



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	Stonehenge – T2	French learning experience (in school) – T3	Ancient Egypt Creative Partner/workshop
Cultural Days – SMSC & British Values	Black History Month: Harriet Tubman (1 day in October)		
English texts	Term 1 <i>Quill Soup</i> Term 2 <i>Stone Age Boy</i>	Term 3 <i>Winter's Child</i> Term 4 <i>Mrs Noah's Pocket</i>	Term 5 <i>Fly Eagle Eye</i> Term 6 <i>Egyptian Cinderella</i>
Art & Design	Pre-historic art – Cave painting (T2) As an artist, we will: <ul style="list-style-type: none"> • Explore pre-historic art • Use charcoal to draw animals • Explore how to make natural colours and effects using a palette • Paint a pre-historic animal picture. 	Painting with water colours – Claude Monet (ponds/landscape) (T3) As an artist, we will: <ul style="list-style-type: none"> • Use a colour wheel to explore a range of shades. • Use varied brush techniques to create shapes, textures, patterns and lines; • Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary to describe the natural colours in the landscape. • Evaluate the work of ourselves and others. 	3D Form – Clay: Egyptian Canopic jars (T5) As an artist, we will: <ul style="list-style-type: none"> • Use a 3D modelling material (clay) to design and make a product • Design, plan and create a product • Explore how clay can be shaped to create an object • Choose suitable materials (e.g. paints) to complete my product • Evaluate the work of ourselves and others
Design Technology <u>Lesson sequence:</u> 1. Background research	Mechanisms – making a slingshot car (based on the Flintstones) (T1) As designers and engineers, we will: <ul style="list-style-type: none"> • Understand what a mechanism is. 	Natural disaster shelter/sky scraper to withstand an earthquake/flood (T4) As designers and engineers, we will:	Healthy and varied diet – Eating seasonally (T6) As cooks and nutritionists, we will:

<p>2. Design criteria 3. Planning 4. Making 5. Making 6. Evaluation</p> <p><i>Links to Design and Technology Guidance – use unit plans to inform MTP</i></p>	<ul style="list-style-type: none"> • Explore and learn what an exploded-diagram is. • Understand what aesthetics and graphics means and how they impact the product. • To understand air resistance. • To understand what a template is and why it is important when designing the product. • To understand why we need to test and evaluate our product. 	<ul style="list-style-type: none"> • Understand what a frame structure is. • To know that a free-standing structure is one that can stand on its own. • To know that cladding can be applied to structures for different effects. • To know that aesthetics are how the product looks. • To know that a product's function means its purpose. • To understand that the target audience means the person or group of people the product is designed for. • To know that architects consider light, shadow and patterns when designing. 	<ul style="list-style-type: none"> • Learn about food types that contribute to a healthy and balanced diet • Research where food comes from, how it is made and where it grows • Explain seasonality and harvest • Learn how to use kitchen equipment safely • Design and plan baked bread • Utilise baking as a cookery tool to create the product • Evaluate the work of ourselves and others
<p>History</p>	<p>Changes to Britain from Stone Age to Iron Age – Stone Age (T1)</p> <p>As historians, we will:</p> <ul style="list-style-type: none"> • Know the position of the Stone, Iron and Bronze Age in relation to historically significant dates • Know about the conditions in which stone age hunters-gatherers lived in and make deductions about their lifestyle. • Locate the move to farming on a timeline and explain the impact farming and the relative significance of changes made • Compare lives of hunter-gatherers to that of farmers including how they spent their time and what they ate • Explain how recent findings of Skara Brae changed our view on early communities, exploring and making deductions about ways of life by studying buildings and settlements left behind 	<p><i>History content is taught in the autumn and summer terms</i></p>	<p>The achievements of the earliest civilisations: Ancient Egyptians (depth study) (T5 & T6)</p> <p>As historians in Term 5, we will:</p> <ul style="list-style-type: none"> • Position the Ancient Egyptian Civilisation on a timeline to show its chronology in relation to other historical periods • Locate Egypt on a world map • Describe the three seasons of Ancient Egypt and know the role they played in the harvest of food • Explain the significance of the Nile to Ancient Egypt • Research Ancient Egyptian food, clothing and housing (e.g. labelling a map of a city with historically and geographically significant buildings/locations) • Understand the hierarchical ruling system of Ancient Egypt and work roles within Ancient Egypt <p>As historians in Term 6, we will:</p>

