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| **Dane Bank Primary School**  **Long Term Curriculum Plan**  **Year 3** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Learning Challenge Topic Q**  **Lead subject** | ***How unpleasant were the Stone and Iron Ages?*** | ***How does water go round and round?*** | ***What makes the Earth angry?*** | ***Who were the Tudors?*** | ***How much did the Ancient Egyptians achieve?*** | ***Do you like to be beside the seaside?*** |
| History | Geography | Geography | History | History | Geography |
| **Reading for pleasure** | **The Boy with the Bronze Axe**-Kathleen Fidler | **George’s Marvellous Medicine**- Roald Dahl | **Charlie and the Chocolate Factory**- Roald Dahl | **Alice Through the Looking Glass** – Lewis Carroll | **Mustard, Custard, Grumble Belly and Gravy**- Michael Rosen | **Matilda**- Roald Dahl |
| **Science** | ***How can Usain Bolt move so quickly?***  Y3 POS: Animals, including humans (Sc3/2.2) | | ***What do rocks tell us about the way the Earth was formed?***  Y3 POS: Rocks (Sc3/3.1) | ***How did that blossom become an apple?***  Y3 POS: Plants (Sc3/2.1) | ***Are you attractive enough?***  Y3: Forces and magnets (Sc3/4.2) | ***How far can you throw your shadow?***  Y3 POS: Light (Sc3/4.1) |
| **History** | Changes in Britain from the Stone Age to the Iron Age |  |  | A local history study – a study of an aspect of history dating from a period beyond 1066 | The achievements of the earliest civilizations – Ancient Egypt |  |
| **Geography** |  | Human/physical geography –  Describe and understand aspects of physical geography, the water cycle  Locational knowledge –  Name/locate key topographical features, e.g. – coasts, mountains, rivers | Human/physical geography –  Describe and understand aspects of physical geography, volcanoes, earthquakes |  |  | Locational knowledge –  Name/locate geographical regions and their identifying human/physical characteristics |
| **Computing**  (See objectives below) | ***Get blogging***  Creating/adding to blogs IT3 DL3/4/5 | ***We are publishers***  Publishing – ebooks IT3 DL5 | ***Class democracy***  Digital animation IT2/3 DL5 | ***We love games***  Coding – creating games CS4/5 IT3 | ***Big robots***  Control – directional language CS4/5/6 DL5 | ***My first program***  Programming CS4/5 IT3 |
| **Physical Education** | ***Football***  Play competitive games  Apply basic principles for attacking/defending | ***Tag rugby***  Play competitive games  Apply basic principles for attacking/defending | ***Gymnastics***  Develop flexibility, strength, technique, control and balance | ***Multi skills***  Use running, jumping, throwing and catching in isolation and combination  Take part in outdoor activity challenges both individually and within a team | ***Basketball***  Play competitive games  Apply basic principles for attacking/defending | ***Cricket***  Use running, jumping, throwing and catching in isolation and combination |
| **Design Technology** | Technical knowledge – understand how to strengthen, stiffen and reinforce complex structures – create 3D Stonehenge. | Design – use research to inform the design of innovative products – create a working model of the water cycle. | Design/Make/Evaluate – select from a wide range of materials, including construction materials – create volcano structure | Make – use a wide range of tools to perform practical tasks – create a Marie Rose | Understand how key events and individuals a in design and technology have helped shape the world – The Pyramids – their impact. Use the design features and replicate. |  |
| **Art** | Improve mastery of art/design techniques using a range of materials – painting. E.g. – handprints, watercolour. |  | Great artists in history – work of Jackson Pollock – create a volcano themed piece. | Create sketch books to record observations – create Tudor portraits |  | Improve mastery of art/design techniques using a range of materials – collage, sketching, paint (under the sea) |
| **Religious Education** | ***What are rules?*** | ***How is Christmas celebrated in other countries?*** | ***What is pilgrimage? (Holy land, Old City of Jerusalem, Bethlehem)*** | ***What does worship mean? (Focus – Christian symbols)*** | ***What do people believe about God?*** | |
| **Music** |  |  |  |  |  |  |
| **French** | **Getting to know you**  (Twinkl Planit)  \* Engage in conversations; ask and answer questions  \* Listen attentively to spoken language and show understanding by joining in and responding. | **All about me**  (Twinkl Planit)  \* Engage in conversations; ask and answer questions  \* Read carefully and show understanding of words, phrases and simple writing. | **Food glorious food**  (Twinkl Planit)  \* Appreciate stories, songs, poems and rhymes in the language.  \* Understand basic grammar appropriate to the language being studied. | **Family and friends**  (Twinkl Planit)  \* Present ideas and information orally to a range of audiences.  \* Speak in sentences using familiar vocabulary, phrases and basic language structures. | **Our school**  (Twinkl Planit)  \* Listen attentively to spoken language and show understanding by joining in and responding.  **\*** Engage in conversations; ask and answer questions; express opinions; respond to others | **Time**  (Twinkl Planit)  \* Develop accurate pronunciation and intonation so that others understand when they are reading aloud.  \* Read carefully and show understanding of words, phrases and simple writing. |
| **PSHE** | **European day of languages**  Inter-cultural understanding & developing an understanding of the global dimension. | **Anti-Bullying Week** | **New beginnings**  Discussing changes and target-setting. Becoming our best selves. | **International Women’s Day**  Looking at the impact of women in England and across the world. | **Earth Day (22nd April)**  Caring for our world. British Values. Being responsible citizens. | **Changes**  Transition work – moving on. |

**Computing Objectives** (these will be woven through as cross-curricular objectives where appropriate, as well as taught explicitly through the Computing units)

**Key Stage 2**

CS3 Use logical reasoning to predict the behaviour of simple programs Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

CS4 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

CS5 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

CS6 Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web

CS7 Appreciate how [search] results are selected and ranked

IT2 Use search technologies effectively

IT3 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

DL3 Understand the opportunities [networks] offer for communication and collaboration

DL4 Be discerning in evaluating digital content

DL5 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact