



Long Term Planning Overview Year 3

Curriculum Area	Autumn (T1 & T2)	Spring (T3 & T4)	Summer (T5 & T6)
Theme	The Stone Age – Term 1 & Term 2	France – Term 3 Natural Disasters – Term 4	Ancient Egypt – Term 5 & Term 6
Cultural Capital: trips, visits and experiences	Trip: Stonehenge	Enrichment: 'France Day' Trip: Wild Place, Bristol	Workshop: Ancient Egypt
Cultural Days – SMSC & British Values	Black History Month: Harriet Tubman (1 day in October)		
English texts	Term 1 Quill Soup  Term 2 Stone Age Boy 	Term 3 Winter's Child  Term 4 Mrs Noah's Pocket 	Term 5 Fly Eagle Eye  Term 6 Egyptian Cinderella 
Art & Design	Drawing: Pre-historic cave painting using charcoal (T2)	Surface & Colour: Introduction to watercolours (T3)	Sculpture – Clay pinch pot in form of Egyptian Canopic jar (T5)
Design Technology	Mechanisms – making a slingshot car (based on the Flintstones) (T1)	Natural disaster shelter/sky scraper to withstand an earthquake/flood (T4)	Healthy and varied diet – Eating seasonally (T6)

History	Changes in Britain from the Stone Age to the Iron Age (T1 & T2)	<i>History content is taught in the autumn and summer terms</i>	The achievements of the earliest civilisations: Ancient Egyptians (depth study) (T5 & T6)
Geography	<i>Within history, children will apply geographical skills: use maps to locate early settlements on a map, field work skills about a local place e.g. Avebury/Stone Henge</i>	European Study – France (link to MFL intro) – human and physical features (T3) Natural disasters: Earthquakes (T4)	<i>Within history, children will apply geographical skills: learn about the importance of the River Nile, learning about its size and importance in the growth of the Egyptian civilisation (e.g. farming & transport). Pupils will plot key Egyptian sites along a map of the Nile (e.g. Luxor and The Great Pyramids)</i> <ul style="list-style-type: none"> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (linked to above)
Science Working Scientifically MUST be taught using the Science Skills document. A science skill should be taught at the beginning of every science lesson and applied to the learning later in the lesson. Skills should be re-visited regularly.	Working Scientifically T1 – Asking a question (Scientific Enquiry) T1 – Collecting data – what is being measured/observed? (Scientific Enquiry) T1 – Collecting data (variables) – what might affect what is being measured/observed? T2 – Asking a question that could lead to a fair test (Scientific Enquiry) T2 – Predict what might happen (Practical Investigation) T2 – Planning – (Practical Investigation) Forces (T1) As scientists, we will: <ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. 	Working Scientifically Re-visit skills from Terms 1 & 2 and introduce: T3 – Gathering Evidence (Practical Investigation) T3 – Sorting & Classifying (Communicating) T4 Notice Patterns and Relationships (Interpreting Evidence) T4 – Suggest Improvements (Interpreting Evidence) Animals including humans (T3 & T4) As scientists, we will: <ul style="list-style-type: none"> Explain the different types of food groups and how they help the human body Describe a balanced and nutritious diet, designing a suitable meal Explain the role of the human skeleton 	Working Scientifically Re-visit skills from Terms 3 & 4 and introduce: T5 - Record Findings (Communicating) T5&6 – Revisit all previous skills <ul style="list-style-type: none"> Use skills (as appropriate) to perform simple tests Plants (T5) As scientists, we will: <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves, flower Scientifically explore the requirements of plants for life and growth (air, light, water, nutrients) Investigate the way in which water is transported within plants Observe and record our findings

	<ul style="list-style-type: none"> 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 two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>TAPS – Magnet test (set up an enquiry)</p> <p>Rocks and Soils (T2)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> Group and classify rocks based on their appearance Explain how rocks can change over time, drawing diagrams to show erosion through water/wind Describe how fossils are formed Look at the layers of rock around fossils Plan an investigation to find out whether all rocks allow water to pass through them (permeable), making predictions, recording our observations in a table and findings and making a conclusion Explain the contents of soil and know how soil is used to support plant growth and farming Describe how some animals use soil (e.g. worms) <p>TAPS – Rock Reports (interpret & report)</p>	<ul style="list-style-type: none"> Label key bones within the body (e.g, femur) Explore that bones grow at different rates by investigating the height of pupils in our class and recording this data in a bar graph Explain the organs and important parts of the body that the skeleton protects and the purpose of these organs (e.g. heart, brain, kidneys, stomach) Explain different muscle groups Describe the benefits of stretching muscles and warming up before exercise on muscle movement and the body Classify animals into groups that have skeletons and those that do not Understand how animals that do not have skeletons move and look at those that have external skeletons like spiders Compare and contrast the diets of animals and group according to whether they are omnivores, herbivores or carnivores <p>T3 – TAPS – Investigating skeletons (ask questions & plan an enquiry)</p>	<ul style="list-style-type: none"> Explain the part that flowers play in the life cycle of flowering plants Explain pollination, seed formation and seed dispersal <p>TAPS – Measuring plants OBSERVATION OVER TIME; NEEDS TO BE WEEKLY (observe & measure) TAPS – Function of stem (evaluate)</p> <p>Light and shadows (T6)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> Classify light sources and non light sources (e.g. torch and mirror) Explain how and why light can be reflected from some surfaces Test which materials are best for blocking out light (opaque) Scientifically measure shadows at different points of the day and record our observations in tables and graphs Explain why shadows change in size throughout the day Describe how a shadow is formed (opaque) when light from a light source is blocked <p>TAPS – Making shadows (record)</p>
<p>Computing</p>	<p>Online Safety: Self-image and Identity (T1)</p> <ul style="list-style-type: none"> Explain what is meant by the term 'identity'. 	<p>Online Safety: Online Bullying: (T3)</p> <ul style="list-style-type: none"> Describe appropriate ways to behave towards other people online and why this is important 	<p>Online Safety: Health, Well-being and Lifestyle (T5)</p> <ul style="list-style-type: none"> Explain why spending too much time using technology can sometimes have a negative impact on anyone; give some

