Year 3 Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History / Geography	 **Changes in Britain from the Stone Age through to the Iron Age (HISTORY)** (What was life like a long time ago?) A history theme in which children will research and discover: ➢ The role of an archaeologist and how artefacts help us to understand pre history ➢ Shelters ➢ The difference between the stone, bronze and iron ages and where they fit in history ➢ The lifestyle of the early Britons, including building and communication	 **What makes the earth angry? (GEOGRAPHY)** (Our place in our world: **Mountains, Volcanoes and Earthquakes)** *(Builds a foundation understanding of the make-up of our world)* A geography focus in which children will learn about **mountains, volcanoes** and **earthquakes**: ➢ How a volcano is formed ➢ How volcanic eruptions impact people's lives ➢ What an earthquake is ➢ Extreme weather conditions ➢ Natural disasters ➢ Hills and Mountains **Digimap Investigation:** *Where are the world's most dangerous volcanoes?*	 **Homes around the world (GEOGRAPHY)** • Understanding of different settlements • Types of home in various regions of the world • Advantages and disadvantages of each type of home • Compass points/grid references	 **Depth Study: Ancient Egypt (HISTORY)** (Achievements of the earliest civilisations) An in-depth study which looks at one of the earliest civilizations - the Egyptians. The children will discover the achievements of the Ancient Egyptians and how they ruled. Comparisons will be made with other early civilisation's achievements.	 **Our place in the world: The Mediterranean** *(Where is Greece, what is it like and how does it compare to England?)* **(GEOGRAPHY)** Children will explore Greece as a place improving their locational knowledge and their map skills. Children will study: ➢ Maps ➢ Geographical vocabulary ➢ Similarities and differences between places ➢ Physical location ➢ Food	 **Local study:** **The Industrial Revolution (HISTORY)** Children will build up their local historical knowledge in years 3, 4 and 5. Y3 will focus on the mills in Burley and what they were like as work places for families. They will research: ➢ What work was there in our local area? ➢ Who worked? ➢ What were working conditions like? ➢ Particular case studies and stories from local sources. **Digimap Investigation:** *What can maps tell us about how Burley –in-Wharfedale has changed since the Industrial Revolution? (Size, land use, features etc…)*
Art	**Drawing/Painting** Explore how prehistoric people recorded life as cave paintings. Experience mixing tertiary colours and using an 'earth palette'. Make and use templates to recreate earliest 'hand' cave art. Use charcoal and pastels to make animal studies in the style of a cave painting.		**Sculpture** Create models using recycled materials.		**Drawing/Mosaic** Study the work and architectural designs of Spanish artist Gaudi to develop drawing and design skills to create a piece of original mosaic suitable for a building.	
DT		**Structures:** Designing and making night lights.		**Food and nutrition** Cook using seasonal food – making dips and dippers		**Structures:** Designing for a purpose - mini greenhouses.
Forest School	Survival (Geography Link) Water collection (Science Link) Setting up camp and tools for camp (DT Link)	Navigational skills (Geography Link) Bushcraft cookery (DT Link) Knots and crafts (Art Link)	Insect habitats (Science/DT) Fire lighting through the ages (Science/history) Navigation (Geography)	Shelters across the globe (Geography, science, history) Tracking (science/geography) Seasons (science) Baking and water (science/history)	Spring Foraging Canadian Fish Flag	

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Science	 **Physics** **Light** **How far can you throw a shadow?** In this topic children will investigate sources of light. Through this they will find out about: • The Sun and electricity • Shadows • Reflection • Vocabulary e.g. translucent, opaque	 **Physics** **Forces and Magnets** **Are you attractive enough?** Children will investigate forces including magnets. They will: • investigate the forces that are around them • How magnets can attract or repel • Record and present what they have found out using technical and scientific language	 **Chemistry** **What do rocks tell us about the way the Earth was formed?** Children will review the variations in rock types and why they are different. They will: • compare different kinds of rocks • Review the look, feel and properties of rocks • Begin to understand and explain how rocks were formed	 **Working Scientifically** In this unit children will focus on: • 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 • 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	 **Biology** **Plants** **How did that blossom become an apple?** Children will identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers • Find what plants need in order to grow • Investigate how water is transported within plants Explore the importance of flowers in the life cycle of a plant, including pollination, seed formation and dispersal.	 **Biology** **Animals including humans** **How can Usain Bolt move so quickly?** A topic which investigates the importance of nutrition for health. Children will: • Know that all animals need nutrition • Discover why some animals have a skeleton and why some don't
PE	**Tag rugby**	**Health related fitness** (circuits/aerobics/yoga/running)	**Dance**	**Gymnastics**	**Tennis**	**Athletics**
French	**Ou est France?** **Les salutations/Numbers Core vocab**	**Le/la/les** **Je peux**	**Les animaux**	**Les instruments**	**Core vocab** Days of week /months of year	**Goldilocks and the Three Bears** **Boucle D'or et Les Trois Ours**
RE **(West Yorkshire Agreed Syllabus)**	**How do Jews remember God's covenant with Abraham and Moses?** *(In depth study: Judaism)* **What do the creation stories tell us?** *(Thematic study: Christianity, Judaism, Islam, Sikhism and a non-religious perspective.)*		**What is spirituality and how do people experience this?** *(Thematic study: Christianity, Judaism, Islam and Sikhism, as well as non-religious approaches.)*		**What do Christians believe about a good life?** *(In depth study: Christianity)*	
Computing	**Connecting computers**	**Stop frame animation**	**Sequence in music**	**Branching databases**	**Desktop publishing**	**Events and actions**
E Safety	**Privacy and Security**	**Online Relationships**	**Self-Image and Identity** **Copyright and Ownership**	**Online Reputations** **Health-Well Being and Life Style**	**Online bullying**	**Managing online behaviour**
Music	Pitch and rhythm- chime bars Learning to play more complex songs with a wider range of notes and pitches.		Musicality	Pitch and rhythm- recorder	Recorder	
PSHE	**Relationships** • What makes a family; features of family life • Personal boundaries; safely responding to others; the impact of hurtful behaviour • Recognising respectful behaviour; the importance of self-respect; courtesy and being polite		**Living in the Wider World** • The value of rules and laws; rights, freedoms and responsibilities • How the internet is used; assessing information online Different jobs and skills; job stereotypes; setting personal goals		**Health and Wellbeing** • Health choices and habits; what affects feelings; expressing feelings • Personal strengths and achievements; managing and reframing setbacks • Risks and hazards; safety in the local environment and unfamiliar places	