

Year 3 - Long Term Plan



HISTORY

Changes in Britain from the Stone Age to the Iron Age.
A local history study.

Historical Knowledge: Constructing the past.

- Develop knowledge and understanding of British, local and world history.
- Establish clear narratives within and across the periods they study.
- Understand overview and depth.

Historical Knowledge: Sequencing the past.

- Develop chronologically secure knowledge and understanding of British, local and world history.

History Concepts: Change and Develop/Similarity and Difference.

- Address and devise historically valid questions about change, similarity and difference.
- Note connections, contrasts and trends over time.

History Concepts: Cause and Effect.

- Address and devise historically valid questions about cause.

History Concepts: Significance and Interpretation.

- Address and devise historically valid questions about significance.
- Understand how and why different interpretations of the past have been constructed.

Historical Enquiry: Planning and Carrying out Historical Enquiry.

- Construct informed responses that involve thoughtful selection and organisation.
- Develop appropriate use of historical terms.

Historical Enquiry: Using Sources as Evidence.

- Understand how our knowledge of the past is constructed from a range of sources.

DESIGN TECHNOLOGY

Cooking & Nutrition

- Understand and apply the principles of a healthy and varied diet
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- Understand the source, seasonality and characteristics of a broad range of ingredients

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular 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

Make

- Select from and use a wider range of tools and equipment to perform practical tasks accurately
- 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

Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

Technical Knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products

SCIENCE

Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

Asking relevant questions and using different types of scientific enquiries to answer them

- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings.

Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals including humans

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Rocks

- 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 rock
- Recognise that soils are made from rocks and organic matter.

Light

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by a solid object
- Find patterns in the way that the size of shadows change.

GEOGRAPHY

Locational Knowledge:

- 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.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge:

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and Physical Geography:

- Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical Skills and Fieldwork:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four/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.
- 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.

<p>Forces and Magnets</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces • Notice that some forces need contact between 2 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 2 poles • Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. 	
<p>MUSIC</p>	<p>PE</p>
<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<p>COMPUTING</p>	<p>MODERN FOREIGN LANGUAGES</p>
<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Listening & Comprehension</u></p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • Present ideas and information orally to a range of audiences* <p><u>Reading & Comprehension</u></p> <ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

	<p>Writing</p> <ul style="list-style-type: none"> • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally* and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
RELIGIOUS EDUCATION	ART AND DESIGN
<p><u>Learning about religion and belief</u></p> <ul style="list-style-type: none"> • Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. • Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings. • Identify and begin to describe the similarities and differences within and between religions. • Investigate the significance of religion in the local, national and global communities. • Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them. • Describe and begin to understand religious and other responses to ultimate and ethical questions. • Use specialist vocabulary in communicating their knowledge and understanding. • Use and interpret information about religions from a range of sources. <p><u>Learning from religion and belief</u></p> <ul style="list-style-type: none"> • Engage with and reflect on what it means to belong to a faith community, • communicating their own and others' responses. • Reflect on and respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. • Discuss their own and others' views of religious truth and belief, expressing their own ideas in increasing depth. • Reflect on ideas of right and wrong and their own and others' responses to them reflect on sources of inspiration in their own and others' lives. 	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • About great artists, architects and designers in history.