- Explain how people can represent themselves in different ways online
- Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.

Online Relationships (T1)

- Describe ways people who have similar likes and interests can get together online.
- Explain what it means to 'know someone' online and why this might be different from knowing someone offline.
- Explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.
- Explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.
- Explain how someone's feelings can be hurt by what is said or written online.
- Explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.

Online Reputation (T2)

- Explain how to search for information about others online
- Give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.

- Give examples of how bullying behaviour could appear online and how someone can get support.

Managing Online Information (T4)

- Demonstrate how to use key phrases in search engines to gather accurate information online.
- Explain what autocomplete is and how to choose the best suggestion.
- Explain how the internet can be used to sell and buy things
- Explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.
- Explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).
- Describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.

Creating Media – Desktop Publishing (T3)

- To recognise how text and images convey information
- To recognise that text and layout can be edited
- To choose appropriate page settings
- To add content to a desktop publishing publication
- To consider how different layouts can suit different purposes
- To consider the benefits of desktop publishing

Data and Information – Branching Databases (T4)

- To create questions with yes/no answers
- To identify the object attributes needed to collect relevant data
- To create a branching database
- To explain why it is helpful for a

examples of both positive and negative activities where it is easy to spend a lot of time engaged

- Explain why some online activities have age restrictions, why it is important to follow them and know who to talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).

Privacy and Security (T6)

- Describe simple strategies for creating and keeping passwords private.
- Give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.
- Describe how connected devices can collect and share anyone's information with others.

Copyright and Ownership (T6)

- Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.

Programming A – Sequencing sounds (T5)

- To explore a new programming environment
- To identify that commands have an outcome
- To explain that a program has a start
- To recognise that a sequence of commands can have an order
- To change the appearance of my project
- To create a project from a task description

Programming B – Events and Actions in Programs (T6)

	<ul style="list-style-type: none"> • Explain who someone can ask if they are unsure about putting something online. <p>Computing Systems and Networks- Connecting computers (T1)</p> <ul style="list-style-type: none"> • To explain how digital devices function • To identify input and output devices • To recognise how digital devices can change the way we work • To explain how a computer network can be used to share information • To explore how digital devices can be connected • To recognise the physical components of a network <p>Creating Media – Stop-Frame Animation (T2)</p> <ul style="list-style-type: none"> • To explain that animation is a sequence of drawings or photographs • To relate animated movement with a sequence of images • To plan an animation • To identify the need to work consistently and carefully • To review and improve an animation • To evaluate the impact of adding other media to an animation 	<p>database to be well structured</p> <ul style="list-style-type: none"> • To identify objects using a branching database • To compare the information shown in a pictogram with a branching database 	<ul style="list-style-type: none"> • To explain how a sprite moves in an existing project • To create a program to move a sprite in four directions • To adapt a program to a new context • To develop my program by adding features • To identify and fix bugs in a program • To design and create a maze-based challenge
<p>Religious Education <i>Discovery RE</i></p>	<p>Sikhism - The Amrit Ceremony and the Khalsa (T1) Does joining the Khalsa make a person a better Sikh?</p> <p>Christianity – Christmas (T2) Has Christmas lost its true meaning?</p>	<p>Christianity – Jesus’ Miracles (T3) Could Jesus heal people?</p> <p>Christianity – Easter: Forgiveness (T4) What is ‘good’ about Good Friday?</p>	<p>Sikhism - Sharing and Community (T5) Do Sikhs think it is important to Share?</p> <p>Sikhism - Prayer and Worship (T6) What is the best way for a Sikh to show commitment to God?</p>
<p>PSHE <i>Jigsaw</i></p>	<p>Being Me in My World (T1) In PSHE, we will:</p> <ul style="list-style-type: none"> • Recognise our worth and identify positive things about ourselves • Set personal goals 	<p>Dreams and Goals (T3) In PSHE, we will:</p> <ul style="list-style-type: none"> • Discuss people who have faced difficult challenges and succeeded • Identify a dream or ambition that is important to us 	<p>Relationships (T5) In PSHE, we will:</p> <ul style="list-style-type: none"> • Identify the roles and responsibilities of each member of our families • Discuss the expectations for males and females in our families

