



# Cherry Willingham Primary School Long Term Curriculum Plan - Y3

Term	Maths	Texts	Science	History	Geography	Art	DT	RE	Computing	Music	PE	RSE
Aut	<p>Unit 1: Place value within 1000 (13 lessons)</p> <p>Unit 2: Addition and subtraction (1) (10 lessons)</p> <p>Unit 3: Addition and subtraction (2) (13 lessons)</p> <p>Unit 4: Multiplication and division (1) (13 lessons)</p> <p>Unit 5: Multiplication and division (2) (13 lessons)</p>	<p><b>English</b></p> <p>Leon and the Place between (Angela McAllister)</p> <p>The heart and the bottle (Oliver Jeffers)</p> <p>The BFG (Roald Dahl)</p> <p>The Tin Forest (Helen Ward)</p> <p><b>Reading Comprehension</b></p> <p>The Lost Spells Robert MacFarlane</p> <p>Arthur and the Golden Rope Joe Todd Stanton</p> <p>The BFG Roald Dahl</p> <p>New and Collected Poems for Children Carol Ann Duffy</p>	<p><b>Light</b></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 size of shadows changes.</p> <p><b>Animals including Humans</b></p> <p>-identify that animal, 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>	<p><b>The Roman Empire</b></p> <p>Exploring where the Roman Empire Originated and put key events from Roman Britain into chronological order. Explore how the Roman empire expanded over time and explore the effects of the equipment worn by the Romans. Re-enact Claudius's invasion using Roman military tactics (create own shield). Understand why the Romans wanted to invade Britain. Explore the size and structure of Hadrian's wall</p>	<p><b>European countries</b></p> <p>Explore longitude, and latitude. Explore Tropics of cancer and Capricorn, equator, arctic circle. Exploring Europe and where it sits in the world and Locate and label the countries of Europe. Understanding human and physical features of Europe. Explore key aspects of the world. (countries and population) Understanding that countries are split into regions.</p>	<p><b>Cityscape Art Camille Pissarro</b></p> <p>Exploring who Camille Pissarro was. Exploring primary/secondary and Tertiary colours. Creating wash effect different paint brush techniques. Creating repeated patterns which interlink to create unity in our artwork. Exploring to impact of mood in our artwork. Learning and developing skills to sketch a city street in one point perspective. Using knowledge of our artist to add shadows and light, using different techniques. Developing understanding of reflections.</p>	<p><b>DT - Create a lever toy.</b></p> <p><b>Design</b></p> <p>Design product using criteria Use suitable materials.</p> <p><b>Making</b></p> <p>Use step by step plan to make a product. Work accurately to measure Make cuts and holes.</p> <p><b>Evaluating</b></p> <p>Explain how to improve a finished product. Strengthen a product.</p>	<p><b>God - Hinduism</b></p> <p>Where did Hinduism originate and what is it? Understanding deities and the human qualities the Trimurti possess. How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir? Comparisons between Hindu story of creation and Christianity.</p> <p><b>God - Islam</b></p> <p>What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque? Explore the 5 pillars of Islam in depth. Why people pray together? Is prayer about talking or is it about listening? Why do Muslims make the journey to Mecca (Hajj).</p>	<p><b>Connecting computers</b></p> <p>To explain how digital devices function. To identify input and output devices To recognise how digital devices can change the way we work. To explain how a computer network can be used to share information. To explore how digital devices can be connected. To recognise the physical components of a network</p> <p><b>Animation</b></p> <p>To explain that animation is a sequence of drawings or photographs. To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully. To review and improve an animation. To evaluate the impact of adding other media to an animation</p>	<p><b>Environment</b></p> <p>Exploring songs and poems about places.</p> <p><b>Building</b></p> <p>Exploring and creating rhythms.</p> <p><b>Sounds</b></p> <p>Exploring timbre and structure in world music.</p> <p><b>Poetry</b></p> <p>Creating expressive performance s.</p>	<p><b>Fundamental skills</b></p> <p>To develop balancing and understand the importance of this skill. To develop technique when running at different speeds. To develop agility using a change of speed and direction. To develop technique and control when jumping, hopping, and landing. To develop skipping with a rope. To apply fundamental skills to a variety of challenges and team games.</p> <p><b>Dodgeball</b></p> <p>To develop throwing and apply this to a target game. To develop dodging skills to avoid being hit. To develop catching and learn the rules of the skill within this game. To further develop catching and use the rules of the skill within this game. To begin to think tactically and apply this to a game. To apply skills and knowledge to compete in a tournament.</p>	<p><b>Being Me in My World</b></p> <p>In this unit, the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others.</p> <p><b>Celebrating Differences</b></p> <p>In this Puzzle (unit), the children learn about families, that they are all different and that sometimes they fall out with each other. The children practise methods to calm themselves down and discuss the 'Solve it together' technique. The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem solving techniques in bullying situations. They discuss name calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this.</p>
