</p> <ul style="list-style-type: none"> • Designing a toy which uses a pneumatic system. • Developing design criteria from a design brief. • Generating ideas using thumbnail sketches and exploded diagrams. • Learning that different types of drawings are used in design to explain ideas clearly. • Creating a pneumatic system to create a desired motion. • Building secure housing for a pneumatic system. • Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy. • Selecting materials due to their functional and aesthetic characteristics. • Manipulating materials to create different effects by cutting, creasing, folding and weaving. • Using the views of others to improve designs. • Testing and modifying the outcome, suggesting improvements. • Understanding the purpose of exploded-diagrams through the eyes of a designer and their client. 	<p>Can I design and make a castle for a specific purpose?</p> <ul style="list-style-type: none"> • Designing a castle with key features to appeal to a specific person/purpose. • Drawing and labelling a castle design using 2D shapes, labelling: the 3D shapes that will create the features, materials needed and colours. • Designing and/or decorating a castle tower on CAD software. • Constructing a range of 3D geometric shapes using nets. • Creating special features for individual designs. • Making facades from a range of recycled materials. • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. • Suggesting points for modification of the individual designs. 	

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<h3>History</h3>		<p>How can we know so much about an Ancient civilisation that lived so long ago?</p> <ul style="list-style-type: none"> • (Ancient Egypt) • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China <p>To be able to use maps to make deductions about the past. To be able to identify features of a period in time. To know about the life of Tutankhamun. To know why the discovery of Tutankhamun's tomb is so important. To be able to use sources of evidence to provide answers to questions. To be able to compare civilisations (Ancient Egypt, Ancient Sumer, The Indus Valley, The Shang Dynasty of Ancient China)</p>	
<h3>Geography</h3>	<p>Where in the world is Europe? Name and locate geographical areas on a world map. Name and locate European countries. Name and locate European capital cities. Locate physical and human features of France (rivers, mountain ranges, cities). Describe similarities and differences between two places. Describe similarities and differences between cultures.</p>		<p>What is my local area like? Name and locate the countries of the UK and the surrounding seas. Locate South Yorkshire and its neighbouring counties. Locate Sheffield and other major cities in the UK. Locate the area of Deepcar and Stocksbridge on a map of Sheffield. Identify human and physical features in the local area. Describe how the physical features of the local area have affected land use. Describe how the local area has changed over time. Use the four points of a compass. Use four figure grid references.</p>