- Discuss how to make someone feel welcome and valued
- Learn how to face new challenges positively, make responsible choices and how to ask for help when we need it
- Recognise how it feels to be happy, sad or scared and how to identify these emotions in other people
- Understand why rules are needed and how they relate to rights and responsibilities
- Understand that our actions affect ourselves and others, and that they bring rewards and consequences
- Learn how to make responsible choices and work cooperatively in a group

Celebrating Difference (T2)

In PSHE, we will:

- Understand that everyone's family is different and important
- Appreciate our families and the people who care for us
- Understand that differences and conflicts sometimes happen within families
- Learn how to calm ourselves down and use the 'solve it together' technique
- Know what it means to be a witness to bullying and identify ways of making someone who is being bullied feel better
- Know that witnesses can make a situation better or worse depending on their actions
- Recognise that words can be used in hurtful ways
- Discuss times where our words have affected someone and what the consequences were

- Discuss how it would feel to achieve our dreams or ambitions
- Discuss ways to achieve our goals including getting help from others
- Understand that we are responsible for our own learning
- Recognise obstacles that may hinder achievement and identify how to overcome them
- Learn to manage feelings of frustration
- Evaluate our own learning processes and identify how they could be improved

Healthy Me (T4)

In PSHE, we will:

- Discuss how exercise affects our bodies and know why our hearts and lungs are important organs
- Set ourselves a fitness challenge
- Understand that the amount of calories, fat and sugar we put into our bodies affects our health
- Discuss how it feels to make a healthy choice
- Discuss our knowledge and attitude towards drugs
- Identify how we feel about drugs
- Identify things, people and places we need to keep safe from
- Identify some strategies to keep ourselves safe including who to ask for help and how to call the emergency services
- Discuss how being anxious and scared feels
- Discuss about when something feels safe or unsafe
- Understand how complex our bodies are and how important it is to take care of them

- Discuss how taking on responsibility in our families feels
- Identify and practice using friendship skills
- Learn how to negotiate in conflict situations
- Identify some strategies to keep ourselves safe online
- Identify who we can ask for help if we are worried about something online
- Explain how the actions and work of people around the world influence our lives and discuss how this could affect our choices
- Understand that our needs and rights are shared by children around the world, and identify ways our lives might be different
- Empathise with children whose lives are different to ours and appreciate what we may learn from them
- Learn how to express our appreciation for our friends and family

Changing Me (T6)

In PSHE, we will:

- Identify the changes that happen between conception and growing up in animals and humans
- Understand that it is usually females who have babies
- Express how we feel when we see babies or baby animals
- Understand how babies grow and develop in their mother's uterus
- Understand what a baby needs to live and grow
- Express how we might feel if we had a new baby in our family
- Recognise stereotypical ideas about parenting and family roles
- Discuss how we feel when our ideas are challenged

	<ul style="list-style-type: none"> Identify how to give and receive compliments, and discuss how this feels 		<ul style="list-style-type: none"> Identify what we are looking forward to about next year and discuss how I will make changes
Music	Let your spirit fly (T1)	Three Little Birds (T3)	Bringing us together (T5)
<i>Charanga</i>	Glockenspeil Stage 1 (T2)	The Dragon Song (T4)	Reflect, rewind and replay (T6)
PE	Real PE (Personal) FUNS & Football (T1) Real PE (Cognitive) FUNS & Dance (T2)	Real PE (Creative) FUNS & Hockey (T3) Real PE (Creative) FUNS & Netball (T4)	Real PE (Physical) FUNS & Gymnastics (T5) Real PE (Health & Fitness) FUNS & Athletics (T6)
MFL (French)	I am learning French (T1) Phonetics 1-2 As language learners, we will: <ul style="list-style-type: none"> Learn how to introduce ourselves, say how we are Colours and numbers (T2) As language learners, we will: <ul style="list-style-type: none"> Count to 10, say the colours Learn to sing 'Twinkle, Twinkle Little star'. 	Animals (T3) As language learners we will: <ul style="list-style-type: none"> Learn the animals Learn to sing 'Old MacDonald' Fruit & Vegetables (T4) As language learners, we will: <ul style="list-style-type: none"> Learn vocabulary for fruit and vegetables 	I Can (T5) As language learners we will: <ul style="list-style-type: none"> Learn about actions through verbs Learn the song 'Head and Shoulders' Musical Instruments (T6) As language learners, we will: <ul style="list-style-type: none"> Learn vocabulary for musical instruments