Year 3 – Long Term Plan 2021-22

	Autumn 1	Autumn 2
Main line of enquiry	What makes the Earth angry?	When did people start using stone to their advantage?
Supplementary questions		
Science	**Rocks** **Knowledge** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter **Skills** (Asking Questions) Set up simple practical enquiries, comparative and fair tests. (Measuring and recording) Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. (Concluding) Identify differences, similarities or changes related to simple scientific ideas and processes **Vocabulary** appearance, physical, properties, hard/soft, shiny/dull, rough/smooth, absorbent/not, fossils, sedimentary, rock, soils, organic matter, grains, crystals	**Animals, including humans** **Knowledge** 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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Skills** (Asking Questions) Ask relevant questions and use different types of scientific enquiries to answer them. (Measuring and recording) Gather, record, classify and present data in a variety of ways to help in answering questions. (Concluding) Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Evaluating) Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. **Vocabulary** nutrition, vitamins, minerals, fat, protein, carbohydrate, fibre, water, skeleton, support, protection, skull, brain, ribs, heart, lungs, movement, joint, muscles, pull, contract, relax, diet
History		**Changes in Britain from the Stone Age to the Iron Age (concentrating on the Stone Age this half term)** **Knowledge** late Neolithic hunter-gatherers and early farmers, for example, Skara Brae **Skills** (Chronology) Place the time studied on a time line. (Range and depth of historical knowledge) Find out about everyday lives of people in time

		studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have had to do something. (Interpretation of history) Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museums, cartoons etc. (Historical Enquiry) Select and record information relevant to the study. Begin to use the library, e-learning for research, ask and answer questions. **Vocabulary** cave painting, mammoth, Neolithic man/woman, fur pelt, throwing stones, spears, house, Skara Brae, hand axe, antler, borer, hammer stone, jewellery
Geography	**Volcanoes and Earthquakes** **Knowledge** Physical geography - volcanoes and earthquakes How these are created, recognise and label features Locate the world's active volcanoes and earthquakes, locate the 'Ring of Fire' Learn about the Earth's tectonic plates and how these move to create volcanoes and earthquakes **Skills** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Locate the world's countries using maps concentrating on their environmental regions and key physical characteristics. **Vocabulary**	
Art / DT	DT - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 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 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.***	**Lascaux Paintings - Cave painting - Stone Age Art** **Colour, Drawings (origins), Shape, Line** **Cave Paintings and Stonehenge Art** **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] **DT** – Reduced Sugar recipes. In this topic, children will learn about the importance of not consuming products which are high in sugar (frequently or in large quantities) and the associated health benefits

		(dental). The updated Eatwell Guide reflects this message through the removal of the purple section. The current health message is that there isn't really a role as such for these products in a healthy diet. However the inclusion of some products high in fat/sugar outside the 'plate' depicts the very limited role, if any, they should have. **Skills** - 1.Explore and evaluate a range of existing products using common sweet snack/treat/drink products, to identify foods which are high(est) in sugar, and then rank. 2. Create an adapted recipe for a reduced sugar version of the fairy cake which includes a cross sectional diagram with some annotation, including a list of ingredients. 3. Use tools and equipment safely with the correct technique (e.g. folding/mixing/beating) to produce their product. 4. Demonstrate clear understanding of hand hygiene and safety prior to any food handling/practical activity. **Vocab** - Eatwell Guide / Balance, Dental Caries, Adapt, Substitute, Ingredient, Evaluate / taste test, Hand hygiene /Safety
English	**Non – Fiction** – Instructions – making a volcano **Narrative** – Adventure stories **Stimulus/Novel** – Stig of the Dump – Clive King	**Stimulus/Novel** – Stig of the Dump – Clive King **Non – Fiction** – Non-fiction reports **Narrative** – Adventure stories **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	How did the discovery of metal change the way people lived?	How have our school grounds changed over time?
Supplementary questions		
Science		**Plants** **Knowledge** 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 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. **Skills** (Asking Questions) Set up simple practical enquiries, comparative and fair tests. (Measuring and recording) Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. (Concluding) Identify differences, similarities or changes related to simple scientific ideas and processes. (Evaluating) Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. **Vocabulary** flowering plants, roots, stem/trunk, leaf/leaves, flowers, function, support, nutrition/nutrients, reproduction, air, light, water, growth, pollination, seed dispersal, seed formation, bud, blossom, petals, fruit, vegetables, blub, water, light, temperature, healthy, germination, reproduction.
History	**Changes in Britain from the Stone Age to the Iron Age (concentrating on the Bronze Age/ Iron Age this half term)** **Knowledge** Bronze Age religion, technology and travel e.g. Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture **Skills** Chronology) Sequence events or artefacts use dates related to the passing of time. (Range and depth of historical knowledge) Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have had to do something. (Interpretation of history) Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museums, cartoons etc. (Historical Enquiry) Use a range of sources to find out about a period, observe small details – artefacts, pictures. Begin to use the library, e-learning for research, ask and answer questions. **<u>Vocabulary</u>** Fossil, artefact, trap, antelope, cave, hand axe, club, spear, huts,	