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<p style="text-align: center;">RE</p>	<p style="text-align: center;">Creation / Fall Core Learning</p> <p style="text-align: center;">What do Christians learn from the creation story?</p> <ul style="list-style-type: none"> Place the concepts of God and creation on a timeline of the Bible's big story Make clear links between Genesis and God and creation Describe what Christians do because they believe God is creator e.g. follow God, wonder at God's creation, care for the earth Ask questions and suggest about what might be important in the creation story for Christians today and those who are not Christians <p style="text-align: center;">Two weeks – Hinduism/ Sikhism (link to Diwali)</p>	<p style="text-align: center;">Incarnation/God Core Learning</p> <p style="text-align: center;">What is the trinity?</p> <ul style="list-style-type: none"> Identify the difference between a gospel which tells the story of life and the teaching of Jesus and a letter Offer suggestions about what texts about baptism and trinity mean Give examples of what these texts mean to some Christians today Describe how Christians show their belief about God, the trinity in worship (e.g. baptism and prayer) and in the way they live Make links between some bible texts studied and the idea of God in Christianity expressing clearly some ideas of their own about what the god of Christianity is like 	<p style="text-align: center;">People of God Core Learning</p> <p style="text-align: center;">What is it like to follow God?</p> <ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make links between the story of Noah and how we live in school and the wider world 	<p style="text-align: center;">Salvation Core Learning</p> <p style="text-align: center;">Why do Christians call the day Jesus died 'Good Friday'?</p> <ul style="list-style-type: none"> Order creation, fall, incarnation, gospel and salvation within a timeline of the Bible's big story Offer suggestions for what the texts about the entry to Jerusalem and the death and resurrection of Jesus might mean? Give example of what the texts studied mean to some Christians Make simple links between the gospel texts and how Christians make the Easter events in their church communities Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship Make links between some of the stories and teachings in the Bible and life in the world today 	<p style="text-align: center;">Hindu beliefs</p> <p>RE syllabus – link to celebrating birth, becoming an adult, marriage and death</p>	<p style="text-align: center;">Gospel Core Learning</p> <p style="text-align: center;">What kind of world does Jesus want?</p> <ul style="list-style-type: none"> Identify this as part of a gospel which tells the story of the life and teaching of Jesus Make clear link between the calling of the first disciples and how Christians today try to follow Jesus and 'fishes' of people Offer suggestions about what Jesus' actions towards the leper might mean for a Christian Make simple links between Bible texts and the concept of gospel (Good news) Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching Make links between the Bible stories studied and the importance of love and life in the world today
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Music	African and British music: Can I create rhythms and sounds?		Space, myths and legends: Can I create motifs and show texture?		Mountains: Can I create compositions in response to an animation?	
	<p>To copy a short rhythm To perform a call and response song with actions To create rhythms based on call and response To create a musical soundscape To compose a piece of music as part of a group</p>		<p>To recognise some basic elements of music – dynamics, instruments, mood To compare two pieces of music – choice of instruments, timbre (colour/tone/sound of the music), dynamics (volume), tempo (speed) To create a motif To show structure on a graphic score To write a graphic score to show texture</p>		<p>To tell a story from a piece of music through movement To create a soundscape using percussion instruments To create a range of sounds to accompany a story To compose and perform a rhythm to accompany a story To compose and notate a short melody to accompany a story</p>	
French	How do I greet people?	What is it like in a French classroom?	Do you have any pets?	Can I describe animals?		How does a bilingual dictionary work?
	Greetings and how to say your name (formal and informal)	Instructions and objects. (masculine and feminine nouns)	Animal vocabulary Numbers 1-15 Easter in France	Colours Order of adjectives Extending sentences using mais and aussi Song 'Une souris verte'		Using a bilingual dictionary through French transport
<p><u>Speaking and Listening</u></p> <p>Listen and show understanding of single words through a physical response. Listen and join in with actions to accompany songs, stories and rhymes. Repeat modelled words correctly with developing pronunciation. Recognise and respond to questions. Recognise French sounds that are different to English and link the sound, spelling and meaning of words. Say simple familiar words.</p> <p><u>Reading</u></p> <p>Read aloud or say individual familiar words using basic phonics knowledge. Read and understand key familiar words. Identify strategies for memorising new vocabulary. Understand how a bi-lingual dictionary works.</p> <p><u>Writing and Grammar</u></p> <p>Write single familiar words with understandable accuracy. Write simple familiar words to describe things and actions. Understand when to use formal/informal greetings. Understand that French nouns are masculine or feminine. Understand that adjectives come after the noun in French.</p> <p><u>Cultural understanding</u></p> <p>Similarities and differences in a French/English classroom. Understand how Easter is celebrated in France. Song – 'Une souris verte'</p>						

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	Rugby	Hockey	Cricket	Tennis	Athletics	Orienteering
PE - Games	<p>To perform basic invasion game skills (throwing, catching, kicking and dribbling) Show basic skills when passing and retrieving a ball Implement basic skills of modified games Begin to link skills to perform as a team Start to build attacking and defensive play To select and apply a small range of simple tactics Show basic skills to maintain possession Use space efficiently to build an attack</p>		<p>To be able to interpret and play against some of the basic rules To develop a range of skills to use in isolation and a competitive context To use basic skills with more consistency (throwing, catching) Work with other efficiently to complete striking and fielding tasks</p>	<p>Understand and demonstrate a serve to begin a game Introduce and understand court boundaries Play modified game situations with small court boundaries Learn and demonstrate successfully hitting techniques within the sport Demonstrate some accuracy and consistency within shots Change direction and speed with control</p>	<p>Throw overarm accurately Throw overarm with power for distance Accurately replicate the technique for running, jumping and throwing events Challenge myself to beat previous performances Demonstrate safety for self and others within my surroundings Understand the basic techniques and principles of throwing Demonstrate various throwing actions e.g. under arm, over arm, pushing and slinging Continue to develop techniques to increase throwing distance Throw with speed and power, applying different speeds and force Discover dominant hand for throwing whilst using less dominate hand for aiming. Hurdle efficiently and consistently Accurately replicate</p>	<p>Work as part of a team Show enthusiasm, determination and resilience Work together in a small group to solve problems Compete under pressure Negotiate with my group Plan a route map Work with others to solve problems Follow the rules of an activity Identify areas of the school grounds using a map Run and think simultaneously to compete in a competition Identify where a number of controls are situated around the school grounds via photographic clues Take photographs of interesting places around the school site How to hold the map correctly Three basic skills of map reading</p>

