

The Federation of the Church Schools of Shalfleet & Freshwater and Yarmouth



Long Term Planning Yarmouth Year 3 2023-2024

	AUTUMN:		SPRING:		SUMMER:	
Title/Duration	From stones to steel		Groovy Greeks		A trip to the Mediterranean	
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	1. Coherent learning links and pathways 2. Strong working partnerships 4. Valuing all children, learning is accessible to all		2. Strong working partnerships 3. High quality outcomes, deep learning 8. Broad, relevant and balanced - Local, Mainland, Global		5. Challenging, engaging and motivating 6. Opportunities for memorable experiences 7. Promotes independence and curiosity	
English (Focus Texts/Writing Opportunities)	<p>Stone Age Boy by Satoshi Kitamura</p> <p>Form Fact File Journey story</p> <p>Purpose To inform To entertain</p> <p>Audience Teacher Class Peer</p>	<p>The Selfish Giant by Oscar Wilde</p> <p>Form Diary Character/setting description Dialogue Poetry – descriptive/imagery</p> <p>Purpose To entertain To inform</p> <p>Audience Class Peer</p>	<p>Greek Myths</p> <p>Form Story end Diary Poems – simile description</p> <p>Purpose To entertain</p> <p>Audience Class peer</p>	<p>Tin Forest</p> <p>Form Instructional writing Report</p> <p>Purpose To inform</p> <p>Audience Class peer Teacher Newspaper</p>	<p>Escape from Pompeii and Pompeii</p> <p>Form Poem Report</p> <p>Purpose To entertain</p> <p>Audience Roman Emperor</p>	<p>The Great Kapok Tree by Lynne Cherry</p> <p>Form Persuasive letter Non chron report</p> <p>Purpose To inform and persuade</p> <p>Audience Logging company Amazon World</p>

<p>Maths</p>	<p>Numbers to 1000 -Number Facts -Number lines -Number and place value - Number lines - Partitioning</p> <p>Adding and Subtracting across 10 -Number Facts -Addition and Subtraction - Inverse</p>	<p>Numbers to 1000 -Number Facts -Addition and Subtraction -Number and place value</p> <p>Adding and Subtracting across 10 -Number Facts -Addition and Subtraction - Inverse</p> <p>Multiplication and division -2, 4, 8 times tables -Number Facts -Multiplication & Division</p>	<p>Multiplication and division -2, 4, 8 times tables -Number Facts -Multiplication & Division</p> <p>Length and perimeter</p>	<p>Fractions</p> <p>Mass and capacity</p>	<p>Fractions</p> <p>Money</p> <p>Time</p>	<p>Time</p> <p>Shape</p> <p>Statistics</p> <p>Consolidation</p>
<p>Science</p>	<p>Skeletons and Movement - Name and identify bones in the human body. - Functions of the skeleton - Name and identify bones in a range of animals - Animals with and without a spine - Are all skeletons the same?</p> <p>Nutrition and Diet</p>	<p>Rocks -To be able to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -To be able to describe in simple terms how fossils are formed when things that have lived are trapped within rock</p>	<p>Fossils and Soils -To be</p>	<p>Light -To be able to recognise that they need light in order to see things and that dark is the absence of light -To be able to notice that light is reflected from surfaces -To be able to recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p>	<p>Plants -To be able to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -To be able to explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how</p>	<p>Forces and Magnets -To be able to compare how things move on different surfaces -To be able to notice that some forces need contact between two objects, but magnetic forces can act at a distance -To be able to observe how magnets attract or repel each other and attract some materials and not</p>

		-To be able to recognise that soils are made from rocks and organic matter.		-To be able to recognise that shadows are formed when the light from a light source is blocked by a solid object -To be able to find patterns in the way that the size of shadows changes.	they vary from plant to plant -To be able to investigate the way	others describe magnets as having two poles -To be able to predict whether two magnets will attract or repel each other, depending on which poles are facing. -To be able 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
History	<p>Historical Enquiry of the Stone Age to the Iron Age</p> <p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <p>Use a range of sources to find out about the Stone Age to Iron Age.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Chronological Understanding</p>	<p>Historical Enquiry of the Ancient Greeks</p> <p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <p>Use a range of sources to find out about the Ancient Greeks</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Knowledge of the Past, through studying the Battle of Thermopylae an in-depth study of King</p>	<p>Historical Interpretation, In-depth study of Pompeii.</p> <p>Links to the text drivers: Escape from Pompeii and Pompeii</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <p>Look at more than two versions of the same event or story in history and identify differences;</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>			

