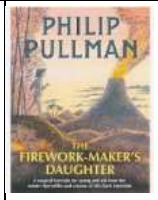
The Federation of the Church Schools of Shalfleet & Freshwater and Yarmouth

Long Term Planning Yarmouth Year 3 2024-2025

	AUTUMN:		SPRING:		SUMMER:	
Title/Duration	From rock to heavy metal		It's all Greek to me!		Awesome Earth	
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	Coherent learning links and pathways Strong working partnerships Valuing all children, learning is accessible to all		Strong working partnerships High quality outcomes, deep learning Broad, relevant & balanced: Local, mainland, global		Challenging, engaging and motivating Opportunities for memorable experiences Promotes independence and curiosity	
English (Focus Texts/Writing Opportunities)	 **How to Bath a Woolly Mammoth** Instructional writing  **Stone Age Boy** Recount first person story  **The Secrets of Stone Henge** Fact File		 **Greek Myths** Story end Diary Poems – simile description  **Pebble in my Pocket** Journey story Description		 **Firework Maker's Daughter** Letter Narrative  **The Selfish Giant** Character/setting description Dialogue Poetry – descriptive/imagery **Poetry**	

Maths	**Numbers to 1000** **Adding and Subtracting across 10**	**Numbers to 1000** **Adding and Subtracting across 10** **Multiplication and division**	**Multiplication and division** **Length and perimeter**	**Fractions** **Mass and capacity**	**Fractions** **Money** **Time**	**Time** **Shape** **Statistics** **Consolidation**
Science	**Skeletons and Movement** - Name and identify bones in the human body. - Functions of the skeleton - Name and identify bones in a range of animals - Animals with and without a spine - Are all skeletons the same? **Nutrition and Diet** To be able to sort foods into the five food group To learn the effects of different food groups on the body To explore the effects of having too much or too little of a particular food group To understand what a balanced diet is To understand about food choices and compare different diets To understand about the dietary requirements of different animals **Rocks** -To be able to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -To be able to describe in simple terms how fossils are formed when things that have lived are trapped within rock -To be able to recognise that soils are made from rocks and organic matter.		**Fossils and Soils** -To be able to describe in simple terms how fossils are formed when things that have lived are trapped within rock. To recognise that soils are made from rocks and organic matter To explore different types of soil and what they are made up of To learn about the importance of soil **Light** -To be able to recognise that they need light in order to see things and that dark is the absence of light -To be able to notice that light is reflected from surfaces -To be able to recognise that light from the sun can be dangerous and that there are ways to protect their eyes -To be able to recognise that shadows are formed when the light from a light source is blocked by a solid object -To be able to find patterns in the way that the size of shadows changes.		**Plants** -To be able to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -To be able to explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -To be able to investigate the way **Forces and Magnets** -To be able to compare how things move on different surfaces -To be able to notice that some forces need contact between two objects, but magnetic forces can act at a distance -To be able to observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles -To be able to predict whether two magnets will attract or repel each other, depending on which poles are facing. -To be able to 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	

History	**Historical Enquiry** of the Stone Age to the Iron Age Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: Use a range of sources to find out about the Stone Age to Iron Age. Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. **Chronological Understanding** Throughout studying the Stone Age children should continue to develop a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across the periods they study. Children can: Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	**Historical Enquiry** of the Ancient Greeks Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: Use a range of sources to find out about the Ancient Greeks Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. **Knowledge of the Past,** through studying the Battle of Thermopylae an in-depth study of King Leonidas, Children should note connections, contrasts and trends over time. Find out about the everyday lives of people in time studied compared with our life today; Explain how people and events in the past have influenced life today; Identify key features, aspects and events of the time studied;	

Geography	**Climate, biomes, continents, seas.**		**Maps, compass, landmarks.**		**Weather, natural disasters. Field trip.**	
	Local area study Snap shot study of the school site. Snap shot study of local area. Exploration of local land use Identify human and physical Geography	**Locational knowledge, Geographical Skills & Human and Physical** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	**Place Knowledge** Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and the Mediterranean **Human and Physical** Compare human and physical aspects of both. Human geography, look at types of settlement and land use Physical geography, including climate zones, terrain and fauna and flora	**Fieldwork** Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Through exploring litter, physical features and traffic.	**Geographical skills and Locational knowledge** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Begin to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. **Human and Physical** Study of Natural disasters in the Mediterranean to include volcanoes, earthquakes, tsunamis and tornados	**Geographical Skills and Fieldwork** Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies through an Investigation of Fort Victoria and Yarmouth
Art	**Sketching and painting** Cave Painting Sketch of Mammoth	**Textile** Woven Island Artist, Rachel Johnston's work and traditional techniques	**Ancient Greek Sculpting** Clay vase British Museum Tour **Sketching and painting** Lucas Samaras	Hetty Haxworth **Printing**	Monet **painting and digital painting.** **Sculpture** Alberto Giacometti	Picasso **collage.**

