



New York Primary School Year 3 Long Term Planning (2020-2021)

	Autumn (The Savage Stone Age)	Spring (Edwardian Times/Shakespeare)	Summer	
English	<p style="text-align: center;">Stone Age</p> <p>Journey narrative Poetry Instructional texts Diaries Letter writing <u>How to Wash a Woolly Mammoth</u> <u>Stone Age Boy</u></p>	<p>Titanic Diaries Newspaper reports</p> <p>I was there Ice Palace</p>	<p>Shakespeare Play scripts Poetry Wishing tale narrative</p> <p>Romeo and Juliet Stowaway</p>	<p>Anglo-Saxons Stories with historical settings Explanation text Riddles</p> <p>Beowulf</p>
Mathematics	<p>Statutory programme of study:</p> <p>Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division</p>	<p>Statutory programme of study:</p> <p>Number: Multiplication and Division Measurement: Money Statistics Measurement: Length and Perimeter Number: Fractions</p>	<p>Statutory programme of study:</p> <p>Number: Fractions Measurement: Time Geometry: Properties of Shape Measurement: Mass and Capacity</p>	
Science	<p>Light Children will understand where light comes from and the difference between light and dark. Children will understand how light is reflected and the importance of protecting their eyes from the sun. Children will understand what a shadow is and how it is formed. Children will investigate patterns in the size of shadows.</p> <p>Rocks Children will investigate different types of rocks. They will investigate where they were formed and how. As well as establishing if they are permeable or non permeable.</p> <p>Working Scientifically will run throughout all topics.</p>	<p>Magnets and Forces</p> <p>To begin with, we will look at how different surfaces affect the movement of objects. Children will observe how magnets attract or repel each other and attract some materials and not others. Children will discuss how magnets have two poles.</p> <p>Working Scientifically will run throughout all topics.</p>	<p>Plants Children will identify and describe the functions of different parts of flowering plants. Children will explore the requirements of plants for life and growth. They will explore the part that flowers play in the life cycle of flowering plants.</p> <p>Animals Including Humans Pupils will explore the human body including its skeletal system by discussing how bones and muscles allow your body to move and protect itself.</p> <p>Working Scientifically will run throughout all topics.</p>	
History	<p>Stone Age and Iron Age</p> <p>Place the Stone Age on a timeline of other ancient civilisations.</p> <p>Establish the changes throughout the Stone Age</p>	<p>Tudors & William Shakespeare</p> <p>Place the Tudors on a timeline of other significant monarchs throughout British history.</p>	<p>Anglo-Saxons</p> <p>Know about how the Anglo-Saxon period Britain was divided into many kingdoms.</p> <p>Know that the way the kingdoms were divided led</p>	



