Year 3 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	**Seal Surfer** Themes: Family, disability. A disabled boy is a keen surfer. Gets in to trouble at sea one day and the seals save him.	**Winter's Child** Themes: weather, friendship, family, be careful what you wish for, sacrifice, vulnerability of the elderly; boy loves the winter and makes friend with 'The Winter's Child' until realisation that the never-ending winter is having a negative effect on the countryside and his sick Grandma. They have to say goodbye.	**Stone Age Boy** Link to History: Stone Age Themes: Stone Age, make tools, clothes and weapons, how they hunt, fish, cook , celebrate, cave paintings, friendship.	**Big, Blue Whale** Themes: life cycles of a blue whale.	**Journey** Themes: Wordless picture book. Self-determination, unexpected friendships, fantasy, danger, courage, kindness. Girl draws a door to a fantasy land on her bedroom wall. Journey through the world until she is captured by a sinister emperor.	**Zeraffa Giraffa** Link to History- Ancient Egypt Themes: True story of a giraffe who was sent as a gift from Egypt to France in 1826. Journey to Paris down the River Nile until he is kept in the Jardin des Plantes in Paris.
	Outcome: Recount: letter in role **Greater Depth:** Write a letter from Grandad in response to one of his Grandson's letters.	**Outcome:** Fantasy story based on a fable. **Greater Depth:** Narrative from a different point of view.	**Outcome:** Write a story set in the Stone Age. **Greater Depth:** Write from the point of view of a person from the Stone Age.	**Outcome:** Information article persuading for the protection of the blue whale. **Greater Depth:** Include a fact file about other endangered sea creatures.	**Outcome:** Adventure story based on Journey using the language of Berlie Doherty. **Greater Depth:** Include a new setting route to lead from one place to another.	**Outcome:** Persuasion: Tourism leaflet for the Jardin des Plantes in Paris. **Greater Depth:** Include a section of a researched Paris landmark.
	Mastery Keys Group related ideas into paragraphs. Build a varied and rich vocabulary. Use prepositions to express time, place and cause. Introduce inverted commas to punctuate direct speech (one session).	**Mastery Keys** Use conjunctions and adverbs to express time, place and cause. Use a or an according to whether the next word begins with a vowel or consonant. In narratives, create characters, settings and plot. Use inverted commas to punctuate direct speech.	**Mastery Keys** Form nouns with a range of prefixes. Use present and past tenses correctly and consistently including progressive and present perfect forms. Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters). Build a varied and rich vocabulary.	**Mastery Keys** Use adverbs to express time, place and cause. Build an increasing range of sentence structures. Use headings and subheadings to aid presentation. Access the effectiveness of own and other's writing.	**Mastery Keys** Use the present perfect form of verbs in contrast to the past tense. Use prepositions, conjunctions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant context). Group related ideas into paragraphs. Use a or an according to whether the next word begins with a vowel or consonant.	**Mastery Keys** Build an increasing range of sentence structures. In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation. Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3).
	Class Reader Mega Monster by David Walliams **Class Reader** Slime by David Walliams		**Class Reader** The Iron Man by Ted Hughes **Class Reader** This Morning I Met a Whale by Michael Morpurgo		**Class Reader** The World's Worst Teacher by David Walliams **Class Reader** Charlie and the Chocolate Factory by Roald Dahl	
	Missed NC Objectives not covered in Pathways to Write Increase familiarity with a wide range of books reading fairy stories, myths and legends and retelling some of these orally. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference books or text books.					