Design & Technology	**Construction** Woolly mammoth Stone Age Models Stone Age pulley system **Textiles** Design and create a pouch (sewing)		**Cooking and Nutrition** Food seasonality in the UK Vegetable tart **Mechanisms and Mechanical Systems** Pneumatic Monster		**Structures** Earthquake-proof structures **Electrical Systems** Static Electricity Game	
Music	Ballads	Creating compositions in response to an animation	Developing singing technique	Pentatonic melodies and composition	Jazz	Traditional instruments and improvisation
Computing	*Computer Systems and Networks - 'Connecting Computers'* *https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers* ***Key Program –*** ***www.paintz.app***	*Creating Media – Animation* *https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation* ***Key Program –*** *iMotion App OR An Equivalent Stop Motion App*	*Data and Information – Branching Databases* https://teachcomputing.org/curriculum/key-stage-2/data-and-information-branching-databases ***Key Program –*** *J2E Branch Databases - https://www.j2e.com/jit5#branch*	*Programming A – Sequence in Music* https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music ***Key Program –*** *Scratch*	*Creating Media – Desktop Publishing* *https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing* ***Key Program –*** *Adobe Express (Children will need to sign in)*	*Programming B – Events and Actions* *https://teachcomputing.org/curriculum/key-stage-1/programming-b-an-introduction-to-quizzes* ***Key Program –*** *Scratch*
PE	Personal Challenge: Vortex, Speed Bounce, Standing long jump & Vertical jump <u>Recap and assessment Fundamentals of movement</u> (Sports Coach Led) Recap: Locomotion, Stability & Manipulation Through: Tennis	Invasion Games Through: Basketball (Teacher led) Focus: Locomotion Invasion Games Through: Football & Handball (Sports Coach Led) Focus: Manipulation & Simple Tactics	Personal Challenge Progress Check: Vortex, Speed Bounce, Standing long jump & Vertical jump Indoor Athletics (Sports Coach Led) Focus: Locomotion Target Games Through: Dodgeball (Teacher Led) Focus: Stability &	Net and Wall Games Through: Volleyball (Sports Coach Led) Focus: Manipulation <u>Invasion Games</u> Through: Hockey (Sports Coach Led) Focus: Manipulation & Simple Tactics <u>Invasion Games</u> Through: Handball	Gymnastics: Specialist Teacher Focus: Stability <u>Striking and Fielding</u> Through: Rounder's & Kickball (Teacher Led) Focus: Manipulation <u>Athletics</u> (Teacher Led) Focus: Locomotion & Stability	Personal Challenge Review: Vortex, Speed Bounce, Standing long jump & Vertical jump <u>Outdoor Adventurous Games</u> Through: Orienteering (Sports Coach led) <u>Athletics</u>

	Recap of Locomotion: Cross Country/Fitness: Teacher led Dance: Specialist Teacher Focus: Dance & Evaluate		Manipulation	(Teacher led) Focus: Locomotion		(Teacher Led) Focus: Locomotion & Stability
RE	**Trees -** Trees across religions	**Angels (C**) – Angels	**Authority (J) –** Torah	**Love – changing emotions (C) -** Easter	**Sacred place (C/H) –** Places of worship	**Belonging as identity (J) –** Jewish traditions
French	http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php Listening , speaking, reading, writing, **Back to basics** Where France is, all about France; the French alphabet - Children will learn the most common single word phrases (e.g. greetings, yes/no, thank you etc). - Children will learn the key pronouns (he, she, they etc) and articles (a, an, the).	http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php Listening , speaking, reading, writing, **Counting on** numbers from 0-20 -the days of the week and months of the year. - Children will apply these together to identify dates and can complete simple maths with them.	http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php Listening , speaking, reading, writing, **All about me** - basic information about themselves (say their name, age, birthday, where they live etc). - the common colours - Children will be able to list their body parts (key ones) -	http://www.rachelhawkes.com/Resources/Y3French/Yr3French.php Listening , speaking, reading, writing, **All about me (ctd)** Children will be able to name family members & look to build in knowledge of how to say basic information about them. Children will be able to name pets, simply describe and state basic info on them. Children will need to be able to know phrases for liking and disliking of varying strength. -	http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php Listening , speaking, reading, writing, Children will be able to list different hobbies. - Children will be able to state if they like or dislike different hobbies.	http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php Listening , speaking, reading, writing, . **Class in session** Children can identify and describe common classroom items. Children can identify school subjects &express likes or dislikes. Children can identify common phrases used in the - (by teachers and pupils)

SMSC/PSHE	Families and friendships Safe relationships Respecting ourselves and others	Families and friendships Safe relationships Respecting ourselves and others	Belonging to a community	Work and money	Physical health and mental well being Growing and changing Keeping safe	Physical health and mental well being Growing and changing Keeping safe
Trips/Events/Visitors/Risk Day	Butser Farm school trip	Estelle Baker workshop	Fossil exploration	Greek Day – parents in	County Show Education Day D.T. Topic Challenge– parents in	Geography field trip (local area study)