Spr	<p>Unit 6: Multiplication and division (3) (13 lessons)</p> <p>Unit 7: Length and perimeter (11 lessons)</p> <p>Unit 8: Fractions (1) (10 lessons)</p> <p>Unit 9: Mass (7 lessons)</p> <p>Unit 10: Capacity (6 lessons)</p>	<p><b>English</b></p> <p>The Pied Piper of (Hamelin Michael Morpurgo)</p> <p>Escape from Pompeii (Christina Balit)</p> <p>Small in the City (Sydney Smith)</p> <p>Cinderella of the Nile (Beverly Naidoo)</p> <p><b>Reading Comprehension</b></p> <p>The Pied Piper of Hamelin Robert Browning</p> <p>Earth Shattering Events Robin Jacobs</p> <p>Old Possum's Book of Practical Cats T. S. Eliot</p>	<p><b>Rocks</b></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><b>Forces and Magnets</b></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</p>	<p><b>Goodbye Romans. Hello Anglo-Saxons</b></p> <p>Where were the Anglo-Saxons originally from? Name some Anglo-Saxon kingdoms. Give an overview of the changes in Britain from the Stone Age to the Anglo-Saxon times. (research place names)</p> <p>Explain what happened after the Roman army left Britain. Explain how rule over England changed during the Anglo-Saxon times. Who brought Christianity to Britain? What does the burial site at Sutton-Hoo tell us about Anglo-Saxon beliefs?</p>	<p><b>Mountains and Rivers</b></p> <p>Describe and understand key aspects of Physical geography of United Kingdom, Europe and the wider world. This will be done by: What are Rivers, and how are they formed? What can I learn about the River Trent? Fieldwork- explore the river Witham? The primary rivers in Europe and using our mapping skills to plot them. Exploring deltas and point out their features. Exploring mountains and identifying the highest peak</p>	<p><b>The Renaissance Leonardo Da Vinci</b></p> <p>- Artist Collage - Mural - textures. Sculpture - imagination. Using texture to convey feelings and expression. Human figures - detailed sketches. Hardness of pencils.</p> <p>Mrs Neal guest teacher</p>	<p><b>DT - Food Technology Accurately measuring and following a recipe.</b></p> <p><b>Making</b></p> <p>Use step by step plan to make a product. Work accurately to measure Make cuts.</p> <p><b>Evaluating</b></p> <p>Explain how to improve a finished product. Strengthen a product.</p>	<p><b>God - Christianity</b></p> <p>Belief in one God, the Father, Son and Holy Spirit (the Trinity) - ideas of things that can be three-in-one (e.g. I am a teacher, a mummy and a daughter, but there's only one of me...) Explore the symbols of the Trinity in the Bible and what it tells Christians about what God is like Explore Holy Communion - a shared meal modelled on the last meal Jesus shared with his friends. Explore Trinitarian language in Christian worship, e.g. the texts used on Trinity Sunday, e.g. Matthew 28:19, language of blessings ("in the name of the Father, the Son and the Holy Spirit..."), language of hymns (e.g. Shine, Jesus, Shine), etc.</p>	<p><b>Branching databases</b></p> <p>- To create questions with yes/no answers. To identify the object attributes needed to collect relevant data. To create a branching database</p> <p>To identify objects using a branching database</p> <p>To explain why it is helpful for a database to be well structured. To compare the information shown in a pictogram with a branching database</p> <p><b>Desktop publishing -</b></p> <p>To recognise how text and images convey information</p> <p>To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication</p>	<p><b>China -</b></p> <p>Exploring pentatonic scale and ways of notating pitch.</p> <p><b>Time -</b></p> <p>Develop understanding of beat, metre, and rhythm.</p> <p><b>In the past</b></p> <p>Composing 3 note melodies.</p> <p><b>Communication</b></p> <p>Make music inspired by technology and computing.</p>	<p><b>Yoga</b></p> <p>To explore connecting breath and movement. To explore new yoga poses and begin to connect them. To explore gratitude when remembering and repeating a yoga flow. To develop flexibility and strength in a positive summer flow. To develop flexibility and wellbeing in an individual yoga flow. To develop confidence and strength through arm balances.</p> <p><b>Swimming</b></p> <p>To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing and backstroke. To develop rotation, sculling and</p>	<p><b>Dreams and Goals</b></p> <p>In this Puzzle, the children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They discuss facing learning challenges and identify their own strategies for overcoming these. The children consider obstacles that might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.</p> <p><b>Healthy Me</b></p> <p>In this Puzzle, the children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The children learn about different types of drugs, the ones you take to make you better, as well as other drugs. The children consider things, places and people that are dangerous and</p>

		Africa, Amazing Africa Atinuke  The White Fox Jackie Morris	identify some magnetic materials -describe magnets as having 2 poles. predict whether 2 magnets will attract or repel each other, depending on which poles are facing.						To consider how different layouts can suit different purposes To consider the benefits of desktop publishing		treading water. To develop surface dives, submersion. To develop head above water breaststroke technique. To develop head above water breaststroke technique. To develop basic skills in water. To develop water safety skills.	link this to strategies for keeping themselves safe.