	Poetry (To be completed during Assessment Week) **Poem:** Dance with me, Autumn. **Outcome**: To write and perform a 5-couplet poem about winter, based on the structure of Dance with me, Autumn. **Greater Depth**: Ensure syllables per line are consistent throughout the poem. **Poetry Keys**: Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme. Create own repeating patterns and use simple forms.		**Poetry** (To be completed during Assessment Week) **Poem:** The Magnificent Bull **Outcome**: To write and perform a poem celebrating the blue whale in the style of a Dinka poem. **Greater Depth**: Ensure syllables per line echo the original poem. **Poetry Keys**: Create similes.		**Poetry** (To be completed during Assessment Week) **Poem:** Apes to zebras **Outcome**: To write a concrete poem about giraffes **Greater Depth**: Pupils should reflect the part of the giraffe's body in the content of the line. **Poetry Keys**: Use language with increasing effect: choice of nouns, adjectives and verbs; alliteration; repetition and rhyme.	

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Mathematics	**Number: Place Value** Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens and ones). Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100. **Number: Addition and Subtraction** Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. **Number: Multiplication and Division** Count from 0 in multiples of 4, 8, 50 and 100. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which 'n' objects are connected to 'm' objects.	**Number: Multiplication and Division** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which 'n' objects are connected to 'm' objects. **Measurement: Length and Perimeter** Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2D shapes. **Number: Fractions** Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Solve problems that involve all of the above. **Measurement: Mass and Capacity** Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	**Number: Fractions** Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole (for example, 5/7 + 1/7 = 6/7) Solve problems that involve all of the above. **Measurement: Money** Add and subtract amounts of money to give change, using both £ and p in practical contexts. **Measurement: Time** Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events (for example, to calculate the time taken by particular events or tasks). **Geometry: Properties of Shape** Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2D shapes and make 3D shapes using modelling materials. Recognise 3D shapes in different orientations and describe them. **Statistics** Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.

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Geography/History	**Counties and Cities in the UK** Know the names of and locate at least eight counties and at least six cities in England Recap the 4 compass points—touch on the 8 compass points (taught in Y4) Use a local map to navigate using letter/number co-ordinates for features. Make a high view map of an experienced route with features in the correct order: How to get to the village shops. Discuss the differences between a country, county and city. Use maps of the UK to locate 4 countries (recap) and focus 8 counties? Use compass points to discuss location within England. What are the similarities and differences between living in different parts of the UK? Compare Cornwall to Merseyside – similarities and differences. Maths link – Using a venn diagram English Link - Fact file about Merseyside and Cornwall. Prior learning – What is the capital city of England? What county do we live in? Name the 4 compass points. Post learning – Name 8 cities, name 8 counties, what are the differences / similarities between a county, city and country? **Fieldwork – Plan a route around Rainford using a map that the children have created.**	**Local History: Railways-Rainhill** Know that the Rainhill trials took place in October 1829 due to the poor transportation of cotton on the canals. and because Bartholomew Bretherton who part funded it found an issue with using horse and carts Who is George Stephenson and what did he do? English link- biography of his life. Rainhill trials. (the locomotives that took part, why it took place in Rainhill) Maths link- comparing the speed of the trains. The openings of the railway system, including the death of William Huskisson. (Liverpool- Manchester railway) Impact of the trials on transport now. (comparing life in the past and railways being used for holidays and transporting goods, now used for work commuting, leisure, quick trips) Maths link – venn diagrams Fieldwork – compare new and old maps of Linear park, follow current map to it & recreate. Prior learning - How did explorers travel? Ships; Rockets – how did people travel in the past? Post learning – Why was the rocket so important, why do people travel now, what kind of transports do we use now?	