Byerley Park Primary School
Year Three Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stone Age – Iron Age – Ancient Egypt		Ancient Romans		Newcastle (Local Study)	
English	See Byerley Park Primary School English Long Term Plan					
Maths	See Byerley Park Primary School Mathematics Long Term Plan					
Science	**Plants** - P1 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - P2 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 - P3 investigate the way in which water is transported within plants - P4 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. - P5 know that plants make their own food	**Animals** - AH1 identify that animals, including humans, need the right types and amount of nutrition, and that they - AH2 cannot make their own food; they get nutrition from what they eat - AH3 identify that humans and some animals have skeletons and muscles for support, protection and movement.	**Classification of rocks & Fossilisation** - R1 compare and group together different kinds of rocks (including those in the locality) on the basis of appearance and simple physical properties - R2 describe in simple terms how fossils are formed when things that have lived are trapped within rock - R3 recognise that soils are made from rocks and organic matter.		**Sources of light** - L1 recognise that they need light in order to see things and that dark is the absence of light - L2 notice that light is reflected from surfaces - L3 recognise that light from the sun can be dangerous and that there are ways to protect their eyes - L4 recognise that shadows are formed when the light from a light source is blocked by a solid object - L5 find patterns in the way that the size of shadows changes.	**Simple forces** - FM1 compare how things move on different surfaces - FM2 notice that some forces need contact between two objects, but magnetic forces can act at a distance - FM3 observe how magnets attract or repel each other and attract some materials and not others - FM4 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 - FM5 describe magnets as having two poles - FM6 predict whether two magnets will attract or repel each other, depending on which poles are facing.

Computing	**Computer Science** - Write programs that accomplish specific goals - Use sequence in programs - Work with various forms of input - Work with various forms of output **ICT** - Refresh branching databases. - Use a database to create a graph **Digital Literacy** - Use technology responsibly - Identify a range of ways to report concerns about contact	**Computer Science** - Write programs that accomplish specific goals - Use sequence in programs - Work with various forms of input - Work with various forms of output **ICT** - Write a book/ report using a variety of tools and software **Digital Literacy** - Use technology responsibly - Identify a range of ways to report concerns about contact	**Computer Science** - Write programs that accomplish specific goals - Use sequence in programs - Work with various forms of input - Work with various forms of output **ICT** - Refresh branching databases. - Use a database to create a graph **Digital Literacy** - Use technology responsibly - Identify a range of ways to report concerns about contact	**Computer Science** - Write programs that accomplish specific goals - Use sequence in programs - Work with various forms of input - Work with various forms of output **ICT** - Use Puppet Pals etc to create animation based on a storyboard - Use Colour Magic etc to edit pictures for use **Digital Literacy** - Use technology responsibly - Identify a range of ways to report concerns about contact	**Computer Science** - Write programs that accomplish specific goals - Use sequence in programs - Work with various forms of input - Work with various forms of output **ICT** - Write a book/ report using a variety of tools and software **Digital Literacy** - Use technology responsibly - Identify a range of ways to report concerns about contact	**Computer Science** - Write programs that accomplish specific goals - Use sequence in programs - Work with various forms of input - Work with various forms of output **ICT** - Use Puppet Pals etc to create animation based on a storyboard - Use Colour Magic etc to edit pictures for use **Digital Literacy** - Use technology responsibly - Identify a range of ways to report concerns about contact
PE	**Dance** - Improvises ideas and actions - Moves appropriately for set styles of dance - Shares ideas in a group to create a motif - Adapts dances by changing variable e.g. actions, gestures, step patterns and partners - Compose longer dances that have changes in position of individuals or pairs in group	**Gymnastics** - Create and practice longer and more complicated sequences - Show clear changes in level, speed and direction in a sequence adapt gym actions using symmetry and asymmetry perform mirroring and matching actions - Accurately repeat longer and more complex sequences (pairs or small groups) that show tension and	**Games** - Pass the ball to my partner when they are ready - kick, stop and throw a variety of different objects and balls - change direction and speed when dribbling grip, hit, throw and bowl with basic control and coordination hit and pass with basic coordination and control to a partner and a target area Understand basic tactics and use a variety of them in a game situation like moving to the best space for themselves or teammates - Outwit opponents Observe their own and others work and highlight similarities and difference between them. - Improve their performance through these observations. - Explain if their tactics have been successful while using a variety of language to describe what is happening during a game e.g. scoring, possession, accuracy etc.		**OAA** - Use a plan/map to orientate myself around a course - Help my team to be successful in completing challenge type activities - Set a course for other people to follow - develop my team work skills and be responsible for a role Are able to share ideas in a group and listen to what others have to say.	**Athletics** - Combine jumps together into a sequence of their choice - Runs smoothly at different speeds - Consistently hits a target with a range of equipment. - Choose different styles of running, throwing and jumping. - Pace themselves depending on the length of a race. - Select the correct skill in order to beat an opponent in a

