

## Barrowcliff School- Long Term Curriculum Plan - Year 3

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>The Stone Age</b>	<b>Rocks</b>	<b>Ancient Greece</b>	<b>Light &amp; Dark</b>	<b>Natural Disasters</b>	<b>Plants &amp; Animals</b>
<b>Enquiry Question</b>	Who first lived in Britain?	What do Rocks tell us about the way the Earth was formed?	Why were the Ancient Greeks ruled by their gods?	How far can you throw your shadow?	What makes the Earth angry?	What makes plants and flowers flourish?
<b>Focus Text</b>	<b>The Boy with the Bronze Axe</b> by Kathleen Fidler	<b>The Street Beneath my Feet</b> by Charlotte Guillian	<b>Greek Myths</b> by Marcia Williams	<b>Orion and the Dark</b> by Emma Yarlett	<b>Escape from Pompei</b> by Christina Balit	<b>The Night Gardener</b> by The Fan Brothers
<b>Maths</b>	Number & Place Value: Numbers to 1000 (2 wks)  Calculations: Addition & Subtraction (5 wks)	Calculations: Multiplication & Division (3 wks)  Calculations: Further Multiplication & Division (2wks)  End of Term Assessments	Measurement: Length (2 wks)  Measurement; Mass (1wk)  Measurement: Volume (2 wks)	Measurement: Money (2.5 wks)  Measurement: Time (2.5 wks)	Statistics: Picture & Bar Graphs (1wk)  Fractions, Decimals & Percentages: Fractions (5 wks)	Geometry: Angles (2wks)  Geometry: Lines & Shapes (2 wks)  Measurement: Perimeter of Figures (2 wks)

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			Mid-Year Assessments			End of Year Assessments
<b>English</b>	<p><b>Linked Texts:</b>  <u>One Small Blue Bead</u> by Byrd Baylor  <u>First Painter</u> by Kathryn Lasky  <u>Stone Age Boy</u> by Satoshi Kitamura</p> <p><b>Narrative-</b>  Character description of Tenko (or another character)</p> <p><b>Explanation-</b>  Why were the stone, bronze and iron age different?</p> <p><b>Persuasive-</b>  Leaflet for 'Festival of the Sun'.</p>	<p><b>Linked Texts:</b>  <u>Pebble in my Pocket</u> by Meredith Hooper  <u>The Rock Factory: A Story About Rocks and Stones</u> by Jacqui Bailey and Matthew Lilly</p> <p><b>Poetry-</b>  Contrasting above and below the ground</p> <p><b>Narrative-</b>  Adventure story about the journey to the centre of the Earth</p> <p><b>Fact File-</b> Rocks</p>	<p><b>Linked Texts:</b>  <u>Who let the Gods out?</u> By Maz Evans  <u>Men and Gods</u> by Rex Warner  <u>Ancient Greece</u> by Linda Honan</p> <p><b>Character description-</b>  Inventing a new mythical creature</p> <p><b>Narrative-</b> Retell a myth with an invented creature</p> <p><b>Persuasive-</b>  Comparing Ancient and Modern Greece, which is better?</p>	<p><b>Linked Texts</b>  <u>The Firework-Maker's Daughter</u> by Phillip Pullman</p> <p><b>Non-chronological report-</b> Light Sources</p> <p><b>Narrative-</b>  Retelling part of the story with extra detail</p> <p><b>Poetry-</b> Based on the Sound Collector  (+ any recount)</p>	<p><b>Linked Texts:</b>  <u>Running Wild</u> by Michael Morpurgo  <u>When the Earth Shakes</u> by Simon Winchester  <u>Pebble in my Pocket</u> by Meredith Hooper</p> <p><b>Diary</b> – Diary entry based on Tranio or Livia the day Vesuvius erupted.</p> <p><b>Instructions</b> – How to make an erupting volcano</p> <p><b>Non-chronological report-</b> Volcanoes, earthquakes and Tsunamis</p>	<p><b>Linked Texts:</b>  <u>A Seed is Sleepy</u> by Dianna Aston &amp; Sylvia Long</p> <p><u>The Owl Tree</u> by Jenny Nimmo</p> <p><b>Narrative-</b>  Write a sequel to the original story</p> <p><b>Newspaper Report-</b> The Night Gardener</p> <p><b>Biography-</b>  William's story</p>

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**Ongoing Key Skills**

**Writing Composition**

Plot the events on a planning format. Develop ideas and make careful vocabulary choices ideas for the setting of the narrative. Develop ideas and vocabulary about characters: what they say & what they do. Plan an opening and a closing appropriate to the text type. Know that narratives are organised in sections. Group events into sections. Write final narrative with a clear structure, setting, characters and plot. Group events/information into sections. Decide how the effectiveness of writing could be improved. Make changes to writing following proof-reading. Identify the key events for their narrative. Plot the events on a planning format. Understand that the language and vocabulary used is related to the text type. Make careful choices about the vocabulary to be used.