	mammoth, woolly rhinoceros, knives, needle and hook, bow and arrows, raft, canoe, quern-stone, sickle, hoe, spin and weave, Stonehenge, pottery, bronze, iron, metal, tribe.	
Geography	**(Settlement work for the Iron Age Celts)** Knowledge: 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	**Local area study** **Knowledge** (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?) **Skills** 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 Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) **Vocabulary**
Art / DT	**DT – TEXTILES** In this topic, children will learn how to design and make a moving puppet which is indirectly operated by hand e.g. marionette style or push/pull mechanism. Children will explore a variety of examples as inspiration for their own design. The project is a fusion of core DT and textiles and will offer a broad challenge for different abilities. **Skills -** Accurate measuring, cutting and joining skills will be the focus skills for this project whilst selecting appropriate materials will still be important in order to produce an appealing high quality product. This project also offers a great opportunity to look at recycling and the myriad of opportunities which could be exploited to produce an attractive product with the lowest possible impact on the environment. **Vocab** - Puppet / Design / Template / Joining / Sewing / Materials / mechanism / marionette	Art – **Matisse - Abstract Flowers and Leaves** **Colour, Shape, Pattern, Printing** to create sketch books to record their observations and use them to review and revisit ideas ***(Local area study – school playground)*** Art - learn about great artists, architects and designers in history 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)***
English	**Stimulus:** The Stolen Spear **Narrative:** Dialogue and Plays, Legends	**Stimulus:** Spy Dog Series – Andrew Cope **Narrative:** Mystery Stories **Poetry**: Language Play
Enrichment Activities		Barnes Wetland Centre

	Summer 1	Summer 2
Main line of enquiry	How did the Romans set out to rule the world?	
Supplementary questions	Can we see in the absence of light?	Do opposites attract?
Science	**Light** **Knowledge** Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change. **Skills** (Asking Questions) Set up simple practical enquiries, comparative and fair tests. (Measuring and recording) Gather, record, classify and present data in a variety of ways to help in answering questions. (Concluding) Use straightforward scientific evidence to answer questions or to support their findings. **Vocabulary** light, see, dark, reflect, surface, natural, star, sun, moon, blocked, solid, artificial, torch, candle, lamp, sunlight, dangerous, shadow, protection, light source, opaque.	**Forces and Magnets** **Knowledge** Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others 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 Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. **Skills** (Asking Questions) Set up simple practical enquiries, comparative and fair tests. (Measuring and recording) Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. (Concluding) Identify differences, similarities or changes related to simple scientific ideas and processes. (Evaluating) Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. **Vocabulary** force, push, pull, open, surface, magnet, magnetic, attract, repel, magnetic poles, north, south
History	**The Roman Empire and its impact on Britain** **Knowledge** Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica	