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				<p>the technique for running, jumping and throwing events Develop the consistency of my jumps Jump consistently off the same foot Challenge myself to beat previous performances Understand and demonstrate safe principles of jumping and landing Jump for height and distance with control and balance Know what actions are needed and the difference between jumping for height and jumping for distance Develop an effective take off for the standing long jump Understand running and jumping techniques combined with use of the hop step and jump technique</p> <p>Develop my coordination to improve speed Use the correct technique to start a sprint race</p>	<p>1 never turn the map, 2 hold the map in the correct direction 3 use the key</p>
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			<p>Hurdle efficiently and consistently</p> <p>Sprint between hurdles</p> <p>Accurately replicate the technique for running, jumping and throwing events</p> <p>Run a relay efficiently as part as a team</p> <p>Challenge myself to beat previous performances</p> <p>Understanding the different transitions of speed for variety of movements e.g. walking, jogging, running</p> <p>Understand and demonstrate the basic principles of running as an individual and within a team</p> <p>Focus on my arm and leg action to further improve my sprinting speed</p> <p>Develop my reactions when running for starting sounds or change of speed</p> <p>Begin to focus on trial leg and leading leg when jumping over obstacles</p>
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	Dance (Imoves)	Dance (Imoves)	Dance (Imoves)	Gymnastics (Flight or Balance)	Gymnastics (Travel or Rotation)	Gymnastics (Balance or Shape)
PE - Dance / Gym	<p>Work towards precision of movement and co-ordination Move in time to the music confidently using varying types of accompaniment Count out the phrases of 8 counts within the music on the regular beat correctly and confidently Work with a partner to create dance sequences including start and end positions and changing formations Work co-operatively with a group to create a dance sequence including start and end positions and changing formations Make some suggestions on how to improve my performance and performances of others Explain why it is important to warmup and cool-down Communicate appropriately and effectively in accordance with the expectations for their age Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail' Create movements to express feelings or ideas that are suggested by the music Copy and repeat some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement Combine skills such as travelling and turning, with some complexity and confidence Link 3 or more movements together to form a sequence - remember the movement order and perform the sequence Create movements to communicate a character, story, mood, feeling or idea Express an idea in an original way Using more creative ways to stimulate ideas including poetry, art, history, science etc Actively participate in dance and enjoy expressing themselves through movement Help to encourage and inspire other children to participate, feel included and involved</p>			<p>Work with increasing control and strength and improving flexibility Rolling, travelling, balancing and jumping in specific movements with increased control and precision Mount, dismount and perform movements on equipment safely Create some linking and transition movements to a specific theme Create linking movements to express feelings or ideas that are suggested by the music Work with a partner to create, repeat and improve a sequence Compare and contrast gymnastic sequences, commenting on similarities and differences Communicate appropriately and effectively in accordance with expectations for their age Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail' Actively participate in gymnastics and enjoy performing a range of movements, balances and new body shapes to create ever advancing routines and sequences Help to encourage and inspire other children to participate, feel included and involved</p>		

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<p>RSHE</p>	<p>Mental Health and Wellbeing School Council Fr1) What makes a good friend? Os1) Online strangers Fa1) Do Families always stay the same? Fa2) Are all families like mine? Bullying Remembrance Children in Need</p>	<p>Wellbeing/Growth Mindset M1) How do I manage my own feelings? P1) How do I keep my body healthy? P2) How do I get a healthy diet? Os3) Friendships online?</p>	<p>Wellbeing Os4) Personal Information P3) How do I stop getting ill?</p>
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