**Grammar & Vocabulary**

Use complex sentences appropriately in writing. Begin to make choices about when to move a subordinate clause to the beginning of a sentence. Use the past perfect tense when appropriate in writing. Begin to understand that direct speech can show character and move events forward. Use direct speech. Make choices about the position of a prepositional phrase in a sentence. Select conjunctions, adverbs and prepositions to show time in writing to indicate sequences of events or the passing of time.

**Spoken Language**

Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion

**Reading**

Identify the plot. Infer and explain how characters' actions and speech can tell the reader about their thoughts, feelings and motives. Know that different kinds of narratives are written with different language. Use the context of unfamiliar words to explain their meaning. Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. Recognise words and language that show the setting of a book – historical, cultural or social. Make connections between similar books. Discuss a range of narrative stories and their similarities and differences. Identify and explain how the organisation and layout in books. helps the reader. Give and explain a personal response. Know that the main idea in a narrative may also have a message for the reader. Explain the message for the reader. Know that the message in a book is called the theme. Recognise that books may have similar themes. Know that there are different forms of poetry. Discuss the meaning of words and language in poems. Recognise words and language that show the setting of a book – historical, cultural or social. Give a personal response. Explain a personal response. Know that there are different kinds of narrative stories. Identify the plot. Infer and explain characters' feelings, thoughts and motives from actions and what they say.

Science	<b>Animals Including Humans (Food &amp; Nutrition)</b>	<b>Rocks</b>	<b>Seasonal Changes &amp; Earth &amp; Space</b>	<b>Light &amp; Dark</b>	<b>Forces &amp; Magnets</b>	<b>Plants &amp; Animals: Focus on Plants</b>
	<p>Identify that they cannot make their own food; they get nutrition from what they eat by comparing how plants and humans obtain food.</p> <p>Explain how living things obtain food. Identify that animals, including humans, need the right types of nutrition by examining food groups and nutrient groups.</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Observe how the Sun appears to move across the sky from East to West</p> <p>Observe how the apparent movement of the Sun across the sky causes shadows to change</p> <p>Describe how we can see the Moon because the Sun's light reflects off it</p> <p>Describe how the Earth and Moon go around the Sun in one year</p> <p>Recognise that humans have been to the Moon</p>	<p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the</p>	<p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>Describe magnets as having 2 poles</p>	<p>Identify and describe the functions of different parts of Flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>Investigate the way in which water is</p>

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	<p>State why animals, including humans, need the right type of nutrients.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>			size of shadows changes.	Predict whether 2 magnets will attract or repel each other, depending on which poles are facing	<p>transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
<b>Humanities</b>	<p><b>History: The Stone Age</b></p> <p>Know how we have found out about the past</p> <p>Know that the earliest people who lived in Britain were part of the stone age</p> <p>Know that stone age people build shelters to keep</p>	<p><b>Geography: The UK</b></p> <p>Use the 8 compass directions to find a location on a map;</p> <p>Name the seas that some rivers flow into;</p> <p>Find the names of rivers on a map;</p>	<p><b>History: Ancient Greece</b></p> <p>Know where Greece is</p> <p>Should know that the Ancient Greeks were an advanced civilization</p> <p>Know that Spartans and Athenians often battled for supremacy</p>	<p><b>History: Chronological Understanding</b></p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Develop the appropriate use</p>	<p><b>Geography: Natural Disasters</b></p> <p>Know about the impact a volcano has on the lives of people living close by</p> <p>Know what causes a volcano to erupt</p> <p>Be able to label a volcano</p> <p>Know where some of the most well-known</p>	<p><b>Geography (Fieldwork): Mapping Skills</b></p> <p>To understand what maps, atlases, globes and digital/computer mapping are.</p> <p>To understand and use the 8 points of a compass</p>

