



# Long Term Plan 2021/2022

## Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Visits/ Visitors</b>	Science (Rocks and Fossils) Hyde Hall - Rocks and Fossils Geography - Walk round Burnham focusing on the River Crouch. RE - Visit from local Vicar RHSE - Local Dentist to visit children History - Stone Age Barley Lands		History -Walk to the museum and around Burnham Geography Visit linked to UK countries. (Let's Locate - Fresh Water theatre company) Science - Animals including humans - Zoo Trip.		History - Egyptians Fresh Water theatre company. Geography - Abberton Reservoir Art - First Sight Gallery.	
<b>English Key Texts</b>	<b>Fiction</b> -Rhythm of the rain, How to wash a wooly mammoth <b>Reports</b> - Rivers and Coasts  <b>Myths, Legends, Fables</b> - traditional tales compared to another countries traditional tale  <b>Links to British values/ SMSC-</b> Children will be able to discuss and re-	<b>Fiction</b> - Moana <b>Non-fiction: Fossil Girl diary entry</b> - Mary Anning <b>Poetry</b> - 'I am' Luna Waite  <b>Links to British values/ SMSC-</b>	<b>Fiction</b> - Railway children Return (links to History) <b>Information texts</b> - Newspaper report  <b>Links to British values/ SMSC</b> - Children will be given the opportunity to extract meaning beyond the literal and will	<b>Fiction</b> - The Railway children return <b>Non-Fiction</b> - how the body works - linked to science. <b>Non-Chronological Report</b> - (Science Link) Write a report about how they keep themselves healthy and developing ways to lead a healthy life.  <b>Links to British values/ SMSC</b> - Children are given the opportunity to discuss	<b>Fiction</b> - The Hodgeheg by Dick King-Smith  <b>Non-Fiction</b> (Write a Letter) - Persuasive Writing. The Pidgeon Has to Go to School  <b>Dialogue</b> - Linked to Hindu Gods and Goddesses.  <b>Links to British values/ SMSC-</b>	<b>Fiction</b> - The Lion, the Witch and the Wardrobe.  <b>Non-Fiction-</b> Recounts (Linked to History topic)  <b>Poetry</b> - The magic box  <b>Links to British values/ SMSC-</b> The children will be able to consider alternative interpretation and



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	enact traditional stories from other cultures, such as Theseus and the Minotaur. This will encourage and develop communication skills as the children will be given the opportunity to reflect and evaluate sensitively, on others performances.		be able to consider alternative interpretation and hidden meanings whilst engaging with poetry.	how to keep themselves healthy and make positive choices. They will use their imaginations to develop their ideas as a group.	Children will be given the opportunity to extract meaning beyond the literal and here stories from a different culture/religion. They will learn about democracy and how to explain their ideas and opinions clearly.	hidden meanings whilst engaging with poetry.
<b>Maths</b>	Number Geometry Measurement	Number Geometry Measurement Statistics	Number Measurement Geometry Statistics	Number Measurement Geometry	Number Measurement Geometry Statistics	Number Measurement Geometry
<b>Science</b>	<b>Rocks-</b> Properties, fossils.  <b>Forces and magnets; Magnetism -</b> Movement on different surfaces.  <u><b>Links to British values/ SMSC-</b></u> The children will learn to work as part of a team to conduct investigations. They will develop skills around respect, co-operation and teamwork to carry out investigations and test their hypothesis.		<b>Animals including humans-</b> Skeletons and muscles  <b>Animals including humans -</b> Nutrition; <i>This will link to keeping healthy- children will look at hygiene, exercise, teeth</i>  <u><b>Links to British values/ SMSC-</b></u> <i>In this topic the children will have an understanding of how the human body is made up. They will be involved in</i>		<b>Light -</b> Light to see; reflection; sun dangerous; shadows.  <b>Plants-</b> Functions of parts of a plant. Life and growth, flower life cycle.  <u><b>Links to British values/ SMSC-</b></u> The children will work together to conduct investigations. They will learn how sunlight can be dangerous and form their own decisions	