**Stone Age, Bronze Age, Iron Age** Introduce the idea of archaeology and use Scara Brea photographs. Discuss the differences between the house that was uncovered and our houses. Discuss houses – what were they made from, shape and how were they joined? Know what pre-historic means and place on a timeline – reference Florence Nightingale, Christopher Columbas, Beatles and Great Fire of London. Know what is meant by 'hunter gatheres' and understand how big a change it was between hunter gathers and farming. Work out what changed from Stone Age to Iron Age Farming including weapons. Discuss what stayed the same from Stone Age to Iron Age. Compare an Iron Age village to Rainford Village. Computing link – hot seating activity recorded. English link - letter from a child who has visited the Stone Age explaining what their day in the Stone age was like. Prior learning – What's the oldest thing you have studied so far (use a timeline & revisit) and which age came first? Post learning – Which age came first? Name two differences between houses then and now, which age would you rather live in and why?	**European countries and capitals** Know the names of and locate at least ten European countries Can I use an atlas to name and locate 10 specific European countries on a map? Can I name and locate 10 specific European capital cities and know what their populations are? Maths link- comparing populations. Can I name any European mountain ranges & rivers? (physical features) Maths link: Compare the lengths of rivers and heights of mountains Can I name and locate landmarks linked to specific European countries? Plan a route for a backpacker across Europe. Know at least five differences between living in the UK and another contrasting European country Compare UK to Greece (compare the climate) A fact file about Greece Prior learning – Name two European countries, name two physical features and name two European cities. Post learning – Name three differences between the climate in the UK and designated city, name three famous European landmarks.	**Major capital cities across the world** Know the names of and locate at least eight major capital cities across the world Can I use an atlas to name and locate 8 specific countries on a world map? To know the significance of the Equator, Northern & Southern Hemispheres. Compare the climates of the specific countries Know the names of the capital cities of specific countries, language · spoken, famous for, currency. English link- write a letter explaining why this country should host the Olympic games. To compare key geographical features in specific cities. To know key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. To compare the human and physical features of the UK to USA/Argentina 4 Prior learning – Name two European cities, give two examples of climates, name two countries from across the World. Post learning – Why is the Equator important? Match three cities to their spoken language. Name three geographical features you have looked at.	**Ancient Egypt** Locating Egypt and the River Nile on a map. Identify why people settled around the River Nile Hierarchy of people including the role of slaves, Pharaohs. Tutankhamen and the discovery of his tomb and his remains Pyramids and the importance that they weren't built by the slaves. Know about the key features of Ancient Egypt—what did they achieve? Writing (hieroglyphics and paper), farming, maths, make up and toothpaste, buildings (pyramids) Hieroglyphics (through Art) but look at Rosetta stone and how Jean Francois Champollion translated it Non-chronological report about Ancient Egypt Prior learning – What's the oldest thing you have studied so far (use a timeline & revisit) and which age came first? Post learning – Which age came first? Name two differences between houses then and now.
Science	**Animals Including Humans – What Makes Us** Introduction to the skeleton. Know about the skeleton. Know about your limbs, the skull and vertebrae. Learn about voluntary and involuntary muscles. Learn the importance of nutrition for humans. Explore the different food groups and identify ways to eat a balanced diet. Prior Learn: Name five senses, label parts of the body, complete simple food chain. Prior Learn: What do animals need to survive? Label the main parts of the body. How do they keep healthy?	**Light** Describe how light travels. Understand different types of mirrors. Explain how reflective surfaces help keep us safe. Know what a periscope is and how it's used. Recognise that light from the Sun can be dangerous and that there are ways to protect your eyes. Measure shadows and explain how they are formed and what might cause the shadows to change. Prior Learn: Name two light sources. How does light travel? How are shadows created? Post Learn: How does light travel? Explain the difference between concave and convex mirrors. **ENP – Summer Sun: Working Scientifically – investigate what happens to a person's shadow at different times of the day.**	**Rocks** Describe how mountains are formed. Learn about different types of rock. Understand what a fossil is. Describe what soils are made of. Observe rocks, including those used in buildings and gravestones. Classify different types of gravestone weathering. Prior Learn: Describe two physical properties of materials. What is the different between absorbent and non-absorbent. Give two everyday items that are opaque and transparent. Post Learn: Match definitions to igneous, sedimentary, mineral and metamorphic rocks. Explain physical, biological and chemical weathering.	