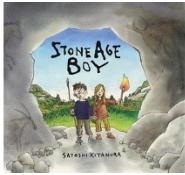
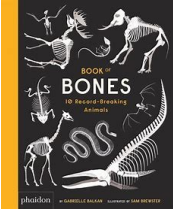
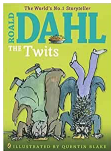
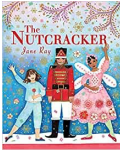
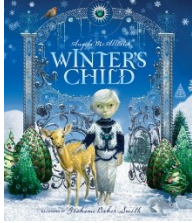
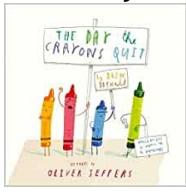

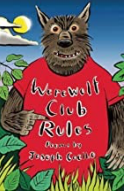









Year 3 2021-2022 Long Term Plan	Autumn 1	Autumn 2	Spring 1	Spring 2
English	<p>Stone Age Boy by Satoshi Kitamura</p>  <p>Outcome: Instructions</p> <p>Book of Bones by Gabrielle Balkan</p>  <p>Outcome: Explanation Text</p>	<p>Firework Poetry Outcome: poem using onomatopoeia</p> <p>The Twits by Roald Dahl</p>  <p>Outcome: Dialogue, innovating a new trick</p> <p>The Nutcracker by Jane Ray</p>  <p>Outcome: Recount</p>	<p>Winter's Child by Angela McAllister</p>  <p>Outcome: Setting description</p> <p>The Day the Crayons Quit by Drew Daywalt</p>  <p>Outcome: Letter</p>	<p>The Hodgeheg by Dick King Smith</p>  <p>Outcome: Diary</p> <p>Werewolf Club Rules by Joseph Coelho</p>  <p>Outcome: Poem</p>
Resources Needed	Texts identified above	Texts identified above	Texts identified above	Texts identified above
Maths	Number: Place Value (2 weeks) Number: Addition and Subtraction (2 weeks) Number: Multiplication and Division (2 weeks)	Number: Fractions (2 weeks) Geometry: Properties of Shapes (1 week) Measurement: Money (1 week) Measurement: Time (2 weeks)	Statistics (1 week) Number: Fractions (1 week) Measurement: Mass and Capacity (1 week) Measurement: Length and Perimeter (2 weeks)	Number: Place Value (1 week) Number: Addition and Subtraction (2 weeks) Number: Multiplication and Division (3 weeks)
Resources Needed				

<p style="text-align: center;">Science</p>	<p>Animals Including Humans Working Scientifically</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get their nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p style="text-align: center;">Rocks Working Scientifically</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rocks. Recognise that soils are made from rocks and organic matter. Focus on Mary Anning as a palaeontologist. 	<p style="text-align: center;">Light Working Scientifically</p> <ul style="list-style-type: none"> Recognise that we need light in order to see things and that darkness is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and there are ways to protect our eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change. 	<p style="text-align: center;">Forces and Magnets Working Scientifically</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 act at a distance. Observe how the 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. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.
<p>Resources Needed</p>				
<p style="text-align: center;">Religious Education</p>	<p style="text-align: center;">CREATION</p>  <p style="text-align: center;">‘How are we called to a new life?’</p> <p>Examines how we are called to be part of God’s creation through baptism.</p> <p>Explores how Jesus calls us and called his disciples.</p> <p>Looks at the initiation rites of the Hindu faith and other faiths.</p>	<p style="text-align: center;">PRAYERS SAINTS AND FEASTS</p>  <p style="text-align: center;">‘How can we seek and help bring about peace and forgiveness?’</p> <p>Peace and forgiveness, expressed both by Jesus and in the Sacrament of Reconciliation, are explored.</p> <p>Examines the life of St Francis of Assisi and his prayer for peace.</p> <p>Examines Muhammed as the Last Prophet of the Muslim faith.</p> <p>Scripture:</p>	<p style="text-align: center;">CHRISTMAS</p>  <p style="text-align: center;">‘What part do the shepherds play in the Christmas story?’</p> <p>Through the shepherds, we reflect on the nature of Jesus’ birth.</p> <p>Scripture: Luke 2: 8 – 20</p> <p style="text-align: center;">REVELATION</p>	<p style="text-align: center;">LENT</p>  <p style="text-align: center;">‘Why is Lent a special time to show compassion?’</p> <p>Looks at how Jesus changed the people he met and deepened his relationship with the Father through prayer.</p> <p>Explores how Jewish people pray.</p> <p>Scripture: Act of Contrition Luke 7: 11 – 17 The Widow of Nain Mark 2: 1 – 12 The Healing of the</p>

