



Timu Academy Trust: Long Term Plan



Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic/key question</b>	Stone to Iron Who first lived in Britain?	River deep Mountain high	How does Usain Bolt move so quickly?	Romans in Britain		Around the Med in 80 days
<b>WOW/ Showcase/ Visit/Visitor</b>	Showcase presentation of the life of Early Britons (weapons, food, ways of communicating and eating).	Design and build a shelter		Roman workshop		Where in the world are we going? Suitcases with clues
<b>Literacy genre and text</b>	Non-Chronological Report <i>Mythical Creatures</i>	Instructions: How to trap a Christmas Elf	Newspaper Reports		Persuasive writing	Recount
	Traditional Tales: Little Red Riding Hood.	Stories form imaginary worlds: Fantastic Mr Fox	Stories by the same author.	Myths Play scripts	Stories from another culture: The Tiger Child	Adventure Stories: Around the World in 80 days
	Performance poems	Shape Poems				Animal poems
<b>Science</b>	<p><u>Rocks</u> To compare and group together different kinds of rocks To describe in simple terms how fossils are formed when things that have lived are trapped within rock To recognise that soils are made from rocks and organic matter</p>	<p><u>Forces and magnets</u> To compare how things move on different surfaces To notice that some forces need contact between two objects, but magnetic forces can act at a distance To observe how magnets attract or repel each other and attract some materials and not others To 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 To describe magnets as having two poles To predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><u>Animals including humans</u> To 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. To identify that humans and some other animals have skeletons and muscles for support, protection and movement. <i>Watch UB 100m race, compare human and animal skeletons, workings of a joint, strengthening muscles - exercise</i></p>	<p><u>Light</u> To recognise that they need light in order to see things and that dark is the absence of light To notice that light is reflected from surfaces To recognise that light from the sun can be dangerous and that there are ways to protect their eyes To recognise that shadows are formed when the light from a light source is blocked by a solid object To find patterns in the way that the size of shadows change</p>	<p><u>Plants</u> To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers To 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 To investigate the way in which water is transported within plants To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	
<b>Computing</b>	<p>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 variable and various forms of input and output</p>					

	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>					
	We are programmers	We are bug fixers	We are presenters	We are vloggers	We are communicators	We are opinion pollsters
<b>Geography</b>		To name and locate counties and cities of the UK, 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.		To locate countries, using maps to focus on Europe. To understand key aspects of human geography including types of settlement and land use.		To understand geographical similarities and differences through the study of human and physical geography of a region in a European country
<b>History</b>	<p><u>Changes in Britain from the Stone Age to the Iron Age</u></p> <p>Late Neolithic hunter-gatherers and early farmers, Bronze Age religion, technology and travel eg StoneHenge, Iron Age hill forts</p> <p>Create a burial chamber</p> <p>Research the significance of Stonehenge, construct edible models</p>			<p>To develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within the periods they study. To understand how our knowledge of the past is constructed from a range of sources</p> <p>To know about the Roman Empire and its impact on Britain:</p> <ul style="list-style-type: none"> <li>-JuliusCaesar’s attempted invasion in 55-54 BC</li> <li>-the Roman Empire by AD42 and the power of its army</li> <li>-successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>-British resistance , eg Boudica</li> <li>-“Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>		
<b>Art</b>	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of	To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of	To create sketch books to record their observations and use them to review and revisit ideas	To develop techniques, including the control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design:-		To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of