- Demonstrate how they move in relation to each other. - Choose how to move appropriately to a variety of rhythms. - Think about and comment on the movements they and others use to show they understand a particular style of dance. - Improve their dance by watching others. - Make up their own warm up to prepare their body for dance (using dance techniques e.g. travelling and turning) - Understand that dancing with others can make them feel happy.	extension. - Adapt their sequence to include the strengths of everyone in the group. - Watch a gymnastic performance and comment whether it has met the task, the actions were accurate and what could be improved. Warm up independently, carrying out stretches and strengthening exercises safely. - Know gymnastics is good for their health 1/2/3/4 point balances bunny hop - all rolling actions from KS1 - stag jump pencil, dish, teddy bear and Rock and Roll Back and forward rolls - Work with a partner to create a sequence. - From your starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then you must move apart to finish. Your sequence should contain 4 elements and you must travel in an "L" shaped pathway.	- Describe the difference between attacking and defending play. Warm up using activities that are appropriate to the game they are playing - Give reasons why warming up is important. - Identify when their body is cool, warm, hot etc. - Explain why strength, stamina and speed are important in sport.	- Be aware that sometimes you have to change ideas if the group isn't succeeding in a task. - Begin to recognise their strengths and the strengths of others' Know that to be successful you have to PLAN – TRY – THINK ABOUT – TRY AGAIN. - Explain which strategies have worked well. Know that I can stay fit and healthy when I take part in OAA. - Understand they can be dangerous so rules and regulations must be followed.	competition. Watch and describe different running, throwing and jumping actions while using a variety of descriptive language e.g. accuracy, strength and stamina. - Comment on the similarities and differences of theirs and others actions to aid the improvement of performance. Warm up using activities that are appropriate to the activity they are doing. - Give reasons why warming up is important. - Identify when their body is cool, warm, hot etc. and explain why strength, stamina and speed are important in athletics

		- Your sequence should show clear changes of speed. - Link 3 different balances, with 3 different ways of travelling		
History	**Stone Age to Iron Age (Overview)** **Ancient Egypt (Depth) – What can we find out about Ancient Egypt?** - Use Year Three (and KS1) vocabulary accurately - Understand BC and AD - Place dates from times studied onto a timeline	**Roman Britain (Depth) – early civilisation.** **Roman Empire and impact on Britain (including focus on NORTH EAST)** - Devise questions for the period studied - Suggest sources of evidence for answering questions. - Use sources of evidence to find out about the past	**British Local history (Depth) – A study of a region in the UK, Newcastle (Strong Geography link)** - Knows facts about people and events studied in Year Three - Describe similarities and differences between the people, events and objects I have studied
Geography	**Climate around the world** - Recall locational knowledge for Key Stage One curriculum - Understand geographical similarities and differences through the study of human and physical geography in the UK - Identify the position and significance of latitude, longitude, Equator, Hemispheres, Tropics and both Poles. - Independently identify and record seasonal and daily weather patterns in the United Kingdom. - Locate hot and cold areas of the world in relation to the Equator and the North and South Poles	**Map reading and fieldwork skills (local study)** - Use and understand Year 3 Human and Physical Geographical vocabulary accurately - Use the eight points of the compass accurately - Understand simple symbols on an ordnance survey map using the key - Use maps, atlases, globes and digital computing maps to locate countries and describe features studied. - Use Year 3 fieldwork skills to observe, measure and record the human and physical features in the local area.	**Newcastle (UK region)** - Recall locational knowledge for Key Stage One curriculum - Understand geographical similarities and differences through the study of human and physical geography in the UK - Use and understand Year 3 Human and Physical Geographical vocabulary accurately - Use the eight points of the compass accurately - Understand simple symbols on an ordnance survey map using the key - Use maps, atlases, globes and digital computing maps to locate countries and describe features studied.
Art	**Drawing** - With a coloured pencil can block colour, by applying pencil strokes in the same direction - Control depth of colour by using different pressures **Printing** - Print by pressing, rolling, rubbing and stamping with own printing blocks - Build up two layers of colour to make prints **Collage** - Use a variety of materials to create a collage on a theme **Painting** - Position the primary and secondary colours correctly on the colour wheel. - Use a number of brush techniques, using thick	**Architecture** - Describe buildings which are based on natural forms - Use building descriptions to inform their own art work **Art through history and different cultures** - Describe the art from another culture and use to develop own art work - Use a variety of materials to create a collage **Artists, Craft makers and designers** - To look at artists, craft makers, designers and architects **Sketch Book** - Record ideas and experiences in different ways in a sketch book *(drawings, words, sticking in items)*	**Mark Making** - Timed sketches/ use of sketchbook to show development/ sections of drawings - Collection of images as starting points, using digital camera - Different tones to show light, dark shadow using graded pencils - View finders/ magnifying glasses to explore detail and begin to form more abstract drawings - From real life drawings to cartoon images - Drawing using a variety of tools and surfaces (oil pastels, chalks, pen and ink using paint brushes) - Use of drawing to explore and develop ideas, as a starting point for work that will be developed using other mediums