	<p>Scripture: Luke 3: 21 – 22 Mark 1: 9 – 11 Baptism of Jesus Mark 3: 13 – 19 The call of the disciples Luke 2: 11 A saviour has been born to you: he is the Messiah, the Lord Mark 1: 9 Baptism in the Jordan Psalm 24: 1 Romans 5: 5</p> <p>HARVEST CELEBRATION</p>	<p>Luke 19: 1 – 10 The Story of Zacchaeus Matthew 6: 14 – 15 1 John 1: 9 Our Father Mark 11 : 25</p> <p>ADVENT</p>  <p>‘Why is Mary an important guide for us during Advent?’</p> <p>Explores Advent as a time when we prepare for Christmas and recognise Jesus in the world.</p> <p>Examines the story of the Annunciation.</p> <p>Scripture: Luke 1: 26 – 38 Luke 1: 39 – 56 Luke 1: 46 – 56 The Magnificat 1 Corinthians: 13 Isaiah 7: 14 Numbers 24: 17 Genesis 2: 18</p>	 <p>‘Does God still call people today and how do they respond?’</p> <p>Introduces work on the Presentation and Baptism of Jesus as signs of God’s revelation.</p> <p>Explores the Liturgy of the Word as revealing God.</p> <p>Looks at what Sikhs do at the Gurdwara (Sikh Temple) and the holy days and festivals of the Sikh religion.</p> <p>Scripture: 1 Samuel 3: 1-19 Mark 1: 9-12 – Baptism of Jesus – not studied directly, children may choose it however as one that inspires them. Luke 2: 22-40 – Presentation of Jesus</p>	<p>Paralysed Man Matthew 9: 35 – 38 The Workers are Few</p> <p>HOLY WEEK</p>  <p>‘How do the events of the Last Supper still guide us today?’</p> <p>Places the Last Supper within the events of Holy Week.</p> <p>There is a particular focus on the Last Supper because of its connection with the Mass.</p> <p>Scripture: Mark 14:12-16 Luke 22:7-13 Matthew 26:17-29 John 13:1-20</p>
<p>Resources Needed</p>	<p>God Matters Supplementary Guidance Bibles</p>	<p>God Matters Supplementary Guidance Bibles</p>	<p>God Matters Supplementary Guidance Bibles</p>	<p>God Matters Supplementary Guidance Bibles</p>
<p>Art and Design</p>	<p>Rock Art- the world's first artists</p> <p>Stone age cave Art</p> <p>Altamira cave</p> <p>Lasaux cave</p> <p>Rock art (petroglyphs and pictographs) from around the world</p> <p>Create rock art using natural materials and stone age techniques</p> <p>Design and make petroglyphs</p> <ul style="list-style-type: none"> Improve their mastery of art and design 			<p>Fabric Design and Printing</p> <p>William Morris, Orla Kierley, Kaffe Fassett</p> <p>Explore history and development of fabric design and printing techniques. Design and print fabric</p> <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Create sketchbooks to record their observations and use them to review and revisit