	<p>materials</p> <p><i>Ice Age art – engraved pieces of portable art</i></p> <p><i>Weave with wool</i></p> <p><i>Cook oatcakes</i></p>	<p>art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To know about great artists, architects and designers in history</p> <p><i>Monet’s famous River Thames series</i></p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To know about great artists, architects and designers in history</p> <p><i>Photos of runners, drawing moving figure (ovals), sculptures of moving figures</i></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques (printing)</p> <p>To know about great artists, architects and designers in history.</p> <p><i>Study Roman mosaics, understand why, when and how the Romans created these and their significance in Roman society. Using stick-printing techniques, create their mosaic pictures.</i></p> <p><i>Portrait of Boudicca.</i></p> <p><i>3D portraiture – clay Roman busts. How Roman busts differed from their Greek equivalent</i></p>	<p>art and design techniques (painting)</p> <p>To know about great artists in history (Monet).</p> <p><i>Landscape - water colours and pastels</i></p>
<b>DT</b>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes.</p> <p>Select from and use a wider range of materials and components</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>Generate, develop, model and communicate their ideas</p> <p>Select from and use a wider range of materials and components</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others</p> <p><i>Eg. Make a boat out of natural material using joining techniques</i></p> <p><i>Design and make a water wheel</i></p>		<p>To generate, develop, model and communicate their ideas through talking, drawing, templates, ICT</p> <p>To select from and use a wider range of tools and equipment accurately to perform practical tasks</p> <p>To select and use a wider range of materials and components</p> <p>To build structures exploring how they can be made stronger, stiffer and more stable</p> <p>To explore and use mechanisms eg wheels and axles</p> <p><i>Design and build own chariot and then race it!</i></p> <p><i>Study Roman roads, buildings and aqueducts. Build models, carry out tests and make a presentation of discoveries.</i></p>	
<b>Music</b>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p>				

	<p>To appreciate and understand staff and other musical notations</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To develop an understanding of the history of music</p> <p>Play the Ocarina, musical notation, songs related to CLJ topics, seasons and festivals</p>					
<b>RE</b>	<u>Hinduism</u> Theme: Diwali Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	<u>Christianity</u> Theme: Christmas Key Question: Has The true meaning of Christmas Been lost?	<u>Christianity</u> Theme: Jesus' miracles Key Question: Could Jesus really heal people? Were these miracles or is there some other explanation?	<u>Christianity</u> Theme: Easter – Forgiveness. Key Question: What is Good about Good Friday?	<u>Hinduism</u> Theme: Hindu Beliefs Key Question: How can Brahman be everywhere in everything?	<u>Hinduism</u> Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu?
<b>PSHE</b>	Being Safe	Me and my feelings Anti-Bullying	New Beginnings	Keeping Healthy and Medicine	Making a positive contribution	Changes
<b>PE</b>	Dance (Walmer and Penguin) Gymnastics (Beech)	Multiskills	Gymnastics (Walmer) Invasion games (Penguin) Dance (Beech)	Invasion games (Walmer and Beech) Gymnastics (Penguin)	Athletics	Striking and fielding games
<b>French</b>	<p>To listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations, ask and answer questions, express opinions and respond to those of others</p> <p>Speak in sentences, using familiar vocabulary, phrase, and basic language structure</p> <p>Develop accurate pronunciation and intonation</p> <p>Present ideas and information orally</p> <p>Read carefully and show understanding of words, phrases, and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden vocabulary and develop ability to understand new words</p> <p>Write phrases from memory and adapt these to create new sentences</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the language</p>					
	Greetings Numbers to 12 Classroom instructions	Parts of the body Actions	Clothes, colours Parts of the body Story of Little Red Riding Hood	Classroom objects Birthdays Birthday presents	Places in town Weather	Leisure activities
<b>Additional suggested linked texts</b>	Stone Age Boy , Stone Girl Bone Girl Ug, Pebble in my pocket, The Croods Stig of the Dump	Running wild  The vanishing rainforest		The Captive Celt Thieves of Ostia The Tiger Child The Orchard Book of Roman Myths		Around the World in 80 days

*1. Look at photos of people moving. Draw ovals to show position of body and limbs during movement. Using ovals to start the picture, then fleshing it out, work on a picture of Usain Bolt ready to run on the blocks and then running*

*2. Look at how artists use blurred images, trail backs and repeated images to show movement in their pictures. Practise in sketch books.*

*Work on a painting using water colours or acrylics of Usain Bolt running past. Start with the ovals to get the correct body position and then use a technique such as blurring, trail back or repeated images to show his movement across the page.*

*3. Look at pictures or real sculptures of moving figures. Experiment with clay to show a running figure.*