



Year 3 Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	<p>Animals inc Humans STEM <i>Recall food groups, what animals need to survive, human body (R 1 and 2)</i></p> <ul style="list-style-type: none"> 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 	<p>Light STEM <i>Recall light sources, sun safety, how shadows are made (R, 1 and 2)</i></p> <ul style="list-style-type: none"> 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 	<p>Rocks STEM <i>Recall materials and their properties, living dead and never alive (Y2)</i></p> <ul style="list-style-type: none"> 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 <p>Taunton museum fossil workshop</p>	<p>Forces and Magnets STEM <i>Recall materials from 1 2 and 3, poles (North and South), compass points (Y2)</i></p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between 2 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 	<p>Let's find out STEM <i>Recall plant requirements (1 and 2), how water is transported</i> <i>Recall light sources and how shadows are formed and changed</i></p> <ul style="list-style-type: none"> investigate how water is transported in plants investigate how shadows are formed and change <p>science week sundial</p>	<p>Plants STEM <i>Recall parts of a plant (R 1 and 2), planting from FS, flowering plant life cycle (R 1 and 2)</i></p> <ul style="list-style-type: none"> 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



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">History</p>	<p>Stuarts (gunpowder plot 1605) <i>Recall monarchs, timelines, GFoL</i></p> <ul style="list-style-type: none"> • Why was James king and where was he king of? – Queen Elizabeth died without an heir. Link to current monarchs • Why were people upset that he was king? • Gunpowder plot • Why is it a significant event? 		<p>Tudors 1485-1603 <i>Recall monarchs, national archive lesson from Y2</i></p> <p>Battle of Bosworth</p> <ul style="list-style-type: none"> • Where did the Tudors begin? Symbol of the Tudor rose • Who was Henry VIII and why do we still remember him? Why did he have so many wives – search for an heir. Links back to the hereditariness of monarchy. Contrast with current day. • National Archives Henry VIII online lesson • Compare life of monarchs with the life of common people • Tudor houses 		<p>Black Death 1346-1353 <i>Recall COVID</i></p> <ul style="list-style-type: none"> • COVID - its impact, what we did • Black Death – bubonic and pneumonic plague – 1347-51, returned 1665 (GFOL) • How they dealt with it – bloodletting, thought it was because of bad air or smells, crow masks, punishments for dumping waste • The impact – between a third and half of the population were killed, role of women (searchers were older women) 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>		<p>Our local counties <i>Recall continents, capital cities, compass points, human and physical features, Somerset Folk Tales</i></p> <ul style="list-style-type: none"> • locate Devon, Cornwall, Somerset, Dorset, Bristol • physical feature – coasts, hills, beaches, cliffs, rivers, seas, moors • human features – Wellington Monument, the Beacon, Glastonbury Tor, Clifton Suspension Bridge, Eden Project, St Michael’s Mount 		<p>Volcanos and Eruptions <i>Recall building volcanoes (R 1 and 2), continents, oceans, extinct (from Science), what plants need (Science)</i></p> <p>STEM</p> <ul style="list-style-type: none"> • locate volcanoes • how volcanoes are made • types of volcanoes – active, dormant, extinct (Arthur’s Seat) • Why settle near a volcano? • Compare recent and past volcanoes - Mount St Helen’s, Pompeii 		<p>Brazil <i>Recall Eden Project, jungles (R), compass points</i></p> <ul style="list-style-type: none"> • locate South America and some key countries and their climates • locate Brazil – and look at where it is and why there are rainforests there • Position and significance of Tropics of Cancer and Capricorn • The layers of the rainforest • How does nature use it? • How people use the rainforest? • Conservation



