**Chesterton Primary School/Isle of Ely Primary School**

Theme Long Term Plan (Year 3)

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|  | **Autumn 1**Heroes and Villains | **Autumn 2**Britain from the Air | **Spring 1**Jurassic World | **Spring 2**Yabba Dabba Doo | **Summer 1**Grow with the Flow | **Summer 2**Walk like an Egyptian |
| Big WOW | Oliver Cromwell House Trip | Cambridge Trip | Fossils Galore Visit | Stone Age Visit | Cambridge University Botanic Garden Trip | Egyptian Day |
| Science | How would you make the getaway car travel faster?* *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.*
 | Can you see shadows from the sky?* *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.*
 | How do fossils form?* *Describe in simple terms how fossils are formed when things that have lived are trapped within rock*
 | Which is your favourite rock?* *Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties*
* *Recognise that soils are made from rocks and organic matter.*
 | What is the most important part of a flower?* *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.*
 | Was the Egyptian diet nutritious?* *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.*
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| History/Geography | HistoryWas Oliver Cromwell a hero or a villain?* *A local history study*
 | GeographyWhat would you see on a plane trip around the UK?* *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*
 | GeographyWould dinosaurs be able to live on the Jurassic coast?* *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 within North or South America*
 | HistoryHow did metal make the stone age rock out?* *Changes in Britain from the Stone Age to the Iron Age*
 | GeographyIs there ever a missing step in the water cycle?* *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*
 | HistoryWhat was the best achievement of the Egyptians?* *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*
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| Art/DT | DTHow can you make the strongest bridge for the superhero cars?* *Apply their understanding of how to strengthen, stiffen and reinforce more complex structures*
* *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*
* *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*
 | ArtAre the best buildings in England?* *About great artists, architects and designers in history*
 | DTHow can you make the dinosaur move?* *Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]*
* *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*
* *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*
 | ArtDo you prefer drawing on paper or stone?* *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]*
* *To create sketch books to record their observations and use them to review and revisit ideas*
 | ArtWhich artist painted water the best?* *About great artists, architects and designers in history*
* *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]*
 | DTIs Egyptian bread like the bread we eat today?* *Understand and apply the principles of a healthy and varied diet*
* *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*
* *Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed*
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| Spanish(Language Angels) | Yo Aprendo Espanol (I’m Learning Spanish | Los Animales(Animals) | Los Instrumentos(Musical Instruments) | Caperucita Roja(Little Red Riding Hood) | Puedo…(I Can…) | Desayuno Enn El Café(At The Café) |
| Computing(Switched on Computing) | We are programmers | We are bug fixers | We are presenters | We are vloggers | We are communicators | We are opinion pollsters |
| RE(Discovery RE) | Does joining the Khalsa make a person a better Sikh? | Has Christmas lost its true meaning? | Could Jesus really heal people?Were these miracles or is there some other explanation? | What is ‘good’ about Good Friday? | Do Sikhs think it is important to share? | What is the best way for a Sikh to show commitment to God? |
| Music | MX Play |
| PE | Athletics + dance | Games + gymnastics | Games + dance | Games + gymnastics | Athletics + dance | Athletics + gymnastics |
| Enabling Enterprise | Trash to Treasure | Making Changes | Food Glorious Food |

**Chesterton Primary School/Isle of Ely Primary School**

English Long Term Plan (Year 3)

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| Week | **Autumn 1**Heroes and Villains | **Autumn 2**Britain from the Air | **Spring 1**Jurassic World | **Spring 2**Yabba Dabba Doo | **Summer 1**Grow with the Flow | **Summer 2**Walk like an Egyptian |
| 1 | Recount: diaries | Instructions | Poems on a theme (poetry appreciation) | Adventure stories | Play script | Recount: biography |
| 2 | Alternative versions of traditional tales |
| 3 | Limericks | Explanation | Discussion |
| 4 | Fables | Report | Persuasion | Novel |
| 5 | Classic poetry(performance) | Haiku, tanka and kennings |
| 6 |

Green = Narrative

Blue = Non-fiction

Orange = Poetry

**Chesterton Primary School/Isle of Ely Primary School**

Maths Long Term Plan (Year 3)

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| --- | --- | --- | --- | --- | --- | --- |
| Week | **Autumn 1**Heroes and Villains  | **Autumn 2**Britain from the Air | **Spring 1**Jurassic World | **Spring 2**Yabba Dabba Doo | **Summer 1**Grow with the Flow | **Summer 2**Walk like an Egyptian |
| 1 | Number and place value | Fractions | Number and place value | Addition and subtraction(measures) | Number and place value | Measurement |
| 2 | Statistics | Shape | Money | Addition and subtraction(money - decimals) | Fractions |
| 3 | Measurement | Multiplication and division | Measurement | Multiplication and division(statistics) | Measurement | Number and place value |
| 4 | Shape | Addition and subtraction(statistics) | Time | Fractions | Shape |
| 5 | Addition and subtraction | Time | Position + direction | Fractions | Shape | Statistics |
| 6 | Money | Multiplication and division(times tables) | Multiplication and division(measure) | Multiplication and division(money) | Position + direction |

Green = number

Blue = measurement

Orange = geometry

Purple = statistics

NB: If swapping units, check that resources are not being used by other year groups.