Sum	Unit 11: Fractions (2) (8 lessons)  Unit 12: Money (5 lessons)  Unit 13: Time (12 lessons)  Unit 14: Angles and properties of shapes (9 lessons)  Unit 15: Statistics (7 lessons)	<b>English</b> The Mysteries of Harris Burdick (Chris Van Allsburg)  How to Live Forever Colin Thompson  Jim, A Cautionary Tale Hilaire Belloc  The Day I Swapped my dad for Two Goldfish Neil Gaiman  <b>Reading Comprehension</b> Mr Penguin and the Lost Treasure Alex T. Smith  I am the Seed that Grew the Tree Fiona Waters  A Necklace of Raindrops Joan Aiken  Fortunately, the Milk Neil Gaiman	<b>Plants</b> -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.	<b>Egyptians</b> Timeline of dates. Describe the role of an archaeologist. List influential Egyptian artefacts. Look at Ancient Egyptian tomb paintings. What do they tell us? Learn about Egyptian hieroglyphics. (Rosetta stone) Describe how a body was prepared for burial. Why was it important to preserve the body? What was needed to enter the afterlife? Learn about pyramids of Giza. Famous rulers. Why were most tombs and pyramids robbed of all of their treasures and artefacts? Explain why Ancient Egyptians were able to settle near the Nile. Explain what makes the Ancient Egyptians significant?	<b>Transportation</b> Look at the main reasons for travelling inside the UK. List and discuss advantages and disadvantages. Define a transport network. (Link to computer networks). Look at maps and begin to understand grid references. Continue with grid references, introducing the 4/8 compass points. Introducing Ordnance Survey maps. We will look at motorways, main roads, secondary roads and minor roads. Comparing them. We will introduce railways, cycle path and airports. Introduce bridelway. Create a cycle map of your own. It must include cycle paths and main roads.	<b>Art Deco Aztec Art -</b> Tamara De Lempicka - Artist Natural materials Shapes - Technique - 3D in depth - Cubism  Create our own papyrus paper. (history link). Use shapes to create a print onto our papyrus. Using oil pastels and learning how to combine the colours. Create tessellating shapes to create whole class artwork.	<b>DT- Use rigid shapes to create a structure (bridge/tent)</b>  Design Design product using criteria Use suitable materials.  Making Use step by step plan to make a product. Work accurately to measure Make cuts.  Evaluating Explain how to improve a finished product. Strengthen a product.	<b>Big Question - What does it mean to live a Good Life?</b> Explore whether 'good' means the same thing to everybody. Think about how understanding what 'bad' is might help us understand what 'good' is (the via negative - understanding what something is by thinking about what it is not).  <b>Christianity:</b> the 'Golden Rule' (Mark 12:30-31) - 'love God and love your neighbour as yourself', the Sermon on the Mount.  <b>Islam:</b> Hadith (teachings/sayings/advices given by the Prophet Muhammad) - "None of you truly believes unless he loves for his brother what he loves for himself" (Hadith Nawawi 13); the importance of good character/behaviour.  <b>Humanism:</b> key principles - trusting scientific method, rejecting the idea of the supernatural, making ethical decisions on basis of reason, empathy and a concern for human beings and sentient animals, belief that in the absence of an afterlife and any overarching purpose in the universe, humans can act to give their life meaning by seeking happiness in this life and helping others to do the same.	<b>Sequence in music -</b> To explore a new programming environment. I can identify that each sprite is controlled by the commands I choose. To explain that a program has a start. To recognise that a sequence of commands can have an order. To change the appearance of my project To create a project from a task description  <b>Events and actions -</b> To explain how a sprite moves in an existing project. To create a program to move a sprite in four directions. To adapt a program to a new context To develop my program by adding features. To identify and fix bugs in a program To design and create a maze-based challenge	<b>Human body -</b> Using percussion to improvise and create rhythms.  <b>Singing Spanish -</b> enhance language through songs.  <b>Ancient worlds -</b> Performing and composing own ostinato.  <b>Food and drink -</b> Composing and singing rhythms and rounds.	<b>Athletics</b> To develop the sprinting technique and improve on your personal best. To develop changeover technique in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills.  <b>Football</b> To develop the attacking skill of dribbling. To develop changing direction and speed when dribbling. To develop passing and begin to recognise when to use different skills. To apply attacking skills to move towards a goal. To use defending skills to delay an opponent and gain possession. To apply skills and knowledge to compete in a tournament.	<b>Relationships</b> In this Puzzle, children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust, and co-operation. Children are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced. Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community, and they are connected to others they don't know in many ways. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited. <b>Change me</b> This Puzzle begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries, and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are <b>not</b> taught. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.