



Year 3 – Long Term Plan

	Autumn 1	Autumn 2
Main line of enquiry	What makes the Earth angry?	Who first lived in Britain?
Supplementary questions		How did the Stone Age man stay alive? How did they care for their live stock?
Science	<p>Rocks</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>Animals, including humans</p> <p>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</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
History		<p>Changes in Britain from the Stone Age to the Iron Age (concentrating on the Stone Age this half term)</p> <p>This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p>
Geography	<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (<i>Mountains and Volcanoes</i>)</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 environmental regions, key physical and human characteristics, countries, and major cities (<i>Mountains and Volcanoes</i>)</p>	
Art / DT	<p>DT - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>Cave Paintings and Stonehenge Art</p> <p>Art - Links to 'Stone Age to Iron Age' topic. Pupils to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>



	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Mentos and coke volcano as a start of unit 'hook' DT/ Art making a volcano.	
English	Stimulus/Novel – The Magic Faraway Tree – Enid Blyton. Non – Fiction – Instructions – instructions for making a volcano Narrative – Adventure Stories	Stimulus/Novel – Stig of the Dump – Clive King Non – Fiction – Non-fiction reports Narrative – Poetry – descriptive poetry
Enrichment Activities	Natural History Museum DT/ Art making an active volcano.	Cave Paintings and Stonehenge Art

	Spring 1	Spring 2
Main line of enquiry	Why is it called the Iron Age?	Has our playground always looked like this?
Supplementary questions		
Science		Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
History	Changes in Britain from the Stone Age to the Iron Age (concentrating on the Bronze Age/ Iron Age this half term) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art	



	and culture	
Geography	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Settlement work for the Iron Age Celts)	<p>Local area study</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>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (Local area study – our school – looking at how our playground area has changed over time. Eg – uses of the playground, fieldwork involving the pond and field space, pie charts to show different uses and changes, how you would improve the playground/field space?)</p>
Art / DT	<p>DT - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately (Making an Iron Age settlement)</p>	<p>Art - to create sketch books to record their observations and use them to review and revisit ideas (Local area study – school playground)</p> <p>Art - learn about great artists, architects and designers in history</p> <p>Pupils to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] (Matisse and Monet – plant still life and flower paintings)</p>
English	<p>Stimulus: Spy Dog Series – Andrew Cope</p> <p>Narrative: Mystery Stories</p> <p>Poetry: Language Play</p>	<p>Stimulus: The time travelling cat - Julia Jarman</p> <p>Narrative: Dialogue and Plays, Myths and Legends</p>
Enrichment Activities	Making an Iron Age settlement	Barnes Wetland Centre

	Summer 1 (Longer topic to roll over into Summer 2)	Summer 2
Main line of enquiry	Were the Romans good for Britain?	Do opposites attract?
Supplementary questions	Who were the Romans? How did the Romans set out to rule the world? Why did the Romans come to Britain?	Is the force with you?
Science	Light	Forces and Magnets



	<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 an opaque object</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two 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 two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>
History	<p>The Roman Empire and its impact on Britain</p> <p>This could include: Julius Caesar's attempted invasion in 55-54 BC</p> <p>The Roman Empire by AD 42 and the power of its army</p> <p>Successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance, for example, Boudica</p> <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	
Geography	<p>Name and locate counties and cities of the United Kingdom, 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 (Roman influence on British towns)</p> <p>Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (Place study – Italy)</p>	
Art / DT	<p>Art - learn about great artists, architects and designers in history (Italian artists – Da Vinci's Mona Lisa, Modigliani)</p> <p>DT- Roman Sundial - linking roman numerals to the pattern of how shadows are formed.</p>	



English	Stimulus: Invaders and Settlers Non-Fiction: Information texts Narrative: Dialogue and character development	Stimulus: The Firework Makers Daughter - Philip Pullman Non-Fiction: Information texts Narrative : Poetry : Shape Poetry
Enrichment Activities	Verulamium Museum	Making a Roman shield.