**Plants** Understand the different parts of flowering plants. Understand how plants and seeds reproduce and grow. Understand different root systems and what they do. Know about carnivorous and insectivorous plants. Know that plants make their own food. Understand seed dispersal. Prior Learn: What do plants need to survive? Describe pollination and how plants share seeds. Post Learn: Label a plant, function of petal, style, stigma and Anther. Complete photosynthesis process. Match definitions to pollination, dispersal, glucose and transpiration. **ENP – Parts of Plant: Describe the basic structure of a variety of common plants.**	**Working Scientifically** Plan an investigation Carry out an investigation and draw conclusions Collect and represent information Create a diagram to represent information collected Prior Learn: Describe the life cycle of a plant. Explain how plants make their own food. How do plants soak up water? Post Learn: Life cycle of a plant, two important facts about the rainforest, explain asexual reproduction in plants and how does water move around a plant?	**Forces & Magnets** Understand magnetism. Learn about the different types of magnets. Know that the earth behaves like a magnet. Learn about magnetic fields; learn about the law of magnetic attraction. Know that magnetic needles always point to magnetic north. Compare how things move on different surfaces. Prior Learn: How do magnets attract? Where do compass needles always point to? Name two types of forces. Post Learn: Name two metals that aren't magnetic. What kind of magnet is U shaped? Define lodestone, compass, bar magnet and magnet needle. ENP – Biodiversity Bar Charts: Identify eco-systems within the school groups and represent visually.

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Computing	**Word Processing** With increasing accuracy and pace, edit text to bold, italic or underline and use undo and redo Change case and align font accurately Select singular and multiple words for cutting, copying and pasting text Insert images into Microsoft Word Copy a screenshot into another application Use a secure password Use <ctrl> keyboard shortcuts (copy, paste, undo etc.) Use an effective layout with independent choices Use the Snipping Tool Use bullets and numbering effectively Insert and format text boxes effectively. **Online Safety –** to be completed during the first lesson on the unit.	**Drawing and Desktop Publishing** Draw objects with increasing accuracy Insert text boxes and images Order and group objects Move, resize and arrange text boxes and images effectively Manipulate objects for purpose Create a layout of objects with no unnecessary space using colour and font effectively **Online Safety –** to be completed during the first lesson on the unit.	**Presentation Skills** Create a simple presentation Create shapes with purpose and accurately Create a hyperlink to another slide and use slide transitions Where possible, insert audio and video files Record audio onto a slide Plan a branching story Create simple slide templates Copy and organise slides as required Use animations to introduce objects to a slide Find out which audio and video formats work in a particular presentation application Developing skills to set when audio or video plays Evaluate the layout of presentation slides effectively **Online Safety –** to be completed during the first lesson on the unit.	**Internet Research and Communication** Know and understand how word order affects the results returned Know how to bookmark or favourite a page and name different types of online communication Know what to do if they feel uncomfortable when communicating online Identify how children and themselves should behave online Develop ability to share webpages with others Research the different types of online communication used by their peers Explain why particular results are returned by a search engine Know how and why online activity leaves a digital footprint **Online Safety –** to be completed during the first lesson on the unit. PSHE Link ECW – Online Reputation ECW-Self-Image and identity	**Programming** Create and debug algorithms to draw regular polygons using the repeat command/block (Scratch) Draw shapes with shapes between them Change and alter the pen settings (Scratch) Draw regular polygons while calculating angles Create and debug algorithms to draw patterns by repeating regular polygons **Online Safety –** to be completed during the first lesson on the unit. ECW- Online Bullying ECW – Online Relationships ECW – Privacy and security PSHE Link	**End of year project** Children to plan a story using unplugged method of 5 different settings. Children create 5 different settings using drawing skills. Children to create a powerpoint with an image of each setting and a very short description of each. End goal: setting descriptions using powerpoint to present. **Online Safety –** to be completed during the first lesson on the unit.