	<p>Throughout studying the Stone Age children should continue to develop a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>		<p>Leonidas, Children should note connections, contrasts and trends over time.</p> <p>Find out about the everyday lives of people in time studied compared with our life today;</p> <p>Explain how people and events in the past have influenced life today;</p> <p>Identify key features, aspects and events of the time studied;</p>		<p>Knowledge of the past, through studying an account of from Pliny Elder children should be able to:</p> <p>Find out about the everyday lives of people in time studied compared with our life today;</p> <p>Explain how people and events in the past have influenced life today;</p>	
Geography	Climate, biomes, continents, seas.		Maps, compass, landmarks.		Weather, natural disasters. Field trip.	
	<p>Local area study</p> <p>Snap shot study of the school site.</p> <p>Snap shot study of local area.</p> <p>Exploration of local land use</p> <p>Identify human and physical Geography</p>	<p>Locational knowledge, Geographical Skills & Human and Physical</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their</p>	<p>Place Knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and the Mediterranean</p> <p>Human and Physical</p> <p>Compare human and physical aspects of both.</p>	<p>Fieldwork</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Through exploring litter, physical features and traffic.</p>	<p>Geographical skills and Locational knowledge</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Begin to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey</p>	<p>Geographical Skills and Fieldwork</p> <p>Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies through an Investigation of Fort Victoria and Yarmouth</p>

		environmental regions, key physical and human characteristics, countries, and major cities.	Human geography, look at types of settlement and land use Physical geography, including climate zones, terrain and fauna and flora		maps) to build their knowledge of the United Kingdom and the wider world. Human and Physical Study of Natural disasters in the Mediterranean to include volcanoes, earthquakes, tsunamis and tornados	
Art	Sketching and painting Cave Painting Sketch of Mammoth	Textile Woven Island Artist, Rachel Johnston's work and traditional techniques	Ancient Greek Sculpting Clay vase British Museum Tour	Hetty Hoxworth Printing	Monet painting and digital painting. Sketching and painting Lucas Samaras Sculpture Alberto Giacometti	Picasso collage.
Design & Technology	<p align="center">Textiles Design and create a basket (weaving)</p> <p align="center">Make Create a prototype for a basket and the decoration around it. (weaving)</p> <p align="center">Technical Knowledge How to use learning from science to help design and make products that work.</p>		<p align="center">Linkages</p> <p align="center">To research, design and make a moving head of a fictitious monster (inspired by Greek mythology.) To have jaws that open and close.</p> <p align="center">Evaluate finished product.</p>		<p align="center">Cooking and Nutrition</p> <p align="center">Linked to Greek food (make some savoury dishes, including pizzas.) Cutting/slicing techniques for preparing pizza toppings and salad. Create tiramisu. Evaluate dishes cooked.</p>	

	How to use learning from mathematics to help design and make products that work. That materials have both functional properties and aesthetic qualities.					
Music	<u>1 hour per week music programme</u>	<u>1 hour per week music programme</u>	<u>1 hour per week music programme</u>	<u>1 hour per week music programme</u>	<u>1 hour per week music programme</u>	<u>1 hour per week music programme</u>
Computing	<p>Computer Systems and Networks - 'Connecting Computers'</p> <p>https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers</p> <p>Key Program – - www.paintz.app</p>	<p>Creating Media – Animation</p> <p>https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation</p> <p>Key Program – iMotion App OR An Equivalent - Stop Motion App</p>	<p>Creating Media – Desktop Publishing</p> <p>https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing</p> <p>Key Program – Adobe Express (Children will need to sign in)</p>	<p>Data and Information – Branching Databases</p> <p>https://teachcomputing.org/curriculum/key-stage-2/data-and-information-branching-databases</p> <p>Key Program – J2E Branch Databases - https://www.j2e.com/jit5#branch</p>	<p>Programming A – Sequence in Music</p> <p>https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music</p> <p>- Key Program – Scratch</p>	<p>Programming B – Events and Actions</p> <p>https://teachcomputing.org/curriculum/key-stage-1/programming-b-an-introduction-to-quizzes</p> <p>Key Program – Scratch</p>
PE	<p>Personal Challenge: Vortex, Speed Bounce, Standing long jump & Vertical jump</p> <p>Recap and assessment Fundamentals of movement (Sports Coach Led) Recap: Locomotion,</p>	<p>Invasion Games Through: Basketball (Teacher led) Focus: Locomotion</p> <p>Invasion Games Through: Football & Handball (Sports Coach Led) Focus: Manipulation</p>	<p>Personal Challenge Progress Check: Vortex, Speed Bounce, Standing long jump & Vertical jump</p> <p>Indoor Athletics (Sports Coach Led) Focus: Locomotion</p> <p>Target Games</p>	<p>Net and Wall Games Through: Tennis (Sports Coach Led) Focus: Manipulation</p> <p>Athletics (Teacher Led) Focus: Locomotion & Stability</p>	<p>Gymnastics: Specialist Teacher Focus: Stability</p> <p>Striking and Fielding Through: Cricket (Sports Coach Led) Focus: Manipulation</p>	<p>Personal Challenge Review: Vortex, Speed Bounce, Standing long jump & Vertical jump</p> <p>Outdoor Adventurous Games Through: Orienteering</p>