RE	<p>Judaism <i>Recall 6 main religions</i> <i>Y1 focus: beliefs</i> <i>Y2 focus: symbols</i> stories Tell us the story of Moses</p> <ul style="list-style-type: none"> Describe feelings and experiences of a range of issues, including special times and new life Explain some of the ways in which religion can influence a person's life 	<p>Hinduism <i>Recall 6 main religions</i> <i>Y1 focus: symbols</i> <i>Y2 focus: stories</i> buildings and symbols What is it like inside a Hindu temple?</p> <ul style="list-style-type: none"> Recognise and describe accurately some things to do with religion Understand the importance of reflection 	<p>Buddhism <i>Recall 6 main religions</i> <i>Y1 focus: stories</i> <i>Y2 focus: buildings and symbols</i> symbols/icons What happens at the festival of Wesak?</p> <ul style="list-style-type: none"> Describe some symbols used in festivals and explain their meaning Begin to see some similarities in different religions and link together aspects of religious life and practice Describe feelings and experiences of a range of issues, including special times and new life 	<p>Christianity <i>Recall 6 main religions</i> <i>Y1 focus: buildings and symbols</i> <i>Y2 focus: celebrations, festivals and food</i> worship What is a hymn? What are the most popular hymns?</p> <ul style="list-style-type: none"> Explain some of the ways in which religion can influence a person's life Describe things religious people do 	<p>Islam <i>Recall 6 main religions</i> <i>Y1 focus: celebrations, festivals and food</i> <i>Y2 focus: worship and sounds</i> beliefs/key books – 5 pillars of Islam</p> <ul style="list-style-type: none"> Research into and use a range of words correctly when I talk about a religion Describe how people show religion is important to them Describe the feelings I have about things that are important to me Understand the importance of making vows/ promises & what that means to me Describe some of the ways in which people show that religion is important to them and recognise different viewpoints 	<p>Sikhism <i>Recall 6 main religions</i> <i>Y1 focus: worship and sounds</i> <i>Y2 focus: beliefs</i> icons What are the Five Articles of Faith? (5 Ks)</p> <ul style="list-style-type: none"> Explain the meaning of a range of terms used Give examples of how different people show that religion is important to them Describe some symbols used in festivals and explain their meaning
Art	<p>Drawing</p> <ul style="list-style-type: none"> Illustrator - Quentin Blake 	<p>Painting</p> <ul style="list-style-type: none"> Revisit stained glass windows from Y1. Painting on glass link to RE – Christmas, church windows Could paint on jars 	<p>Texture</p> <ul style="list-style-type: none"> something with fossils - ammonite clay/plaster of paris 	<p>Drawing</p> <ul style="list-style-type: none"> Joseph Mallord William Turner Landscape artist Perspective 	<p>Pattern</p> <ul style="list-style-type: none"> MC Escher - tessellation 	<p>Texture</p> <ul style="list-style-type: none"> Andy Goldsworthy
DT	Fruit smoothie	Sew a Christmas decoration	Build Tudor houses	volcano – more realistic with layers chop in half to see the cross section	Make a sun dial	Willow sculpting



Music	We use Charanga to deliver our Music curriculum.					
	Exploring Simple Patterns How does music help us make friends?	Focus on Dynamics and Tempo How does music teach us about the past?	Exploring Feelings Through Music How does music make the world a better place?	Inventing a Musical Story How does music teach us about our neighbourhood?	Music That Makes You Dance How does music make us happy?	Exploring Improvisation How does music teach us about looking after our planet?
PE	Fundamental skill development Throwing Catching Coordination	Fundamental skill development Throwing Catching Coordination	Developing simple tactics for attacking and defending Participate in simple team games Dance Developing a range of movement patterns	Developing simple tactics for attacking and defending Participate in simple team games Dance Developing a range of movement patterns	Fundamental skill development balance agility	Sports Day Preparation Strength, technique and fitness - running - throwing - jumping
	We use Jigsaw PSHE to deliver our PSHE curriculum.					
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	We use Teach Computing to deliver our Computing curriculum.					
Computing	Computing systems and networks – connecting computers explain how digital devices function Identify input and output devices Recognise how digital devices can change the way we work Explain how a computer network can be used to share information Explore how digital devices can be connected Recognise the physical components of a network	Creating media – stop-frame animation Explain that animation is a sequence of drawings or photographs Relate animated movement with a sequence of images Plan an animation Identify the need to work consistently and carefully Review and improve an animation Evaluate the impact of adding other media to an animation	Programming A – sequencing sounds Explore a new programming environment Identify that commands have an outcome Explain that a program has a start Recognise that a sequence of commands can have an order Change the appearance of my project Create a project from a task description	Data and information – branching databases Create questions with yes/no answers Identify the attributes needed to collect data about an object Create a branching database Explain why it is helpful for a database to be well structured Plan the structure of a branching database Independently create an identification tool	Creating media -desktop publishing Recognise how text and images convey information Recognise that text and layout can be edited Choose appropriate page settings Add content to a desktop publishing publication Consider how different layouts suit different purposes Consider the benefits of desktop publishing	Programming B – events and actions in programs Explain how a sprite moves in an existing project Create a program to move a sprite in four directions Adapt a program to a new context Develop my program by adding features Identify and fix bugs in a program Design and create a maze-based challenge
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Trip/Visitor			Lyme Regis			
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