Spanish	**Greetings and introducing yourself** Introduce Spain as a country and Spanish as a subject to the children. Introducing routines through speaking Spanish: Asking for permission to sit Introduce the children to some of the basic, key phonic and phonetic concepts they will come across in their Spanish studies: the key sounds of the Spanish alphabet and an example for each letter. Introduce the question and possible replies in Spanish for ¿cómo estás? / ¿Qué tal? Learn how to say their name in Spanish but also ask somebody else their name: ¿Cómo te llamas? Numbers 1-10	**Numbers, days of the week, saying when your birthday is, colours** Recap Numbers Learn months of the year days of the week, colours Learn how to say when their birthday is Learn through songs To revise all language covered so far Cultural lesson on Christmas in Spain	**Describing different types of families and pets** Being able to recognize family members and learn about different types of families Learn the vocabulary for family members. *(Mi padre, mi madre, mi abuelo, mi abuela, mi hermano, mi hermana, mi primo, mi prima, mis padres, soy hijo único, soy hija única).* Introducing masculine / feminine concepts. Being able to say their names using: *Tengo … que se llama…* Learn the vocabulary for 8 pets *Tengo un gato / un perro / un caballo / una iguana / un pájaro / una tortuga / una araña / un pez*	**Musical Instruments/Sports/ hobbies/ free time** Learn the vocabulary for 12 free time activities in the present tense: (*mando mensajes, escucho música, bebo, duermo, veo la television, juego a los vieojuegos, estudio, hablo por teléfono, leo libros, como bocadillos, bailo, paseo*). Learn 6 time phrases (*normalmente, a veces, por la mañana, por la tarde, los fines de semana, nunca*). Revisit vocabulary for pets Revisit days of the week → Saying when you do the free time activities and how often	**Musical Instruments/Sports/ hobbies/ free time** **Song or story in Spanish** Learn opinion phrases (*Me encanta, me gusta, no me gusta, prefiero, odio*) Learn 12 infinitives for free time activities (previous knowledge). (*mandar mensajes, escuchar música, beber, dormir, ver la television, jugar a los vieojuegos, estudiar, hablar por teléfono, leer libros, comer bocadillos, bailar, pasear*). Revisit time phrases Explore a literary text, looking at familiar vocabulary. Learn new vocabulary for particular characters to be able to read/understand what has been written.	**Musical Instruments/Sports/ hobbies/ free time** **Film or songs** Learn the vocabulary for sports (6) and instruments (6) Learn the difference between “toco”, “hago” and “juego”. *(toco el piano, la flauta, la guitarra, la batería, el violín, canto), (juego al fútbol, juego al rugby, juego al baloncesto, hago ciclismo, hago patinaje, hago natación).* Learn a variety of adjectives (*divertido, aburrido, genial, guay, relajante, fácil, difícil, sano*) to justify opinions about the different free time activities / sports. Learn 4 connectives/conjunctions for joining sentences together: (*porque, y , pero , también*) Explore song lyrics written in Spanish.

