



Pendragon Community Primary School

Year 3 Long Term Planning

	Auutmn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Who has changed our world?	Where will your next adventure take you?	What makes our lives wonderful?	How is life different to that of our ancestors?	What makes our planet so amazing?	How has our local area changed?	
Title	Yabadabadoo Stone Age	Making Roots	Eureka	Walk Like an Egyptian	Grow It, Pick It, Eat It	Camp Out	
Y3 questions	Why can't we name people from the Stone Age?	Would you rather have lived in the Stone, Bronze or Iron Age?	How does this work?	How did the Egyptians Change the way we live today?	How did it get from field to fork?	Where is the best place to camp in Papworth?	
English	Poetry Narrative	Poetry Report Recount	Poetry Film Literacy – The Wrong Trousers	Poetry Explanation Recount Traditional tales	Poetry Adventure Story Instructions Recount	Poetry Persuasive Letter Writing Recount Writing and Performing a play - Shakespeare	
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 (White Rose planning and assessment materials and assertive mentoring) 						
Science	Rocks Classification of rock types Simple understanding of fossilisation.		Light Sources of light, shadows and reflections. Simple forces, including magnetism.		Animals including Humans Skeletons and nutrition.		Plants Parts of a plant, lifecycle and requirements for life.
					Forces and Magnets Describe magnets as having 2 poles. Know when and why poles may attract or repel.		



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Art	Natural art and sculptures – Andy Goldsworthy Natural pigments and materials linked to stone age Cave paintings	Flag Fen – clay work to make a pot?	Starry night – Van Gogh Shadow puppets	Hieroglyphs – children to make and paint their names Egyptian landscapes – silhouttes	Observational drawings and paintings Sky Garden – garden designers and architects	Making a cup out of clay Cooking on a campfire	
DT	Cooking	Textiles – 2D to 3D product. Sewing/joining materials, clothing Cooking	Mechanisms – Levers and linkages. Invention using levers Cooking	Structures – shell structures Cooking	Food – healthy and varied diet Cooking	Cooking	



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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. 						
	Coding	Online safety	Spreadsheets Touch typing	Email Branching databases	Simulations	Graphing	



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Geography	<p>Map work to track migration and settlements during the Bronze and Iron Ages</p> <p>Local Geography – linked to Flag Fen and people coming there in the Bronze Age</p>	<ul style="list-style-type: none"> - Ordnance survey maps - Design new symbols, build a class map to develop knowledge of the UK <p>Settlements – Skara Brae</p>		<p>River Nile – historical uses</p> <ul style="list-style-type: none"> - Transport - Water source - Crops - Seasonal effects <p>Maps and Atlas</p> <ul style="list-style-type: none"> - Revise continents from KS1 - Locate Eygpt <p>Map features</p>	<p>Study a region of the UK, linking to food crops etc.</p>	<p>Use field work to observe, measure and record.</p> <p>Haven</p> <p>Use 8 points of a compass, symbols and keys</p>	



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History	<p><u>Stone Age to Iron Age</u> Timeline – plot the Stone Age in comparison to Ancient Egypt</p> <p><u>Stone Age</u></p> <ul style="list-style-type: none"> - Food - Hunting - Communication - Tools - Movement / Transportation - Homes 	<p><u>Stone Age to Iron Age</u></p> <p><u>Bronze Age to Iron Age</u></p> <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>		<p><u>Ancient Egypt</u></p> <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 			



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Language	French <ul style="list-style-type: none"> - Location of France - Greetings - Introducing yourself and asking their name - Basic nouns - Musical instruments - Numbers to 10 	<ul style="list-style-type: none"> - Reading, writing and saying numbers to 10 - French story – three little pigs - Famous French people - Christmas in France 	<ul style="list-style-type: none"> - Classroom objects - Colours - Use this to answer questions verbally 	<ul style="list-style-type: none"> - Age - Naming and labelling parts of the body 	<ul style="list-style-type: none"> - Adjectives to describe parts of the body - Days of the week - Use this to answer questions verbally - Describe a person 	<ul style="list-style-type: none"> - Animal names - Ask answer about pets - Numbers 11-20 	
Music	Charanga Music Programme - Year 3 Mel Stamp to organise planning						



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Physical education	<u>Indoor</u> - PE rules and expectations Dance - Machines	<u>Indoor</u> Gymnastics – patterns and pathways	<u>Indoor</u> Team / Strategy games	<u>Indoor</u> Dance – Walk Like an Egyptian	<u>Indoor</u> Gymnastics: Hand Apparatus	<u>Outdoor</u> Striking and Fielding Cricket	
	<u>Outdoor</u> Ball handling	<u>Outdoor</u> Golf	<u>Outdoor</u> Ball handling 2 Netball	<u>Outdoor</u> Invasion Games Football	<u>Outdoor</u> Multi skills Sports Festivals	<u>Outdoor</u> Athletics	
PSHE	Myself and My Relationships Beginning and Belonging/New Beginnings	Family and Friends Anti-bullying	Working Together Financial Capability	Sex and Relationships Education	Managing Risk Safety Contexts	Healthy Lifestyles	



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Religious Education	<u>Fields of enquiry</u> <ul style="list-style-type: none"> - 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> <ul style="list-style-type: none"> - 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> <ul style="list-style-type: none"> - 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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	Investigate our religions, beliefs and backgrounds in our year group / class Symbols and religious Expression - Christian Harvest: Trees as a symbol	Why pray?	Christianity What do people believe about the creation of our world? Link to stone age era and beliefs / science of rocks and fossils	Islam What is the Qur'an and why is it important to Muslims? Inspirational people What do the stories from the life of Muhammad tell Muslims about Allah? How do Muslims describe Allah? Worship, pilgrimage and special places Where, how and why do Muslims worship?	Special Journeys	Christianity Worship – How and why are churches different? Link this to previous learning about other religions. Link to Brazil and the Roman Catholic Church.	