	<p>techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> • Create sketchbooks to record their observations and use them to review and revisit ideas • Find out about great artists in history. 			<p>ideas</p> <ul style="list-style-type: none"> • Find out about great artists in history.
Resources Needed	<p>Natural materials to create paint, mud, blackberries etc, chalk, pastels, clay, plaster of paris clay tools.</p> <p>Images of cave art</p>			<p>Examples of designers' work, paper, pencils, Fabric, polystyrene and card for printing tools to carve polystyrene, range of materials/objects to create patterns on card block, fabric paint</p>
Computing	<p>Programming Turtle Logo and Scratch</p> <p>Backwards Pen Up and Pen Down Regular Polygons Drawing Regular Polygons in Scratch Pens</p>	<p>Word Processing</p> <p>Passwords and Screenshots Change Case Align Text Bullets and Numbering Advanced Select and Keyboard Shortcuts Text Boxes and Wrap Text</p>	<p>Online Safety</p> <p>What is Cyberbullying? To Buy or Not to Buy Keep it to Yourself Emailing Online Communication Party Planners</p>	<p>Drawing and DTP</p> <p>Objects Ordering and Grouping Manipulating Objects Posters Combining Text and Images Effective Layouts</p>
Resources Needed				
Design and Technology		<p>Textiles: Weaving- design and make a woven cloth. (linked to iron age topic)</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of 	<p>Construction</p> <p>Design and make a moving shadow puppet (linked to Science light topic)</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Select from and use a wider range of tools and 	

		<p>materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products. Understand how key events and individuals in design and technology have helped shape the world 	<p>equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <ul style="list-style-type: none"> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products. Understand how key events and individuals in design and technology have helped shape the world Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	
Resources Needed		Card string yarn paper	Card, equipmet to male lever and linkages	
French	<p><u>Getting to Know You</u> Hello What's Your Name? How Are You? Goodbye Numbers 0-10 How Old Are You?</p>	<p><u>All About Me</u> Classroom Instructions My Body Actions Colours Clothes 1 Clothes 2</p>	<p><u>Food Glorious Food!</u> The Very Greedy Job Please May I Have... Preferences What Colour is it? What Did He Eat? I'm Hungry</p>	<p><u>Family and Friends</u> Meet the Family At the Farm I Live in a.... In My House Do You Like Animals? What Can I Say?</p>
Resources Needed				