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Music (Charanga Scheme)	**The Dragon Song** In this unit, students will learn to sing *The Dragon Song* and explore music from around the world. They will begin with musical warm-ups before learning the song, then build on this by trying instrumental parts, simple improvisation, and creating short musical ideas of their own. Throughout the unit, they will also listen to music from different cultures, including Chinese, Hindu, Turkish, Polynesian, and Sudanese traditions. By the end, students will choose their favourite way to take part—singing, playing, improvising, or composing—and prepare for a final performance.	**Playing in a Band** In this unit, students learn how to work together as a band. They start with musical warm-ups and rhythm activities before learning to play a song as a group. Throughout the unit, they practise singing, playing instrumental parts, and keeping in time with others. Students also get chances to improvise or create their own simple musical ideas. By the end of the unit, the class will perform together as a band, showcasing how they can listen, play, and work as a team.	**Three Little Birds** In this unit, students learn to sing and play along to *Three Little Birds* by Bob Marley. They begin with musical warm-ups to develop rhythm, pitch, and pulse before learning the main song. As the unit progresses, students practise singing confidently, playing instrumental parts, and keeping a steady beat together. They also have opportunities to improvise simple rhythms or melodies and explore how reggae music is structured.By the end of the unit, students come together to perform *Three Little Birds*, showing how they can sing, play, and keep in time as a group.	**Writing Music Down** In this unit, students learn how music can be written, read, and understood using simple notation. They start with listening and rhythm activities to help them recognise musical patterns. As the unit develops, students practise writing down rhythms and melodies using basic symbols and notation, and they learn how this helps musicians play together accurately. They also try creating their own short musical ideas and notating them. By the end of the unit, students will be able to read and write simple music and share their own notated compositions with the class.	**Glockenspiel Stage 1** In this unit, students learn to play the glockenspiel using simple notes and patterns. They begin with listening and warm-up activities to help them keep a steady beat and recognise musical elements. As the unit continues, students practise reading basic notation, playing tunes using a small range of notes, and developing coordination and accuracy. They also have the chance to improvise and create short musical patterns of their own. By the end of the unit, students will be able to perform simple pieces on the glockenspiel and demonstrate their growing confidence in reading and playing music.	**Compose using Your Imagination** In this unit, students learn how to create their own music by using their imagination and exploring sounds. They begin with listening and rhythm activities to help them understand musical patterns. As the unit progresses, they experiment with different instruments, sounds, and ideas to compose their own short pieces. Students also learn how to organise their musical ideas and, where appropriate, use simple notation or symbols to record them. By the end of the unit, students will have created and performed their own compositions, showing confidence in expressing ideas through music.
Art/DT (KAPOW)	**Structures**: Constructing a castle -Draw and label a simple castle that includes the most common features. -Recognise that a castle is made up of multiple 3D shapes. -Design a castle with key features which satisfy a given purpose. -Score or cut along lines on the net of a 2D shape. -Use glue to securely assemble geometric shapes. -Utilise skills to build a complex structure from simple geometric shapes. -Evaluate their work by answering simple questions.	**Drawing:** Growing artists -Know the difference between organic and geometric shapes. Use simple shapes to form the basis of a detailed drawing. Use shading to demonstrate a sense of light and dark in their work. -Shade with a reasonable degree of accuracy and skill. -Blend tones smoothly and follow the four shading rules. -Collect a varied range of textures using frottage. -Use tools competently, being willing to experiment. -Generate ideas mostly independently and make decisions to compose an interesting frottage image. -Make considered cuts and tears to create their ideas. -Understand how to apply tone, with some guidance about where to use it. -Draw a framed selection of an image onto a large scale with some guidance. -Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way	**Mechanisms**: Pneumatic toys -Draw accurate diagrams with correct labels, arrows and explanations. -Correctly identify definitions for key terms. -Identify five appropriate design criteria. -Communicate two ideas using thumbnail sketches. -Communicate and develop one idea using an exploded diagram. -Select appropriate