	'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire **Skills** (Chronology) Place the time studied on a time line. Sequence events or artefacts use dates related to the passing of time. (Historical Enquiry) Use a range of sources to find out about a period, observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use the library, e-learning for research, ask and answer questions. (Interpretation of History) Distinguish between different sources and evaluate their usefulness. (Organisation and Communication) Recall, select and organise historical information. Communicate their knowledge and understanding. **Vocabulary** harp, conquer, Aquila, sewer, coin, toga, army, emperor, grapes, roads, candle, empire, Rome, inventions, tunic, chaise, standard, mythology, amphitheatre, aqueduct, mosaic, Julius Caesar, arch, villa, sword, senate, Colosseum, gods, Romans, soldier, baths, gladiator, armour, basilica, temple, sandals, shield, chariot, slave, feast, republic, Pantheon, centurion, helmet.	
Geography		**Roman influence on British towns** **Knowledge** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human characteristics and understand how some of these aspects have changed over time 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)*** **Skills** **Vocabulary**
Art / DT	**Art – Roman Mosaics – Form, Texture, Pattern** earn about great artists, architects and designers in history ***(Italian artists – Da Vinci's Mona Lisa, Modigliani)*** **Skills** - Record from first hand observation, experience and imagination Ask and answer questions about the starting points for their work.	**DT** - Making and testing a balloon buggy will be an engaging experience to excite children about Design Technology. **Skills** – In this project, children will learn to explore, understand and use a mechanical system in their product (axle/wheels/bearings). **Vocab -** Gravity – the force which acts upon an unsupported object to

	Understand materials and processes used in making art, craft and design. Explore the use of shape, line, symmetry and geometry in pattern design. Create and produce a pattern design for a Mosaic tile using suitable materials to create a raised repeating pattern. **Vocab** - Observational drawing and painting. Design, outline, colour, Shapes, symmetry and patterns.	bring it down to earth Friction – is a force between two surfaces that are sliding, or trying to slide, across each other Energy – stored energy (potential energy) movement energy (kinaesthetic) Record – to write down / evidence (weight g/kg vs distance m/cm) Evaluate – to judge to quality and value of a product/range of products Safety / Risk – to understand potential danger(s) and the appropriate action to take in order to avoid
English	**Stimulus:** Invaders and Settlers **Non-Fiction:** Information texts **Narrative:**	**Stimulus:** The Firework Makers Daughter - Philip Pullman **Non-Fiction:** **Narrative:** Dialogue and character development **Poetry :** Shape Poetry
Enrichment Activities	Roman workshop in school	Making a Roman shield.

Art and Design

To create sketch books to record their observations and use them to review and revisit ideas
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]
About great artists, architects and designers in history

Design and Technology
Design
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
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

Evaluate
Investigate and analyse a range of existing products
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Understand how key events and individuals in design and technology have helped shape the world

Technical knowledge
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
Apply their understanding of computing to program, monitor and control their products.

Geography
Locational knowledge
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
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
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

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, and a region in North or South America

Human and physical geography
Describe and understand key aspects of:
Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
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

Geographical skills and fieldwork
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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
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

History

Changes in Britain from the Stone Age to the Iron Age. Examples 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

The Roman Empire and its impact on Britain. Examples include:
Julius Caesar's attempted invasion in 55-54 BC
The Roman Empire by AD 42 and the power of its army
Successful invasion by Claudius and conquest, including Hadrian's Wall
British resistance, for example, Boudica
'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

British settlement by Anglo Saxons and Scots. Examples include:
Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
Britain's settlement by Anglo-Saxons and Scots. Examples include:
Scots invasions from Ireland to north Britain (now Scotland)
Anglo-Saxon invasions, settlements and kingdoms: place names and village life
Anglo-Saxon art and culture
Christian conversion – Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Examples include
Viking raids and invasion
Resistance by Alfred the Great and Athelstan, first king of England
Further Viking invasions and Danegeld
Anglo-Saxon laws and justice
Edward the Confessor and his death in 1066

A local history study. Examples include
A depth study linked to one of the British areas of study listed above
A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples include
The changing power of monarchs using case studies such as John, Anne and Victoria
Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

A significant turning point in British history, for example, the first railways or the Battle of Britain

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world

A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

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.

Animals, including humans
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
Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Rocks
Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
Describe in simple terms how fossils are formed when things that have lived are trapped within rock
Recognise that soils are made from rocks and organic matter.

Light
Recognise that they need light in order to see things and that dark is the absence of light
Notice that light is reflected from surfaces
Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
Recognise that shadows are formed when the light from a light source is blocked by an opaque object
Find patterns in the way that the size of shadows change.

Forces and Magnets
Compare how things move on different surfaces
Notice that some forces need contact between two objects, but magnetic forces can act at a distance
Observe how magnets attract or repel each other and attract some materials and not others
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
Describe magnets as having two poles

Predict whether two magnets will attract or repel each other, depending on which poles are facing.