	<ul style="list-style-type: none"> • Use artefacts to learn about Stone Age tools and make guesses and inferences about what the artefacts' purposes were • Describe the differences between the Palaeolithic, Mesolithic and Neolithic ages <p>Changes to Britain from Stone Age to Iron Age – Iron Age and Bronze Age (T2)</p> <p>As historians, we will:</p> <ul style="list-style-type: none"> • Explain when, where and how the Stonehenge was built, while also speculating as to the likely use and come to a reasoned judgement using evidence • Identify the most significant aspects of Bronze Age culture using these to evaluate some sources of information • List characteristics of life in an Iron Age hill fort community • Draw inferences from archeological finds and explain how artists' impressions are created from fragments of finds • Use contextual knowledge of Iron Age hill fort life to speculate as to what might have happened • Reach conclusions and substantiate their judgements using at least one piece of evidence <p>Incorporate skills from keystonehistory within unit. https://www.keystonehistory.co.uk/Resources/P2-2r22.pdf (Stone Age to Iron Age)</p>		<ul style="list-style-type: none"> • Describe the importance of the pyramids; what they stood for, how they were constructed and know the key features (e.g. tomb) • Ask questions about and make inferences about artefacts • Know what sources of evidence have survived and how they were discovered (pyramids, hieroglyphics, papyrus rolls, and artefacts found in tombs) • Explain the importance of the after-life to Egyptians • Describe and sequence the stages of mummification • Know the importance of the afterlife to Ancient Egyptian beliefs • Describe the legacy that the Ancient Egyptians left Egypt and the world <p>https://www.keystonehistory.co.uk/Resources/P2-2r36.pdf</p>
<p>Geography</p>	<p><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></p>	<p>European Study – France (link to MFL intro) – human and physical features (T3)</p> <p>As geographers, we will:</p> <ul style="list-style-type: none"> • Locate Europe and France on a world map and identify some of their characteristics • Locate the major cities and the capital of France 	<p><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></p> <ul style="list-style-type: none"> • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of

		<ul style="list-style-type: none"> • Learn about significant landmarks • Describe the weather and climate of France • Identify some of the human and physical features of France – what similarities are there with the UK? <p>Natural disasters: Earthquakes (T4) As geographers, we will:</p> <ul style="list-style-type: none"> • Locate some of the world's tectonic plates and the causes of earthquakes • Identify and locate where famous earthquakes have occurred, making links to the placement of tectonic plates • Identify how earthquakes are measured and explore the effects of earthquakes on different places (tsunamis) • Identify the effects of earthquakes on buildings, people and communities (short term and long term) • Identify the required help people, living in different areas of the world, will need after an earthquake • Identify how to prepare for an earthquake, with a focus on building preparation 	<p>natural resources including energy, food, minerals and water (linked to above)</p>
<p>Science</p> <p>Working Scientifically MUST be taught using the Science Skills document.</p>	<p>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)</p>	<p>Working Scientifically Re-visit skills from Terms 1 & 2 and introduce: T3 – Gathering Evidence (Practical Investigation) T3 – Sorting & Classifying (Communicating)</p>	<p>Working Scientifically Re-visit skills from Terms 3 & 4 and introduce: T5 - Record Findings (Communicating) T5&6 – Revisit all previous skills</p> <ul style="list-style-type: none"> • Use skills (as appropriate) to perform simple tests

<p>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.</p>	<p>T2 – Predict what might happen (Practical Investigation) T2 – Planning – (Practical Investigation)</p> <p>Forces (T1)</p> <p>As scientists, we will:</p> <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. • 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>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>T4 Notice Patterns and Relationships (Interpreting Evidence) T4 – Suggest Improvements (Interpreting Evidence)</p> <p>Animals including humans (T3 & T4)</p> <p>As scientists, we will:</p> <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 • 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 	<p>Plants (T5)</p> <p>As scientists, we will:</p> <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 • Explain the part that flowers play in the life cycle of flowering plants • Explain pollination, seed formation and seed dispersal <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
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	<p>Outcomes could include:</p> <ul style="list-style-type: none"> ➤ a newspaper/scientific article about the effect of erosion on the area 	<p>to whether they are omnivores, herbivores or carnivores</p>	
<p>Computing</p>	<p>Online Safety:</p> <p>Self-image and Identity (T1)</p> <ul style="list-style-type: none"> • Explain what is meant by the term ‘identity’. • 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. <p>Online Relationships (T1)</p> <ul style="list-style-type: none"> • 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. <p>Online Reputation (T2)</p> <ul style="list-style-type: none"> • 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. • Explain who someone can ask if they are unsure about putting something online. 	<p>Online Safety:</p> <p>Online Bullying: (T3)</p> <ul style="list-style-type: none"> • Describe appropriate ways to behave towards other people online and why this is important • Give examples of how bullying behaviour could appear online and how someone can get support. <p>Managing Online Information (T4)</p> <ul style="list-style-type: none"> • 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. <p>Creating Media – Desktop Publishing (T3)</p> <ul style="list-style-type: none"> • To recognise how text and images convey information 	<p>Online Safety:</p> <p>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 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). <p>Privacy and Security (T6)</p> <ul style="list-style-type: none"> • 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. <p>Copyright and Ownership (T6)</p> <ul style="list-style-type: none"> • Explain why copying someone else’s work from the internet without permission isn’t fair and can explain what problems this might cause. <p>Programming A – Sequencing sounds (T5)</p> <ul style="list-style-type: none"> • 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

	<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 	<ul style="list-style-type: none"> 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 <p>Data and Information – Branching Databases (T4)</p> <ul style="list-style-type: none"> 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 database to be well structured To identify objects using a branching database To compare the information shown in a pictogram with a branching database 	<p>Programming B – Events and Actions in Programs (T6)</p> <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>Hinduism - Hindu beliefs (T5) How can Brahman be everywhere and in everything?</p> <p>Hinduism - Pilgrimage to the River Ganges (T6) Would visiting the River Ganges feel special to a non-Hindu?</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 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 	<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 Discuss how it would feel to achieve our dreams or ambitions 	<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 taking on responsibility in our families feels Identify and practice using friendship skills Learn how to negotiate in conflict situations

- 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
- Identify how to give and receive compliments, and discuss how this feels

- 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

- 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
- 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