equipment and materials to build a working pneumatic system. -Assemble their pneumatic system within the housing to create the desired motion. -Create a finished pneumatic toy that fulfills the design brief	**Painting & Mixed Media:** Prehistoric painting -Recognise the processes involved in creating prehistoric art. -Explain approximately how many years ago prehistoric art was produced. -Use simple shapes to build initial sketches. -Create a large scale copy of a small sketch. -Use charcoal to recreate the style of cave artists. -Demonstrate good understanding of colour mixing with natural pigments. -Discuss the differences between prehistoric and modern paint. -Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. -Successfully make positive and negative handprints in a range of colours. -Apply their knowledge of colour mixing to make natural colours.	**Food & Nutrition:** Eating seasonally -Explain that fruits and vegetables grow in different countries based on their climates. -Understand that seasonal fruits and vegetables grow in a given season. -Understand that eating seasonal fruit and vegetables positively affects the environment. -Design a tart recipe using seasonal ingredients.	**Craft & Design:** Ancient Egyptian scrolls -Recognise and discuss the importance of Ancient Egyptian art. -Consider the suitability of a surface for drawing. Record colours, patterns and shapes through observational drawing. -Choose and use tools and materials confidently. -Begin to experiment with drawing techniques. -Create a selection of sketches that show idea exploration. -Produce a final design with a clear purpose. -Follow instructions with minimal support. -Discuss and evaluate the process and outcome of their work. -Produce a complete painted or drawn piece from a design idea. -Use colours and materials appropriately, showing an understanding of effective composition. -Have a clear idea of the subject of their zine, including a range of images and information

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PSHE	**Family and relationships** Understand that families are all different. Know that families offer each other support but sometimes they can experience problems. Understand that problems occur in friendships and that violence is never right. Understand what bullying is and what to do if it happens. Describe what a good listener is and know how to show that they are listening. Say who they trust and why. Understand that people can have similarities and differences and explain how differences can be a positive thing. Understand how toys can reinforce gender stereotypes. Understand that stereotypes arise from a range of factors, including some of those associated with age. ECW – Online bullying ECW-Privacy and security	**Health and Wellbeing** Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day. Work in pairs so that one person can do a stretch while the other draws a stick figure to show the pose. Understand the different aspects of their identity. Identify their own strengths and that they can help other people. Describe how they would break a problem down into small, achievable goals. Understand the benefits of healthy eating and dental health. -	**Safety and the changing body** Show an understanding that they must consider their own safety before helping others in an emergency situation. Understand how to help someone who has been bitten or stung. Write an email with instructions written using positive language. Create a decision tree showing how to deal with unkind online behaviour and cyberbullying. Send an email that describes some of the best ways to avoid being tricked by fake emails.	**Citizenship** Explain that children have rights and how these benefit them. Explain the responsibilities adults have for supporting children's rights. Discuss the benefits of recycling. Recognise some of the different groups within the local community and how they use local buildings. Explain how charities support the local community. Describe how democracy works locally and how this affects us. Recognise the need for rules and the consequences of breaking rules.	**Economic wellbeing** Describe how different payment methods may be used in given scenarios. Suggest why specific payment methods might be more beneficial. Explain what a budget is and how we can benefit from budgeting. Identify how they would feel in a money scenario. Understand the impact our spending choices can have on others and the environment. Understand that a wide range of jobs are available. Know that skills and interests lead people to certain jobs. Know that job stereotypes sometimes exist but these should not limit anyone.	**Transition** To know some of the strategies people use to cope with change. I can understand that there are different strategies I can use to deal with change. I can explain the opportunities and responsibilities that change might bring.
	No Outsiders: To understand what discrimination means.	No Outsiders: To understand what a bystander is.	No Outsiders: To be welcoming.	No Outsiders: To recognise a stereotype.	No Outsiders: To recognise and help an outsider.	No Outsiders: To consider living in Britain today.
