



Pendragon Community Primary School

Year 3 Long Term Planning

	Walk Like an Egyptian	Eureka!	Yabidabidoo Stone Age		Camp Out	Grow it, Pick it, Eat it
English	Traditional Tale from another culture Explanation Texts Poetry	Stories with familiar settings Reports Poetry	Traditional Tales Recount Poetry	Instructions Report Poetry	Adventure Stories Poetry Shakespeare Unit – Midsummer Night's Dream	Children's Novels Recount Poetry
Maths	<ul style="list-style-type: none"> Number and place value Number-addition and subtraction Number-multiplication and division Number-fraction (including decimals) Measurement Geometry-properties of shape Geometry-position and direction Statistics (Herts for Learning Planning and Assertive Mentoring) 					



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Science	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> Skeletons and 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 	<p><u>Light</u></p> <ul style="list-style-type: none"> 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 an opaque object find patterns in the way that the size of shadows change 	<p><u>Rocks</u></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 rock recognise that soils are made from rocks and organic matter 	<p><u>Forces</u></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><u>Plants</u></p> <ul style="list-style-type: none"> 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



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Art & Design	Art: Egyptian landscapes - silhouettes	Art: Starry night – Van Gogh	Art: Cave paintings - Natural pigments and materials linked to stone age	Art: Natural art and sculptures – Andy Goldsworthy	Art: Observational drawings and paintings
Design and technology	D&T: Design, make and evaluate: - Cartouches - Mummies Hieroglyphs – children to make and paint their names	D&T: Cooking – design, make and evaluate own sweet treat Shadow puppets – design, make and evaluate	D&T: Flag Fen – Clay pot making D&T – Sewing / joining materials – Ugg's Trousers project Cooking – make Iron Age oat cakes	D&T: Clay faces – linked to shak Cooking on a campfire	D&T: Sky Garden – garden designers and architects Cooking
Computing	Pupils should be taught to: <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. 				



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	Purple Mash Unit: Coding	Purple Mash Unit: Online Safety Spreadsheets	Purple Mash Unit: Touch Typing Email and Online Safety	Purple Mash Unit: Branching Databases	Purple Mash Unit: Simulations	Purple Mash Unit: Graphing
Geography	River Nile – historical uses <ul style="list-style-type: none"> - Transport - Water source - Crops - Seasonal effects Maps and Atlas <ul style="list-style-type: none"> - Revise continents from KS1 - Locate Egypt - Map features 		Settlements – Skara Brae	Map work to track migration and settlements during the Bronze and Iron Ages Local Geography – linked to Flag Fen and people coming there in the Bronze Age	Use field work to observe, measure and record. <ul style="list-style-type: none"> - Ordnance survey maps - Design new symbols, build a class map to develop knowledge of the UK 	Study a region of the UK, linking to food crops etc 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 in North or South America - rainforests



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History	<u>Ancient Egypt</u> <ul style="list-style-type: none"> - Archeology / explorers - Artefacts - The after life and gods - Mummification and death <p>Timelines – String timeline plotting items and events</p> <p>How do we find out about the past?</p> <ul style="list-style-type: none"> - Everyday life - Farming - Class system - Building the pyramids 		<u>Stone Age to Iron Age</u> Timeline – plot the Stone Age in comparison to Ancient Egypt <u>Stone Age</u> <ul style="list-style-type: none"> - Food - Hunting - Communication - Tools - Movement / Transportation - Homes 	<u>Bronze Age to Iron Age</u> <ul style="list-style-type: none"> - Food - Hunting - Communication - Tools - Movement / Transportation - Homes <p>Comparison with the Stone Age / What did this mean for lifestyles?</p>		
Language	www.rachelhawkes.com for plans/resources <ul style="list-style-type: none"> - Phonics - Greetings - Numbers 1 – 12 and age - Classroom instructions 	<ul style="list-style-type: none"> - Phonics - Classroom objects - Christmas in France 	<ul style="list-style-type: none"> - Animals - Colours (adjective agreement) - negatives 	<ul style="list-style-type: none"> - Animal stories: Brown Bear ('l'ours brun') 	<ul style="list-style-type: none"> - 'The Hungry Caterpillar' story: (includes days of the week, fruits, food, revision of numbers) - Café role play 	



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Music	Charanga Music Programme - Year 3 Mel Stamp to organise planning				
Physical education	<u>Indoor</u> - PE rules and expectations Dance - Machines	<u>Indoor</u> Dance – Walk like an Egyptian	<u>Indoor</u> Team / Strategy games	<u>Indoor</u> Hand Apparatus	<u>Indoor</u> Gymnastics: Patterns and Pathways
	<u>Outdoor</u> Ball handling	<u>Outdoor</u> Multi-skills	<u>Outdoor</u> Ball handling 2	<u>Outdoor</u> Invasion Games	<u>Outdoor</u> Orienteering (OAA)
PSHE	Myself and My Relationships Beginning and Belonging/New Beginnings	Conflict Resolution Anti – Bullying Myself and My Relationships 11 Family and Friends/Getting on and Falling Out	Healthy and Safer Lifestyles 11 & 12 Managing Risk/Safety Contexts	Citizenship 6 Working Together/Going for Goals	Citizenship 7 Diversity and Communities
Religious Education	<u>Fields of enquiry</u> - Beliefs, teaching and sources - Practices and way of life - Forms of expressing meaning - Identity, diversity and belonging - Meaning, purpose and truth - Values and commitment		<u>Fields of enquiry</u> - Beliefs, teaching and sources - Practices and way of life - Forms of expressing meaning - Identity, diversity and belonging - Meaning, purpose and truth - Values and commitment		<u>Fields of enquiry</u> - Beliefs, teaching and sources - Practices and way of life - Forms of expressing meaning - Identity, diversity and belonging - Meaning, purpose and truth - Values and commitment



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	<p>Investigate our religions, beliefs and backgrounds in our year group / class</p> <p>Symbols and religious Expression - Christian Harvest: Trees as a symbol</p>	<p>Why pray?</p>	<p>Christianity What do people believe about the creation of our world?</p> <p>Link to stone age era and beliefs / science of rocks and fossils</p>	<p>Islam What is the Qur'an and why is it important to Muslims?</p> <p>Inspirational people What do the stories from the life of Muhammad tell Muslims about Allah? How do Muslims describe Allah?</p> <p>Worship, pilgrimage and special places Where, how and why do Muslims worship?</p>	<p>Special Journeys</p>	<p><u>Christianity</u> Worship – How and why are churches different?</p> <p>Link this to previous learning about other religions. Link to Brazil and the Roman Catholic Church.</p>