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	<p>them safe and warm</p> <p>Know most stone age people hunted for their food</p> <p>Know that men, women and children had very different lives during the stone age</p> <p>Know that there were three period: the stone, bronze and iron ages</p> <p>Know that stone age people communicated in a different way to the way we do</p>	<p>Name counties local to their area;</p> <p>Use a legend to find areas of higher ground on a map;</p> <p>Explain why London has changed since AD 43;</p> <p>Identify the location of the Prime Meridian;</p> <p>Explain some reasons a place may change.</p>	<p>Know that Ancient Greeks believed in a number of Gods</p> <p>Know that the Ancient Greeks were responsible for starting the Olympic movement</p> <p>Know that Ancient Greeks have been associated with the birth of democracy</p> <p>Know how the Ancient Greeks impacted on our lives today</p>	<p>of historical terms</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>volcanic regions of the world are</p> <p>Know how an earthquake occurs Know what an aftershock is and what causes a Tsunami.</p> <p>Know why we have extreme weather in the UK</p>	<p>To understand and use four and six figure grid references</p> <p>To use symbols and keys on ordnance survey maps.</p>
<b>PSHCE</b>	<p><b>Being Me in My World</b></p> <p>Recognise own worth and identify positive things about self</p>	<p><b>Celebrating Difference</b></p> <p>Understand that everybody's family is different and important to them</p>	<p><b>Dreams &amp; Goals</b></p> <p>Identify a dream/ambition that is important to me</p> <p>Enjoy facing new learning challenges and working out the</p>	<p><b>Healthy Me</b></p> <p>Understand how exercise affects my body and know why my heart and lungs are such important organs</p>	<p><b>Relationships</b></p> <p>Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p>	<p><b>Changing Me</b></p> <p>Understand that in animals and humans lots of changes happen between conception and growing up, and</p>

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	<p>and own achievements.</p> <p>Set personal goals</p> <p>Face new challenges positively, make responsible choices</p>	<p>Understand that differences and conflicts sometimes happen among family members</p> <p>Know what it means to be a witness to bullying</p>	<p>best ways for me to achieve them</p> <p>Recognise obstacles which might hinder my achievement and can take steps to overcome them</p>	<p>Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p>	<p>Identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener</p> <p>know and can use some strategies for keeping myself safe</p>	<p>that usually it is the female who has the baby</p> <p>Understand how babies grow and develop in the mother's uterus</p> <p>Understand what a baby needs to live and grow</p>
<b>Computing</b>	<p><b>i program</b></p> <p>To program an animation that executes a sequence of statements</p> <p>To understand that computer programs containing graphics use x y coordinates and turns are measured in degrees</p>	<p><b>i safe</b></p> <p>Identify some of the risks of sharing publicly online</p> <p>To understand some measures that can be taken to stay safe</p> <p>To understand potential consequences of sharing without consent</p> <p>To understand some of the ways</p>	<p><b>i simulate</b></p> <p>To understand that computer simulations can represent real or imaginary situations</p> <p>To understand that computer simulations are guided by rules</p> <p>To explore the effect of changing variables in a simulation using them to make and test predictions</p>	<p><b>i connect</b></p> <p>To understand that the internet is many computers that are connected</p> <p>To understand some of the services available on the internet</p> <p>To use basic navigation skills to browse the world wide web</p> <p>To use search terms when</p>	<p><b>i network</b></p> <p>To understand what a network is</p> <p>To know key parts of a computer network</p> <p>To understand how information is exchanged between devices</p> <p>To understand that the internet is the</p>	<p><b>i podcast</b></p> <p>To understand that technology can be used to control sound</p> <p>To understand that sound can be stored digitally</p> <p>To understand what a podcast is</p> <p>To plan and record a podcast</p>

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	<p>To program a sequence of instructions that create visual effects</p> <p>To import, create and record sounds</p> <p>To understand that algorithms and programs can involve repetition</p> <p>To predict the outcome of a simple algorithm</p> <p>To combine images, sounds and movement to create a personal animation</p>	<p>we can protect ourselves online against manipulation</p> <p>To understand the need for strong passwords</p>	<p>To understand that simulations can help people try things quickly and inexpensively</p> <p>To understand that simulations help us understand difficult concepts</p> <p>To design and produce a computer simulation or adventure</p>	<p>looking for information using a search engine</p> <p>To know the basic steps that can help distinguish safe and credible websites</p> <p>To understand that copyright is an author's right of ownership and it is illegal to steal other people's material</p>	<p>physical connections between computers and networks</p> <p>To understand how data travels throughout a network</p> <p>To understand that devices on networks have a unique address</p>	<p>To use digital tools to edit a podcast</p> <p>To combine audio sound and effects</p> <p>To identify the good features of a podcast</p> <p>To suggest improvements for a podcast</p>
<b>PE</b>	<p><b>Unit 1 – Personal</b></p> <p>Coordination (Footwork)</p> <p>Static Balance</p>	<p><b>Unit 2 – Social</b></p> <p>Dynamic Balance to Agility (Jumping and Landing)</p>	<p><b>Unit 3 – Cognitive</b></p> <p>Dynamic Balance (On a Line)</p> <p>Coordination (Ball Skills)</p>	<p><b>Unit 4 – Creative</b></p> <p>Coordination (Sending and Receiving)</p> <p>Counter Balance</p>	<p><b>Unit 5 – Physical</b></p> <p>Agility (Reaction / Response)</p> <p>Static Balance</p>	<p><b>Unit 6 - Health &amp; Fitness</b></p> <p>Agility (Ball Chasing)</p> <p>Static Balance</p>