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		<p><i>discussions about how we all look different on the outside but are similar on the inside</i></p> <p><i>The children will learn about balanced diets, they will continue to develop their understanding and responsibility of how to take care of themselves. They will be able to reflect upon their lifestyle and will discuss how they can make better choices to stay healthy.</i></p>	<p>about how to keep themselves safe in sunny weather by making sensible choices.</p> <p>The children will discuss the functions of plants and how the reproduction of plants helps the environment. This will create discussions about what is special about life.</p>
<b>History</b>	<p>Changes from Stone Age to Iron Age</p> <p><u>Links to British values/ SMSC-</u> <i>The children will build on their understanding of local geography, looking at how settlements have changed since the Stone Age. Children will be able to compare life as a stone age person to modern day living, for example looking at how they used hunting and gathering to survive.</i></p>	<p>A local History study - Burnham-on-Crouch</p> <p><u>Links to British values/ SMSC-</u> <i>The children will develop their understanding of how a place local to them has changed over time. They will consider how people's beliefs have impacted the development of Maldon and how changes have affected the people who lived there.</i></p>	<p>The Egyptians</p> <p><u>Links to British values/ SMSC-</u> <i>By the end of this term the children will have an understanding of mutual respect and beliefs of the Ancient Egyptian culture. They will be able to compare the similarities and differences of the Ancient Egyptians and modern life, for example they will look at how the Egyptians communicated through hieroglyphs.</i></p>
<b>Geography</b>	<p><b>Rivers and Coasts</b></p> <p>Exploring the physical geography associated with rivers and coasts, with a focus on the River Crouch and significant rivers in the UK.</p>	<p><b>Locality Study: Counties and cities in UK</b></p> <p>Topographical features, land use patterns. Human and physical geography of a UK region.</p>	<p><b>Mountains and the Water Cycle</b></p> <p>Locate and name the famous mountain ranges in the world explain the human and physical geography in relation to mountain ranges.</p>



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	<p>The children will also consider why rivers are important and why people may have chosen to build or live close to a river.</p> <p><b><u>Links to British values</u></b> – The children will learn about how people's choices can be influenced by the physical geography of a place. They will gain a greater understanding of features within their locality and consider how this is different to other places within the UK.</p>	<p>Mountains, rivers and coasts of the UK and in the Mediterranean.</p> <p><b><u>Links to British values</u></b> – <i>The children will explore the differences between urban and rural living, gaining mutual respect for one another.</i></p> <p>They will gain a greater understanding of features within their locality and consider how this is different to other places within the UK.</p>	<p>Identify and explain key elements of the water cycle and its importance for life.</p> <p><b><u>Links to British values</u></b> – The children will gain an understanding of how the geography of an area can influence the way that people live their lives.</p>
<b>Art</b>	<p>To create sketch books -</p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points.</li> <li>• Review and revisit ideas</li> </ul> <p><b>Sculpture and Painting</b></p> <p>We will be looking at examples of Stone, Bronze and Iron Age art to give us ideas for our own artwork. We will be creating work inspired by cave paintings using paint and natural materials. We will create Christmas ornaments from clay.</p> <p><b><u>Links to British values</u></b></p> <p><i>Children will gain an understanding of the importance of art in historical cultures. They will also learn how artists express their ideas and beliefs through their art.</i></p>	<p><b>Sketching, Shading and Collage</b></p> <p>We will be learning to sketch landscapes and practise shading techniques.</p> <p>We will also be creating a collage using different resources for effect.</p> <p><b><u>Links to British values</u></b></p> <p><i>Children will learn to work as part of a team to create their work, ensuring that they are respectful of the opinions of others.</i></p>	<p><b>Printing and Stitching</b></p> <p>We will look at the work of William Morris to inspire our patterns.</p> <p>We will be learning some simple stitches to add detail to a piece of work and join two fabrics together.</p> <p><b><u>Links to British values</u></b></p> <p><i>Children will investigate visual, tactile and other sensory qualities of their own and others work. In addition the children will explore Egyptian cultures and traditions.</i></p>
<b>DT</b>	<b>Weaving Wall Hanging</b>	<b>Cooking and Nutrition</b>	<b>Lever Mechanisms</b>