<p style="text-align: center; font-size: 24px;">Geography</p>	<p style="text-align: center;">UK</p> <p>Human and Physical: national landmarks and transport links to other countries.</p> <p>Locational knowledge: To locate UK on a map of the World showing continents and label all continents and oceans. To locate UK on a map of Europe. To revisit the names of the four countries of the UK and identify a national landmark in each of the four countries. To identify the transport links used to reach them. To understand how the routes may have changed over time. To locate the UK and identify its position in relation to longitude/latitude in relation to the equator, hemisphere, tropics and circles.</p> <p>Human and Physical Geography: To describe and understand the transport links between landmarks in each of the four countries of the UK. To describe their significance in the past and today. To understand the processes that have led us to using our main transport links to other countries (ports, Eurostar, airports and motorways). To understand their interdependence and significance.</p> <p>Geographical skills and fieldwork: To use OS maps to locate and describe landmarks and main transport links in the UK and their surrounding human and physical geography/topography. To use the 8 points of the compass to identify and compare the location of the nearest transport link to each landmark. To use 4 figure grid references to locate landmarks on OS maps. To investigate transport links (bus stops, roads, ferries, nearest airport, train stations) in the local area. To record destinations able to be reached using different transport links and plot on a map.</p>	<p style="text-align: center;">EUROPE</p> <p>Physical: climate, mountain ranges, rivers, glaciers, plants and animals.</p> <p>Locational knowledge: To locate Europe on a map of the World showing continents. To revisit continent names. To locate the countries of Europe that contain a mountain range or river. To name European countries and label a map of Europe. To identify the position of a range of European countries in relation to longitude / latitude to the equator, hemisphere, tropics and circles. To identify the position of a range of European countries in different time zones. To discuss the impact of capital cities and time zones on trade.</p> <p>Place knowledge: To understand the similarities and differences of a range of European countries in terms of climate, native plants and native animals.</p> <p>Human and Physical Geography: To describe and understand key aspects of the different climate zones, biomes and vegetation belts in a range of European countries. To describe and understand the key aspects of rivers, mountains and glaciers. To describe and compare key aspects of the distribution of natural resources across Europe (eg energy, food, minerals and water). To understand the main processes that lead to glaciers. To understand how the location and size of glaciers has changed over time.</p> <p>Geographical skills and fieldwork: To use Google Earth and atlases to locate and describe mountain ranges/glaciers in Europe in terms of size and altitude. To use 4 figure grid references to describe the location of the source and mouth of rivers. To use the 8 points of the compass to describe the location of these features within a country.</p>	
<p>Resources Needed</p>	<p>Maps, Globes Atlases, Lesson PPTs and resources</p>	<p>Maps, Globes Atlases, Lesson PPTs and resources</p>	
<p style="text-align: center; font-size: 24px;">History</p>	<p style="text-align: center;">Stone Age to Iron Age Changes in Britain focusing on Bronze Age technology What was the impact of Bronze Age technology on society?</p> <p style="text-align: center;">Ancient Technology Centre Dorset Stonehenge</p> <p>To describe where the Stone Age, Bronze Age and Iron Age are on a timeline. To compare them to other world civilisations at the time.</p> <p>To know how technological developments in the Bronze Age influenced history in Britain.</p> <p>To know and understand how Bronze Age civilisations shaped Britain (farming, tools).</p>	<p style="text-align: center;">A Local History Study East Cowes Industrial History: Why was East Cowes important to the development of boat building?</p> <p style="text-align: center;">Classic Boat Museum Cowes Library Museum East Cowes Heritage Centre JS White's and ORP Blyscawica in Cowes Blitz 1942 Christopher Cockerell and the first Hovercraft flight</p>	<p style="text-align: center;">A Local History Study: Significant event since 1066 The Titanic Disaster – maiden voyage from Southampton How did this change boat safety?</p> <p style="text-align: center;">RNLI Inshore Lifeboat Centre East Cowes Titanic Museum Southampton via Red Funnel Ferry</p> <p>To describe how in ship building meant that 'The</p>

