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|  **East whitby Academy Year group Long term Planning.** YEAR GROUP: 3 (2021 -2022) |
| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Curriculum Area** | GeographyContinentAntarctica/Arctic | ScienceLife Cycles and Nutrition | History (Vikings) | Local history/geographyNorth East Coast/link to Vikings | Literacy Picture BookEd Young | ScienceForces and Magnets |
| **Project Question** | How would you survive a polar expedition? | Should Zoo’s be banned? | Could you live life like a Viking? | Could you live life like a Viking? And the panto |  |  |
| **Main Text** | Sophie Scott goes SouthErnest Shackleton- The Journey | Zoo | How to train a dragon |  |  |  |
| **Project End Point 1** | Presentation on how you would survive an expedition | Design and make an animal enclosure.Present to Mr SmithTrip to Flamingo Land Zoo (workshop) | Viking Day (Food activities like invasions etc.) | Panto Get the community involved in our panto |  |  |
| **Curriculum Area** | RE SchemeDiwali | Art (Drawing) | RE Christianity | Art (Painting) | Art/RE(Sculpture) | DT/RE |
| **Project Question 2** | Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?  | What do we think on Frieda Kahlo’s art? | Could Jesus heal people? Were these miracles or is there some other explanation? |  | Do Sikhs think it is important to share?  | Would visiting the River Ganges feel special to a non- Hindu?  |
| **Main Text** | Religious texts and information books | Frieda Kahlo |  |  |  |  |
| **Project End Product 2** | Diwali themed day | Recreate Art in the Style of Frieda Kahlo |  |  |  |  |
| **Literacy** | Letter WritingPoetry | Book(s)- ZOOLetter of complaint, report, balanced argument, scripts for presenting end productPersuasive letter to RSPCA about the animals in captivity?-planning on Hamilton trustInfer through characters | Explanation (How and Why)InstructionsPersuasiveinstructions, character description  | Story Characters (descriptive)Play scripts Performance poetry based on the Panto story. | Main Projectnewspaper report | RecountReportcompare and contrast 2 types of media |
| **Numeracy** | Place ValueAddition and Subtraction | Addition and SubtractionMultiplication and Division | Multiplication and DivisionMoney Statistics  | Length and PerimeterFractions | FractionsTime | Shape, Mass andCapacity  |
| Curriculum in context |
| **Science** |  | Main ProjectANIMALS INCLUDING HUMANSSc3/2.2a    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 eatSc3/2.2b    identify that humans and some other animals have skeletons and muscles for support, protection and movement. | ROCKSSc3/3.1a    compare and group together different kinds of rocks on the basis of their appearance and simple physical propertiesSc3/3.1b    describe in simple terms how fossils are formed when things that have lived are trapped within rockSc3/3.1c    recognise that soils are made from rocks and organic matter. | Rocks/ starting plants if timeLIGHTSc3/4.1a    recognise that they need light in order to see things and that dark is the absence of lightSc3/4.1b    notice that light is reflected from surfacesSc3/4.1c    recognise that light from the sun can be dangerous and that there are ways to protect their eyesSc3/4.1d    recognise that shadows are formed when the light from a light source is blocked by a solid objectSc3/4.1e    find patterns in the way that the size of shadows change. | PLANTSSc3/2.1a    identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowersSc3/2.1c    investigate the way in which water is transported within plantsSc3/2.1b    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 plantSc3/2.1d    explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | Main ProjectFORCES and MAGNETSSc3/4.2a    compare how things move on different surfacesSc3/4.2b    notice that some forces need contact between 2 objects, but magnetic forces can act at a distanceSc3/4.2c    observe how magnets attract or repel each other and attract some materials and not othersSc3/4.2d    compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materialsSc3/4.2e   describe magnets as having 2 polesSc3/4.2f    predict whether 2 magnets will attract or repel each other, depending on which poles are facing. |
| **Geography**  | Main ProjectLocate the Equator and climate zones. Locate hemispheresName and locate the 7 continents and 5 oceansLocate Arctic/ Antarctic climate zones, weather, temperate, tropical, north hemisphere, southern hemisphereRevisit and embed the Identification of seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the poles  | Animals around the worlds and comparing their habitats | Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristic. (urban/rural features)Name and identify , key topographical features of the local area (in hills, cliffs, Jurassic coast, river and tidal patterns) | Main Project Join History/GeographyPhysical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time. | Learn the eight points of a compass, and four-figure grid references.Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |