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<p><b>Practical safety awareness ensures our children know how to handle and respect tools and equipment.</b></p>	<p>Children will understand that materials have a practical and aesthetic purpose. They will develop and follow simple design criteria, identifying a purpose for what they are making. Children will also explore a range of different materials, identifying what they are made from and where they are from. Within this topic, we will look at how prehistoric people used weaving to make clothes.</p> <p><u><b>British Values/ SMSC</b></u></p> <p>The children will learn to develop their own ideas about their designs and be respectful of the work and ideas of others.</p>	<p>Linking with their science, children will understand and apply the principles of a healthy and varied diet. They will begin to understand seasonality and know when, where and how food is grown. They will start to follow a recipe which uses a range of cooking techniques.</p> <p><u><b>British Values/ SMSC</b></u></p> <p>The children will learn to make healthy choices and understand how these choice can affect them.</p>	<p>Pneumatics - Children will create a moving monster.</p> <p><u><b>British Values/ SMSC</b></u></p> <p>The children will work as part of a team to develop their ideas, ensuring that they both value and respect the opinions of others. The will use their imaginations to develop their design and reflect on their choices in order to improve their work.</p>
<p><b>Computing</b></p> <p><b>E-safety awareness ensures our children make safe choices</b></p>	<p><b>Sequence</b></p> <p>Learn to make actions happen in a sequence.</p> <p>Burst the Bubbles Up in the Air Fly a Helicopter Stepping through Space Snail vs. Spider</p> <p><u><b>Links to British values</b></u></p> <p><i>E-safety will be continued and built upon from year 2. The children will recap how to stay safe on the internet and the implications of leaving their</i></p>	<p><b>Animation</b></p> <p>Create simple animations and simulations.</p> <p>Alien Space Race Traffic Lights</p> <p><u><b>Links to British values</b></u></p> <p><i>The children will discuss appropriate gaming and apps. They will also discuss how to stay safe using these continuing to develop their own sense of personal responsibility.</i></p>	<p><b>Conditional Events</b></p> <p>Learn to code with 'if statements', which select different pieces of code to execute depending on what happens to other objects.</p> <p>Space Maze Self-driving Car Hungry Snake Pufferfish Pop Debugging Exercise</p> <p><u><b>SMSC/ British Values</b></u></p>



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<b>ICT will be planned for in all areas of the curriculum</b>	<i>'digital footprint' on the internet. The children will be involved in discussions about 'stranger danger' and how this influences choices they make on the internet.</i>		The children will discuss cyber bullying and staying safe online, whilst developing a 'be smart on the internet' attitude
<b>PE</b>	<b>See P.E overview</b>		
<b>RE</b>	Christianity - The Bible (safety of beliefs)  <b>Links to British values</b> - <i>by the end of this term the children will have a deeper sense of respect for their own culture and will be able to discuss heroes and heroines from the Bible. They will have an understanding of what type of person they are and will show mutual respect towards others.</i>	Judaism - The Synagogue and Moses (safety of beliefs)  <b>Links to British values</b> - <i>By the end of this term the children will have an understanding of tolerance towards other regions and beliefs. This will enable them to look at the similarities and differences of Judaism and Christianity (social development).</i>	Hinduism - Gods and Goddesses (safety of beliefs)  <b>Links to British values</b> - <i>By the end of this term children will have gained an interest in other ways of doing things by looking at cultural differences. They will have a greater sense of curiosity about the similarities and differences of Christianity, Judaism and Hinduism (cultural development)</i>



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<b>RHSE &amp; Mental Health</b>  <b>*Including - Challenging gender norms and stereotypes - transgender. Relationships and different families - homosexuality</b>	<b>RHSE: Relationships</b>  How can we be a good friend?  Friendship; making positive friendships, managing loneliness, dealing with arguments.  <b>Mental Health Focus:</b> Worry/anxiety/anger  Text: Silly Billy  <b>Links to School values</b> <i>-Linking to looking after each other.</i>  <b>Links to British and school values - by the end of this half term the children will have an understanding between right and wrong and moral</b>	<b>RHSE: Health and wellbeing</b>  What keeps us safe?  Keeping safe; at home and school; our bodies; medicines and household products.  <b>Mental Health Focus:</b> Emotions/ Feelings  Text: Not Now Bernard  <b>Links to British values - by the end of this half term the children will have an enhanced understanding of their sense of self, by reflecting on their own</b>	<b>RHSE: Relationships</b>  What are families like?  Families; family life; caring for each other.  <b>Mental Health Focus:</b> Empathy/ Kindness  Text: Monty The Manatee  <b>Links to British values - the children will understand and respect differences</b>	<b>RHSE: Living in the wider world</b>  What makes a community?  Community; belonging to groups; similarities and differences; respect for others.  <b>Mental Health Focus:</b> Self-esteem/ Self belief  Text: Giraffes Can't Dance  <b>Links to British values - by the end of this half term the children will have a sense of belonging, knowing the difference between the terms minorities and</b>	<b>RHSE: Health and wellbeing</b>  Why should we eat well and look after our teeth?  Being healthy; eating well and dental care.  <b>Mental Health Focus:</b> Differences/ Diversity  Text: Not Like the Others  <b>Links to British values - The children will learn how to look after themselves and to</b>	<b>RHSE: Health and Wellbeing</b>  Why should we keep active and sleep well?  Being healthy; keeping active, taking rest.  <b>Mental Health Focus:</b> Bravery/Courage/Fear  Text: The Wolf, the Duck and the Mouse  <b>Links to British values - The children will learn how to look after</b>





