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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** | Geography  Continent  Antarctica/Arctic | Science  Life Cycles and Nutrition | History  (Vikings) | Local history/geography  North East Coast/link to Vikings | Literacy Picture Book  Ed Young | Science  Forces 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 South  Ernest 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 Smith  Trip to Flamingo Land Zoo (workshop) | Viking Day (Food activities like invasions etc.) | Panto  Get the community involved in our panto |  |  |
| **Curriculum Area** | RE Scheme  Diwali | 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 Writing  Poetry | Book(s)- ZOO  Letter of complaint, report, balanced argument, scripts for presenting end product  Persuasive letter to RSPCA about the animals in captivity?  -planning on Hamilton trust  Infer through characters | Explanation (How and Why)  Instructions  Persuasive  instructions, character description | Story Characters (descriptive)  Play scripts  Performance poetry based on the Panto story. | Main Project  newspaper report | Recount  Report  compare and contrast 2 types of media |
| **Numeracy** | Place Value  Addition and Subtraction | Addition and Subtraction  Multiplication and Division | Multiplication and Division  Money Statistics | Length and Perimeter  Fractions | Fractions  Time | Shape, Mass and  Capacity |
| Curriculum in context | | | | | | |
| **Science** |  | Main Project  ANIMALS INCLUDING HUMANS  Sc3/2.2a    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 eat  Sc3/2.2b    identify that humans and some other animals have skeletons and muscles for support, protection and movement. | ROCKS  Sc3/3.1a    compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  Sc3/3.1b    describe in simple terms how fossils are formed when things that have lived are trapped within rock  Sc3/3.1c    recognise that soils are made from rocks and organic matter. | Rocks/ starting plants if time  LIGHT  Sc3/4.1a    recognise that they need light in order to see things and that dark is the absence of light  Sc3/4.1b    notice that light is reflected from surfaces  Sc3/4.1c    recognise that light from the sun can be dangerous and that there are ways to protect their eyes  Sc3/4.1d    recognise that shadows are formed when the light from a light source is blocked by a solid object  Sc3/4.1e    find patterns in the way that the size of shadows change. | PLANTS  Sc3/2.1a    identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  Sc3/2.1c    investigate the way in which water is transported within plants  Sc3/2.1b    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 plant  Sc3/2.1d    explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | Main Project  FORCES and MAGNETS  Sc3/4.2a    compare how things move on different surfaces  Sc3/4.2b    notice that some forces need contact between 2 objects, but magnetic forces can act at a distance  Sc3/4.2c    observe how magnets attract or repel each other and attract some materials and not others  Sc3/4.2d    compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials  Sc3/4.2e   describe magnets as having 2 poles  Sc3/4.2f    predict whether 2 magnets will attract or repel each other, depending on which poles are facing. |
| **Geography** | Main Project  Locate the Equator and climate zones.  Locate hemispheres  Name and locate the 7 continents and 5 oceans  Locate Arctic/ Antarctic  climate zones, weather, temperate, tropical, north hemisphere, southern hemisphere  Revisit 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/Geography  Physical 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 1914  Changes in equipment, clothing, ships over time  Understand 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 Project  Invading and settling  Where the Vikings came from  How the Vikings travelled  Similarities between home life then and now  Viking culture and leisure activities  Viking clothes and way of life  Buildings and their uses  Raids  Uses 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/Geography  Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past  Uses evidence to find out how any of these may have changed during a time. Describes similarities and differences between people, events and objects  Shows 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-Safety  Google share with care | Digital Literacy  Using a Computer/Using email | E-Safety Trust Me Primary Pack  Digital Literacy: Explore a Topic with Research and Collaboration | Coding | E-Safety  Coding | Coding  APPS |
| **PHSCE** | Self Esteem | Self Esteem | Similarities and Differences | Similarities and Differences | Decision Making | Safety |
| **RE** | Main Project  Hinduism  Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? | Sikhism  The Amrit Ceremony and the Khalsa  Does joining the Khalsa make a person a better Sikh?  Christianity  Has Christmas lost its true meaning? | Main Project  Christianity  Jesus’ Miracles  Could Jesus heal people? Were these miracles or is there some other explanation? | Christianity  Easter-Forgiveness  What is ‘good’ about Good Friday? | Hindu Beliefs  How can Brahman be everywhere and in everything?  Sikhism  Do Sikhs think it is important to share? | Hinduism  Would visiting the River Ganges feel special to a non- Hindu?  Sikhism  What is the best way for a Sikh to show commitment to God? |
| **PE** | Fundamental Skills | Hockey and Football | Dance (Panto) | Ball Games  Gymnastics | Cricket and Rounder’s | Athletics and Orienteering |
| **DT** | - | Designing and making an animal enclosure  Generate 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, biscuits  Demonstrate 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 Project  Select 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 Project  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures  Compare 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 level  Lines 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 way  Texture  Create textures with a wide range of drawing implements.  Apply a simple use of pattern and texture in a drawing. | - | Main Project  Use 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 shades  Create printing blocks using a relief or impressed method  Create repeating patterns  Print with two colour overlays | Main Project  Plan, 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 object  Experiment 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 vocabulary  Record 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 Back  Eliza Carthy & Wayward Band  Singing songs with control and using the voice expressively | Listening memory and movement  Controlling rhythm and pulse | Exploring sounds melody and accompaniment  Control of instruments | Panto songs  Performance skills  Composition | 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 expensive  Knowledge 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 mistakes  Some 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. |  |  |  |  |  |