| **History** | Ernest Shackleton’s expedition to Antarctica 1914Changes in equipment, clothing, ships over timeUnderstand the impact had by key figures within their historical studies, (including engineers, scientist, artists, architects, monarchy, dynasty, leaders, etc) | Timeline- the story of British Zoos.Significant events in Zoo history.How animal enclosures have changed | Main ProjectInvading and settlingWhere the Vikings came fromHow the Vikings travelledSimilarities between home life then and nowViking culture and leisure activities Viking clothes and way of lifeBuildings and their usesRaidsUses timelines to place events in order.Understands timeline can be divided into BCE and CE.Uses words and phrases: century, decade. | Main Project Join History/GeographyIdentifies some ideas, beliefs, attitudes and experiences of men, women and children from the pastUses evidence to find out how any of these may have changed during a time. Describes similarities and differences between people, events and objectsShows changes on a timeline | Looks at 2 versions of same event and identifies differences in the accounts.Looks at different versions of the same event and identifies differences in the accounts. | Understand the impact had by key figures within their historical studies, (including engineers, scientist, artists, architects, monarchy, dynasty, leaders, etc) |
| **ICT** | E-SafetyGoogle share with care | Digital Literacy Using a Computer/Using email | E-Safety Trust Me Primary PackDigital Literacy: Explore a Topic with Research and Collaboration | Coding | E-SafetyCoding | CodingAPPS |
| **PHSCE** | Self Esteem | Self Esteem | Similarities and Differences | Similarities and Differences | Decision Making | Safety |
| **RE**  | Main ProjectHinduismWould celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? | SikhismThe Amrit Ceremony and the Khalsa Does joining the Khalsa make a person a better Sikh? ChristianityHas Christmas lost its true meaning?  | Main ProjectChristianityJesus’ MiraclesCould Jesus heal people? Were these miracles or is there some other explanation? |  ChristianityEaster-ForgivenessWhat is ‘good’ about Good Friday?  | Hindu BeliefsHow can Brahman be everywhere and in everything? SikhismDo Sikhs think it is important to share?  | HinduismWould visiting the River Ganges feel special to a non- Hindu? SikhismWhat is the best way for a Sikh to show commitment to God?  |
| **PE** | Fundamental Skills | Hockey and Football | Dance (Panto) | Ball GamesGymnastics | Cricket and Rounder’s | Athletics and Orienteering  |
| **DT** | - | Designing and making an animal enclosureGenerate ideas for an item, considering its purpose and the user/s Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing  | Making Viking bracelets, swords, helmets, biscuitsDemonstrate hygienic food preparation and storage  | Props for Panto- Main focus- sewing Evaluate their product against original design criteria *e.g. how well it meets its intended purpose* Disassemble and evaluate familiar products  | - | Main ProjectSelect tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work Measure, tape or pin, cut and join fabric with some accuracy Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT  Evaluate their product against original design criteria *e.g. how well it meets its intended purpose* Disassemble and evaluate familiar products  |
| **Art and Design** | - | Main ProjectExplore the roles and purposes of artists, craftspeople and designers working in different times and culturesCompare ideas, methods, approaches in their own, and others’ work and say what they think and feel about them.Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate levelLines and Marks Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. Tone Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple wayTexture Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.  | - | Main ProjectUse a variety of techniques, e.g. printing, and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist. Experiment with different effects and textures Inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shadesCreate printing blocks using a relief or impressed methodCreate repeating patternsPrint with two colour overlays | Main ProjectPlan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use papier Mache to create a simple 3D objectExperiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabularyRecord and collect visual information using digital cameras and i-pads Present recorded visual images using software e.g. Photo story, PowerPoint Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create shapes by making selections to cut, duplicate and repeat Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose | - |
| **Music** | Great Grey BackEliza Carthy & Wayward BandSinging songs with control and using the voice expressively | Listening memory and movementControlling rhythm and pulse | Exploring sounds melody and accompanimentControl of instruments | Panto songs Performance skillsComposition | Reading and writing notation | Evaluating and appraising |
| **MFL** | La jungle | Tutti Frutti | Vive le sport | La météo | Les monstres | Les animaux |
| **Philosophy Commando Jo Missions** | **Ernest Shackleton**Excellence is expensiveKnowledge is the fuel of the soul.A smile is a powerful weapon.Beware of little expenses. A small leak will sink a big ship.Experience is the name everyone gives to their mistakesSome people feel the rain, others just get wet.Wherever you go, whatever the weather, always take the sunshine.The hardest person to escape is in your own mind. |  |  |  |  |  |