	<p>To describe the journey of the Bronze Age and compare what life was like for people living before and after the Bronze Age.</p> <p>To ask and answer questions about what life was like for people living in the Bronze Age and what impact technological advances had on their lives (e.g. farming and tool making).</p> <p>To explain how we use primary sources (e.g. tools, cave paintings, jewellery, weapons etc.) to develop our understanding of the Bronze Age as well as discoveries that changed our understanding.</p> <p>To explain connections over time using the terms settlement, farmers, archaeology, agriculture etc.</p> <p>To use evidence to construct a response to the following question: What was the impact of Bronze Age technology on society?</p>	<p>SR-N1 1959 Saunders-Roe Uffa Fox and Cowes Week Regatta</p> <p>To describe how the development of the boat building industry impacted on the people of East Cowes in the 20th Century.</p> <p>To describe how the refit of ORP Blyscawica at JS White's was important in limiting the impact of the Cowes Blitz in May 1942.</p> <p>To know that locally, the work of Christopher Cockerell at Saunders-Roe led to the first Hovercraft flight from East Cowes in 1951.</p> <p>To know how the work of local boat designer Uffa Fox developed dinghy design and impacted on the Cowes Week Regatta (Duke of Edinburgh's Flying Fifteen Coweslip at East Cowes Classic Boat Museum – formerly Saunders-Roe and later British Hovercraft Corporation).</p> <p>To know and understand how the local development of the hovercraft continues to be an important mode of amphibious transport locally, nationally and across the world.</p> <p>To know and understand how Cowes Regatta has become a prestigious annual competition attracts people from all over the world to compete (and how this impacts on the local economy).</p> <p>To describe the development</p>	<p>Titanic' attracted world interest before its maiden voyage in 1912.</p> <p>To describe how The Titanic disaster led to improvements in ship safety for passengers, changes in views regarding the class system in the 20th Century and its impact on boat building locally (RNLI Inshore Lifeboat Centre East Cowes).</p> <p>To know that The Titanic made her maiden voyage from Southampton.</p> <p>To know that The Titanic disaster impacted on Britain as an island nation and the Isle of Wight itself in terms of ship safety as an essential mode of transport, changing views about class structure in British society and also local industry of which boat building is a key feature.</p> <p>To know and understand how lessons learnt from The Titanic disaster have improved passenger safety in both local, national and world wide shipping.</p> <p>To describe how the Titanic disaster led to significant changes in passenger safety and compare what travelling by ship was like for different classes of passengers on The Titanic and today.</p> <p>To ask and answer questions about what life was like for people from different social classes at the time of The Titanic disaster, comparing their chances of surviving the disaster, and how that compares to travel by ship</p>
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			<p>of boat building locally over the time period of the 20th Century with key events.</p> <p>To explain how we can use primary sources, photographs, video, artefacts and eyewitness accounts of local people (including people still living) to develop our understanding of events in the past.</p> <p>To explain connections over time in the local area relating to developments in boat building using the terms technological development, town planning and development (eg after Cowes Blitz), urban growth, local economy and employment.</p> <p>To use evidence to construct a response to the question: What was the impact of the boat building industry on East Cowes during the 20th Century.</p>	<p>today.</p> <p>To describe how we can use both primary and secondary sources of evidence regarding The Titanic disaster including contrasting arguments, eyewitness accounts and modern day interpretations.</p> <p>To describe The Titanic disaster using the terms class system, society, social structure and wealth / poverty.</p> <p>To use evidence to construct a response to the question: What was the impact of The Titanic disaster in 1912 in terms of improving boat passenger safety and the society class structure?</p>
Resources Needed				
Music	<p>Environment Musical focus: Composition</p> <p>Human Body Musical focus: Structure</p>	<p>Building Musical focus: Beat</p> <p>Poetry Musical focus: Performance</p>	<p>Sounds Musical focus: Exploring Sounds</p> <p>China Musical focus: Pitch</p>	<p>Time Musical focus: Beat</p> <p>In the Past Musical focus: Pitch</p>
Resources Needed	<p>Music Express Range of tuned and untuned musical instruments</p>	<p>Music Express Range of tuned and untuned musical instruments</p>	<p>Music Express Range of tuned and untuned musical instruments</p>	<p>Music Express Range of tuned and untuned musical instruments</p>
Physical Education	<p>Football Swimming</p>	<p>Handball Gymnastics</p>	<p>Dance Hockey</p>	<p>OAA Rugby</p>
Resources Needed	<p>Complete PE lesson resources Football cones</p>	<p>Complete PE lesson resources Handball Gymnastic apparatus and mats</p>	<p>Complete PE lesson resources Music for dance</p>	<p>Complete PE lesson resources OAA equipment Rugby equipment</p>

	Swimming pool and instructor		Hockey equipment	
PSHE /RSHE	<p>How can we be a good friend?</p> <p>Friendship; making positive friendships; managing loneliness; dealing with arguments.</p> <p>PoS refs: R10, R11, R13, R14, R17, R1</p>	<p>What keeps us safe?</p> <p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products.</p> <p>Pos Refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29</p>	<p>What are families like?</p> <p>Families; family life; caring for each other.</p> <p>PoS refs: R5, R6, R7, R8, R9.</p>	<p>What makes a community?</p> <p>Community; belonging to groups; similarities and differences; respect for others.</p> <p>PoS refs: R32, R33, L6, L7, L8.</p>
Resources Needed				
Curriculum Trips		Stonehenge	<p>Classic Boat Museum Coves Library Museum East Coves Heritage Centre</p>	<p>RNLI Inshore Lifeboat Centre East Coves Titanic Museum</p>