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	<p>from Neolithic, Mesolithic and Paleolithic times.</p> <p>Discuss how the civilisation evolved from hunter gatherers onwards.</p>	<p>Establish what society was like in Tudor time</p> <p>Discuss the significance of William Shakespeare's work</p>	<p>to some of our country boundaries today.</p> <p>Use a timeline to show when the Anglo-Saxons were in England.</p>
Geography	<p>Locational Knowledge UK focus</p> <p>Geographical knowledge and fieldwork</p> <p>Mapping skills</p> <p>Major cities and counties</p> <p>Physical and Human Geography</p>	<p>Physical and Human Geography</p> <p>Map work - maps and atlases.</p> <p>Composition of the World</p> <p>Climate zones</p>	<p>Geographical skills and fieldwork</p> <p>Local mapping skills</p> <p>Map work - maps, atlases and digital software</p> <p>Water Cycle</p>
Art/DT	<p>Stone Age Jewellery Research, design and creating own final piece. Artist Study: Paloma Picasso</p> <p>Cave Paintings Cave paintings in Lascaux Communication through painting Artist Study: Marcel Ravidat</p>	<p>Scale Drawings Scale drawings of the Titanic and drawing techniques Artist Study: J W M Turner</p> <p>Sewing and Weaving Tudor embroidery study Artist Study: Gareth Pugh</p>	<p>Accurate Drawings Accurate drawings of people, particularly faces. Artist study: Edward Burne Jones</p> <p>Construction using malleable and rigid materials Understanding types of adhesive Artist study: Tom Deininger</p>
MFL	<p>Numbers to 30</p> <p>How to introduce yourself</p> <p>Learning basic conversation</p>	<p>Je me presente</p> <p>Children will discuss where they live</p>	<p>Ma famille</p> <p>Children will be able to explain who their direct and indirect family are</p>
Music	<p>Identifying the parts of a Ukulele</p> <p>Playing the Ukulele</p> <p>Harvest and Christmas performances - 'singing' as part of an ensemble (outdoors and signed singing)</p>	<p>Ten pieces study</p> <p>Appraisal of music through time - music from the Tudor period</p>	<p>Ukulele and notation</p> <p>Percussion: composition and improvisation for a performance at the Summer Festival</p>
Computing	<p>Online Safety</p> <p>Touch Typing</p> <p>Animation with Scratch</p> <p>DoodleMaths</p> <p>Accelerated Reader</p>	<p>Online Safety</p> <p>Email</p> <p>Spreadsheets</p> <p>DoodleMaths</p> <p>Accelerated Reader</p>	<p>Online Safety</p> <p>2Code</p> <p>Getting started with Kodu</p> <p>DoodleMaths</p> <p>Accelerated Reader</p>
PE	<p>Hockey Focusing on the rules of the game, passing, dribbling, shooting the importance of possession</p> <p>Gymnastics</p> <p>Tag Rugby To learn the rules of the game, to practise passing the ball, how to gain and</p>		<p>Athletics To display endurance</p> <p>Rounders To learn how to play rounders, developing hand eye coordination, teamwork, and fielding skills.</p> <p>Cricket</p>



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	<p>keep possession of the ball.</p> <p>Pentathlon</p>		<p>To understand the rules of the game develop, throwing accuracy and batting techniques.</p>
RE	<p>Hinduism How do Hindus worship?</p> <p>Christianity How and why is Advent important to Christians?</p>	<p>Christianity What can we learn about Christian worship and beliefs by visiting churches?</p> <p>Christianity What do Christians remember on Palm Sunday?</p>	<p>Hinduism How do Hindus believe?</p>
PSHE and SEAL	<p>Safety Education Looking out for dangers, dangerous objects and dangerous situations Linking actions to outcomes</p> <p>Child Protection What can I do to keep myself safe? What do I think I have to keep safe from? Who looks after me and my safety?</p> <p>Anti-bullying Education Caring for others Who are the carers? What can I do when I am bullied?</p> <p>Citizenship Learning to value the environment</p>	<p>Drugs Education Understanding what goes into my body. Understanding what goes on my body Whose job is it to keep me healthy and safe? How do I recognise and trust these people?</p> <p>Citizenship (Financial Capability) Understanding my money</p> <p>Emotional Health and Well-being Doing school work, in particular reading and writing Being with special people Understanding how my body and brain is growing and changing What can I do to keep myself happy?</p> <p>Healthy Eating What do I eat? Why do I eat? When do I eat? Where do I eat? Making choices Who keeps food clean and safe? What can I do to help?</p>	<p>SRE Growing and changing - changes on the inside, changes on the outside. Relationships - looking at different types of relationships, family and friends - sharing and caring Personal hygiene Difference between male and female Challenging stereotypes Responsibility, choices and consequences</p> <p>PSHE Exercise Keeping warm or cool Visiting or being visited by healthy professionals e.g. dentist, doctor, school nurse Fresh air, including going out in the sunshine Understanding my healthy lifestyle Understanding different people have different healthy lifestyles from mine Understanding consequences Making choices - saying 'yes' and 'no' Understanding health care provision</p>