RE (St. Helens Scheme) Who should we follow?	<u>Christianity God</u> How (and why) have some people served God? • Prophets • Service to God • Inspirational people	<u>Islam</u> Why is the Prophet Muhammad (pbuh) an example for Muslims? • The Prophet Muhammad (pbuh) • Zakah	<u>Christianity Jesus</u> What does it mean to be a disciple of Jesus? • Discipleship • Following the example of Jesus • Helping others	<u>Christianity Church</u> What do Christians mean by the 'Holy Spirit'? • The Holy Spirit • Gifts of the Spirit • Pentecost	<u>Sikhism</u> Why are the Gurus important to Sikhs? • Guru Nanak • The 10 gurus • Baisakhi	<u>Hindu dharma</u> Why is family an important part of Hindu life? • Religious duty • Hindu scriptures (the Ramyana) • Raksha Bandhan

Year 3 Long Term Planning

PE	**Football** Control a ball using inside, outside and sole of feet Pass the ball with inside of feet with accuracy. Pass the ball to someone in a space Dribble the ball, beginning to turn with some control (inside and outside hook) Defend making a tackle in isolation (a conditioned game) Shooting - Kick a stationary ball past a goal keeper Adapted games, begin to apply some basic principles for attacking & defending in small sided games Small sided games 6v6 **Tag Rugby** Tag another player, face on and keeping body position low to the ground Move with a ball in their hands using correct position Pass the ball backwards and sideways in isolation Move into a space to avoid a defender, through dodging techniques Beat a defender to score a try in various scoring zones Adapted games, with variations of rules, begin to apply some basic principles for attacking & defending	**Indoor Athletics** Chest push using correct stance Jumping bending knees, use arms for distance Speed bounce develop control over a mat 5 strides- co-ordinating steps with arms Skipping – with control, head up Vertical jump – standing side on, jumping up to target, bending your knees Running individually using FAST technique, and developing relay change over techniques **Dance** Can begin to use skills in different ways and to link them to make actions and sequences of movement. Has begun to develop flexibility, control and balance, beginning to communicate with others during physical activities. Can begin to perform dances using movement patterns. Is beginning to compare their performances with previous ones. Can begin to recognise their own success.	**Multi skills** Balancing on various body parts while moving Agility focus -changing direction at speed Co-ordinate body to perform a combination of movements Complete a variety of fitness tests successfully and achieve a personal best **Gymnastics** Can perform a variety of shapes with good control Perform a straight jump with a half turn Perform a Teddy bear roll Perform Point and Patch balances Perform a bunny hop across a mat run and onto/across low benches and apparatus Perform a short sequence on mats (using levels directions control) Hopscotch on throw down feet- introduction to hurdle step onto apparatus	**Quick sticks** Dribble the ball holding the stick in correct position Pass and receive a ball with some control Perform a pass and look for a space in an adapted game to receive the ball Begin to tackle a player safely- when stationary and moving Score whilst the ball is stationary. Adapted games to focus on accuracy Adapted games, with variations of rules, begin to apply some basic principles for attacking & defending **Dodgeball** Throw the ball in different ways e.g grip and claw Catching the ball in a variety of ways and getting into 'Ready Position' Aiming at the opposition (below the waist) in a variety of directions, using an underarm throw Begin to develop different ways to dodge the ball in isolation and replicate in a game situation Experiment with different ways of blocking Adapted games, begin to apply some basic principles for attacking & defending	**Kwik Cricket** Roll the ball with one hand and stop the ball attempting Long barrier method Throw and catch underarm with both hands (in isolation) Bowl underarm at a wicket and attempt overarm Control with a bat (holding it correctly) hitting a ball off a tee and moving Play a modified game using fielding and batting skills Adapted games, with variations of rules, begin to apply some basic principles for striking and fielding **Handball** Ball Awareness-moving ball around different parts of the body Dribbling and bouncing a ball in a variety of ways 'push not pat' Pass and receive a handball safely (chest and bounce pass). Pass the ball in a game within 5 seconds Scoring a goal (handball simulate e.g through 2 cones) adding a passive Goal keeper Introduce footwork through warm ups and games- 3 steps and pass Dodge in a conditioned game to get into a space, begin to apply some basic principles suitable for attacking Adapted games, begin to apply some basic principles for attacking & defending Introduce 3v3 mini basketball or an adapted game. Introduce tip off and key rules	**Netball** Pass and receive a netball safely (chest and bounce pass). Pass the ball in a game within 4 seconds Perform a stride and jump stop in netball Perform a dodge in netball to get into a space Marking a player, keeping on the balls of your feet Shooting the ball high and bending knees-into hoop/target Adapted games, begin to apply some basic principles for attacking & defending Introduce Bee netball (Flier) **Athletics** Begin to perform 'FAST' technique Throw a javelin/vortex using correct stance, rotating hips forward Perform a hop, step and jump (standing triple) Develop running for distance In warm ups Develop relay change over techniques Run and take off over obstacles at some speed