	and thin brushes to produce shapes, textures, patterns and lines. - Mix and match colours for purpose (skin colours) - Lighten and darken using black and white - Experiment with intensity of shades mix different thicknesses of paint for different purposes		- show similarities and differences when drawing objects - Shadows/light and dark tones **Working with Colour** - Mix and match colours (e.g. match colour palette to images taken from a magazine) - Lighten and darken tones using black and white - Experiment working with ranging brushes (form larger strokes for colour washes working in one direction, shorter strokes/ dabbing for detail or swirls to show movement) - Form colours working from direct observations of objects such as leaves, flowers and create more abstract paintings by experimenting with scale or unexpected colour palettes (e.g. blues for leaves) - (The following artists could be used as starting point for this work: Ruth Daniels, Mark Quinn, Carol Simms) - When forming paintings children can cut out and layer pained pieces and are aware of background, foreground, overlap, behind and between)
DT	**Book with moving parts** **Design** - Begin to use research and to develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups **Make** - Begin to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - Use and make their own templates. **Evaluate** - Investigate and analyse a range of existing products. - Understand how key events and individuals in design and technology have helped shape the world	**Photo Frames** **Design** - Begin to use research and to develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups **Make** - Begin to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - Use and make their own templates. **Evaluate** - Investigate and analyse a range of existing products. - Understand how key events and individuals in design and technology **Technical knowledge** - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	**Cooking & Nutrition** - Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. - Prepare food using skills. e.g Slicing, peeling and chopping
Music	**Music teaching lead by Durham Music Services.**		

	- Begin to sing confidently in 2 parts following a more complex structure. - Begin to sing songs and melodies in tune. - Understand how pulse, rhythm and pitch work together. - Use 3 notes to compose successfully. - Recognise some musical styles and traditions and has some understanding of the history of music. - Recognise different instruments in a variety of music. - Understand formal and informal notation. - Sing/play simple rhythms with some control and accuracy. - Present a performance with awareness of audience - Appraise other performers using constructive feedback					
RE – Big Questions	**How do Hindus worship?**	**How and why is Advent important to Christians?**	**What can we learn about Christian symbols and beliefs by visiting churches?**	**What do Christians remember on Palm Sunday?**	**What do Christians remember on Palm Sunday?**	
RE - Objectives	- Describe some of the beliefs and features of religion recognising similarities and differences - Make links between beliefs and sources including religious stories and sacred texts - Begin to identify the impact religion has on believers' lives - Describe some forms of religious expression - Express their views and support them using plausible reason or reasons - Show some awareness of other people's views - Reflect on own feelings and values, appreciating that not all think, feel and believe the same - Reflect on what influences them, linking aspects of their own experiences					
MFL	**Core task 1** - Recognise some basic French greetings. - Recognise the numbers 1-10. - Respond to some simple classroom instructions. - Respond to some simple questions when prompted with visual cues. - Recognise basic family vocabulary.	**Core tasks 2** - Recognise the days of the week when spoken in sequence. - Understand most of the colours. - Understand numbers up to 20. - Respond to questions about likes and dislikes with a single word. - Recognise negative responses to a question when given a visual prompt	**Core tasks 3** - Sing along and do the actions to a French song, with a visual aid. - Recognise most of the French body parts when they're spoken. - Read the numbers 11-20 with some assistance. - Accurately say the name of the month of their birthday when given a visual prompt. - Understand the difference between singular and plural.	**Animals** - Be able to respond to questions when given a spoken model to copy. - Repeat a simple phrase to say that they don't understand something. - Hear a simple sentence and then repeat it orally. - Copy down a short, simple sentence. - Read a short rhyme with help. - Recognise some basic French adjectives such as colours.	**Food** - Give a spoken response to a simple written question using a single word answer. - Pronounce some common letter strings correctly. - Give an opinion in French with a visual prompt. - Repeat a couple of sentences, including talking about what they would like, using the first person. - Copy the main vocabulary with some mistakes.	**At school** - Be able to respond to questions using one-word answers or gestures. - Use numbers in a sentence to tell the time with some support. - Repeat basic questions. - Pronounce vocabulary, including articles, correctly with some support and visual aid. - Copy down singular nouns with their article. - Pronounce some French sounds correctly.

						- Follow a story as it is read, with visual prompts. - Identify a sound in a song with some help. - Understand that plural nouns have a different article to singular nouns.