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	<p><i>conflict (mutual respect, moral development and the rule of law).</i></p>	<p><i>feelings (spiritual development)</i></p> <p><i>-Pant law NSPCC</i></p>	<p>between families and recognise what makes a family. They will be able to explain how we show kindness and empathy towards others and why this is important.</p>	<p><i>majorities. (social development).</i></p> <p><i>The children will have a greater understanding of cultural traditions and will show respect for their own cultures and others (cultural development)</i></p>	<p>make healthy choices. They will also learn to respect differences between themselves and others and appreciate why this is important.</p>	<p>themselves and to make healthy choices.</p>
<p><b>MFL</b> <b>(KS2 only)</b></p>	<p>Introduction to Spain and Spanish-speaking countries.</p> <p>Introducing ourselves: greetings, saying how you are, saying your name.</p> <p><i>Me llamo/soy/estoy/¿qué?</i></p> <p>Colours and the Spanish flag.</p>	<p>El Día de Los Muertos.</p> <p>Numbers 1 -20</p> <p>Asking and answering questions about your age - tengo/tienes/ ¿cuántos?</p> <p>Months of the year.</p> <p>Christmas and New Year in Spain.</p>	<p>Numbers 21 - 31.</p> <p>Talking about your birthday.</p> <p><i>¿Cuándo? /es</i></p> <p>Possessive adjectives - mi/tu</p> <p>The tradition of 'la mordida'</p>	<p>Days of the week.</p> <p><i>Mi día favorito es.....</i></p> <p>El Día mundial del libro. World Book Day.</p> <p>Different genres of books.</p> <p><i>Mi libro favorito es.....</i></p> <p>The weather</p>	<p>Talking about your family.</p> <p><i>¿Tienes hermanos?</i></p> <p>Masculine/feminine nouns/definite and indefinite articles and plurals. Using conjunctions.</p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular - tener.</p> <p>3<sup>rd</sup> person singular and plural</p>	<p>Saying whether or not you have a pet.</p> <p>The negative form of verbs - no tengo</p> <p>Irregular plurals, e.g., pez - peces</p> <p>ratón - ratones</p> <p>La Tomatina Festival</p>





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			and el Día de Santo.  El Carnaval	La Semana Santa	of llamarse (se llama/ se llaman).  Eurovision Song Contest	
Music	<p>ELEMENTS OF MUSIC Pitch, Rhythm, Tempo, Dynamics, Duration The basics of music demonstrated and developed via pair and group work creating short pieces.</p> <p>THE ART OF SINGING Vocal techniques, breathing, learning a variety of traditional songs for occasions.</p> <p>DEVELOPMENT OF CLASSICAL MUSIC &amp; FAMOUS COMPOSERS</p> <p><u>Links to SMSC/ British Values</u> The children will learn to appreciate how music and musicians are influenced by their culture and to respect the ideas and opinions of others. They will learn to work together as a team to create a finished piece of work. They will learn to respond to a piece of music and form their own opinions.</p>	<p>MUSIC FOR MOODS Cartoons, Film Music, Adverts. How music can influence mood and perception of images and the techniques involved.</p> <p>THE HISTORY OF POP MUSIC The Blues, Rock &amp; Roll, Disco. How styles developed with the addition of new instruments and technology with a look at specific bands and artists.</p> <p><u>Links to SMSC/ British Values</u> The children will learn to understand the influence of music and develop their own judgement about what they are hearing. They will learn to question what they can see and hear. They will learn to respect and appreciate other cultures.</p>	<p>MUSIC FROM AROUND THE WORLD The Development of Folk Music Music of The Far East, Music of India. How music differs in other parts of the world.</p> <p>RE-EXAMINATION OF THE ORCHESTRA A more advanced look at the orchestral palette and how instrumentation can colour a piece.</p> <p>CONTINUED VOCAL DEVELOPMENT Including some part singing, harmonies and varied styles.</p> <p><u>Links to SMSC/ British Values</u> The children will hear music from different cultures and develop an appreciation of different backgrounds and styles of music. They will learn about respecting the ideas of others and working as a group to develop their work.</p>			