	<p>Stability & Manipulation</p> <p>Dance: Specialist Teacher</p> <p>Focus: Dance & Evaluate</p>	& Simple Tactics	<p>Through: Dodgeball (Teacher Led)</p> <p>Focus: Stability & Manipulation</p>			(Teacher led)
RE	Trees - Trees across religions	Angels (C) – Angels	Authority (J) – Torah	Love – changing emotions (C) - Easter	Sacred place (C/H) – Places of worship	Belonging as identity (J) – Jewish traditions
French	<p>http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php</p> <p>Listening , speaking, reading, writing,</p> <p>Back to basics</p> <ul style="list-style-type: none"> - Children will focus on learning the French alphabet - Children will learn the most common single word phrases (e.g. greetings, yes/no, thank you etc). - Children will learn the key pronouns (he, she, they etc) - and articles (a, an, the). 	<p>http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php</p> <p>Listening , speaking, reading, writing,</p> <p>Counting on</p> <ul style="list-style-type: none"> - Children will learn the numbers from 0-31 - Children will learn the days of the week and months of the year. - Children will apply these together to identify dates and can complete simple maths - with them. 	<p>http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php</p> <p>Listening , speaking, reading, writing,</p> <p>All about me</p> <ul style="list-style-type: none"> - Children will be able to give basic information about themselves (say their name, age, birthday, where they live etc). - Children will be able to know the common colours - Children will be able to name and describe their clothes (using colours). - Children will be able to list 	<p>http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php</p> <p>Listening , speaking, reading, writing,</p> <p>All about me (ctd)</p> <ul style="list-style-type: none"> - Children may need to continue working through previous skills. - Children will need to be able to know phrases for liking and disliking of varying strength. - Children will be able to list different hobbies. - Children will be able to state if they like or dislike different 	<p>http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php</p> <p>Listening , speaking, reading, writing,</p> <p>Class in session</p> <ul style="list-style-type: none"> - Children can identify and describe common classroom items. - Children can identify school subjects and express likes or dislikes. - Children can identify common phrases used in the classroom - (by teachers and pupils) 	<p>http://www.rachelhawkes.com/Resources/Y3_French/Yr3French.php</p> <p>Listening , speaking, reading, writing,</p> <p>Home sweet home</p> <ul style="list-style-type: none"> - Children can name and describe the rooms in the house simply e.g. big/small, tidy/messy, fun/boring. - Children can identify a range of common items in the home and which they have. - Children can name different types of home and state which

			<p>their body parts (key ones)</p> <ul style="list-style-type: none"> - Children will be able to name family members (mum, dad, gran etc) and look to build in knowledge of how to say basic information about them. - Children will be able to name pets and simply describe and state basic information about them. 	- hobbies.		- they live in.
SMSC/PSHE	<p>Families and friendships</p> <p>Safe relationships</p> <p>Respecting ourselves and others</p>	<p>Families and friendships</p> <p>Safe relationships</p> <p>Respecting ourselves and others</p>	Belonging to a community	Work and money	<p>Physical health and mental well being</p> <p>Growing and changing</p> <p>Keeping safe</p>	<p>Physical health and mental well being</p> <p>Growing and changing</p> <p>Keeping safe</p>
Trips/Events/Visitors/Risk Day	Butser Farm school trip	Fossil talk in school by owners of 'Reflections' fossil shop, Yarmouth.	Greek Day – children dress up, make salads, Olympic games, art activities.	County Show Education Day	D.T. – Mediterranean cooking (Parents invited in.)	Local area study (Freshwater bay/Yarmouth). Amazon World Trip.