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	(One Leg)	Static Balance (Seated)		(With a Partner)	(Floor Work)	(Stance)
<b>Music</b>	<p><b>Let Your Spirit Fly</b></p> <p>Play instrumental parts with the song by ear and/or from notation</p> <p>Play and copy back using up to 2 notes – C + D.</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G</p>	<p><b>Glockenspiel Stage 1</b></p> <p>Learn to play and read the notes C, D, E + F.</p> <p>Improvise with Dee Cee’s Blues using the notes C + D.</p> <p>Compose using the notes C, D, E + F.</p>	<p><b>Three Little Birds</b></p> <p>Play instrumental parts with the song by ear and/or from notation</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.</p> <p>Improvise using up to 3 notes – C, D + E</p>	<p><b>The Dragon Song</b></p> <p>Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B.</p> <p>Play instrumental parts with the song by ear and/or from notation</p> <p>Play and copy back using up to 3 notes – G + A.</p>	<p><b>Bringing Us Together</b></p> <p>Record a performance and talk about it afterwards. Improvise using up to 2 notes – C + A</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale)</p>	<p><b>Reflect, Rewind &amp; Replay</b></p> <p>Revisiting songs and musical activities</p> <p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Share and perform the learning that has taken place</p>
<b>RE</b>	<b>Why is the Bible so important for Christians today?</b>	<b>What does it mean to be a Christian in Britain today?</b>	<b>What do different people believe about God? Christians, Hindus and/or Muslims</b>	<b>Why do people pray? Christians, Hindus and/or Muslims</b>	<b>Study of Budism</b>	

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	<p>Give examples of how and suggest reasons why Christians use the Bible today</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression</p>	<p>Describe some ways in which Christian express their faith through hymns and modern worship songs</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p>	<p>Suggest why having a faith or belief in something can be hard</p> <p>Identify how and say why it makes a difference in people's lives to believe in God</p> <p>Ask questions and suggest some of their own responses to ideas about Go</p> <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God</p>	<p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray</p> <p>Describe ways in which prayer can comfort and challenge believers</p> <p>Make connections between what people believe about prayer and what they do when they pray</p>	<p>Explain that Siddhartha Gautama founded Buddhism.</p> <p>Identify and show how Buddhists worship.</p> <p>Explain how Wesak lanterns are used and draw other Wesak celebrations.</p> <p>Use images and key words to explain the Tipitaka.</p>
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<b>Art &amp; DT</b>	<b>Art: Painting</b> Poster paint- introduce different types of brushes for different purposes (cave paintings)	<b>DT: Structures Photograph Frames</b> Making stable structures through the context of free-standing photograph frames  Design a product for their own use or as a gift for a particular user.	<b>Art: Still Life Sketching</b> Explores tone using different grades of pencil.  Use line and tone to represent things seen and observed	<b>DT: Control Mechanisms Moving Monsters</b>  Understanding of control through simple pneumatic systems.  Designing and making a model of a monster that has moving parts	<b>Art: Textiles</b> Weaving - simple weaving with strong wool through a stiff card loom.  Paper weaving, progressing from one colour to two.	<b>Artist Study: Monet</b>  Water colour paint – experiment with water colours. Choose correct brush. Explore blending and washing using colours
<b>French</b>	<b>Moi</b>  Learn to greet others  Learn to say how they are  Learn how to ask and answer questions about names  Learn that French is spoken in France and elsewhere in the world	<b>Les Couleurs</b>  Learn the colours in French  Learn about games played in France e.g. la pétanqu	<b>La Jungle</b>  Learn the names of some jungle animals  Recognise that some words occur in both English and French, although they may sound different  Use numbers to count animals  Begin to use adjectives of size	<b>Tutti Frutti</b>  Learn the names of some fruits Read descriptions  Write simple sentences to describe their own fruit kebab  Express likes and dislikes about fruit	<b>Vive le Sport</b>  Learn the days of the week  Learn the names for some sports  Learn to say what activities they play/ do on particular days  Learn some poems and songs Revise Which is your favourite?	<b>La Meteo</b>  Learn the names and locations of some towns in France  Learn some phrases about the weather

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	Discuss linguistic diversity within their class				Further option: revise likes/dislikes	
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