St Bede's Curriculum Long Term Plan Overview Year 3 2019 to 2020

Our intent for our children is for them to be:
resilient, independent, respectful, aspirational, responsible, reflective, critical thinkers, spiritual, problem solvers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Story of my life**					
RE	Homes Promises	Judaism Visitors	Journeys Listening and Sharing	Islam Giving all	Energy Choices	Special places
Quality Texts	The Iron Man The Iron Woman The Street beneath my feet Boy Bronze Axe Stone Age Boy Mary Anning		Here Comes Hercules Greek Myths Who Let the Gods Out? Percy Jackson and the Lightning Thief		The Butterfly Lion The Street beneath my Feet I am the night gardener I am the seed that grew the tree	

Working scientifically in Year 3 – applies to all topics

- **Ask questions such as:**
  - Why does the moon appear as different shapes in the night sky?
  - Why do shadows change during the day?
  - Where does a fossil come from?

- Observe at what time of day a shadow is likely to be at its longest and shortest
- Observe which type of plants grow in different places e.g. bluebells in woodland, roses in domestic gardens etc
- Use research to find out how reflection can help us see things that are around corners
- Test to see which type of soil is most suitable when growing two similar plants
- Test to see if the right hand is as efficient as the left hand
- Set up a fair test with different variables e.g. the best conditions for a plant to grow
- Explain to a partner why a test is a fair one e.g. lifting weights with right and left hand etc
- Measure carefully (taking account of mathematical knowledge up to Y3) and add to scientific learning
- Use a thermometer to measure temperature and know there are two main scales used to measure temperature
- Gather and record information using a chart, matrix or tally chart, depending on what is most sensible

	• Group information according to common factors e.g. plants that grow in woodlands or plants that grow in gardens • Use bar charts and other statistical tables (in line with Y3 mathematics statistics) to record findings • Know how to use a key to help understand information presented on a chart • Be confident to stand in front of others and explain what has been found out e.g. about how the moon changes shape • Present findings using written explanations and include diagrams when needed • Make sense of findings and draw conclusions that help them to understand more about scientific information • Amend predictions according to findings • Be prepared to change ideas as a result of what has been found out during a scientific enquiry		
Science	**Are all rocks the same? (Chemistry)** • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties, giving reasons • know how soil is made and how fossils are formed. • Know about and explain the difference between sedimentary, metamorphic and igneous rock **Should I be afraid of my shadow? (Physics)** • Know that dark is the absence of light • Know that light is needed in order to see and is reflected from a surface • Know and demonstrate how a shadow is formed and explain how a shadow changes shape • Know about the danger of direct sunlight and describe how to keep protected	**Why don't we wobble like a jellyfish? (Biology)** • Know about the importance of a nutritious, balanced diet • Know how nutrients, water and oxygen are transported within animals and humans • Know about the skeletal and muscular system of a human •	**Why do we slip on ice? (Physics)** • Know about and describe how objects move on different surfaces • Know how a simple pulley works and use to lift an object • Know how some forces require contact and some do not, giving examples • Know about and explain how magnets attract and repel. • Predict whether magnets will attract or repel and give reasons. **How did the blossom become an apple? (Biology)** • know how water is transported within plants • know the plant life cycle, especially the importance of flowers • know the function of different parts of flowering plants and trees

Humanities **Geography** **History**	**Time Travellers** **(Changes in Britain from the Stone Age to the Iron Age)** **Chronology** • know how Britain changed between the beginning of the Stone Age and to the Iron Age • know the main differences between the stone, bronze and iron ages • know what is meant by 'hunter-gatherers'	**How did Greek superheroes change our lives?** • Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics	**Would you rather live in the UK or Iceland?** • use atlases to locate European countries and capitals. • Know the names of four countries from the southern and four from the northern hemisphere • Know what causes an earthquake • Label the different parts of a volcano • Know and name the eight points of a compass **2020 Olympic Games** • know the names of and locate at least eight counties and at least six cities in England • know the names of and locate at least eight European countries • know at least five differences between living in the UK and a Mediterranean country
DT	**Bone necklaces** **The Iron Man** **Stone Age jewellery**	**Greek Masks** **Vases** **Labyrinths**	
	Designing		

<table>
<tr><td></td><td colspan="3">

- prove that a design meets a set criteria.
- design a product and make sure that it looks attractive
- choose a material for both its suitability and its appearance

Making

- follow a step-by-step plan, choosing the right equipment and materials
- select the most appropriate tools and techniques for a given task
- make a product which uses both electrical and mechanical components
- work accurately to measure, make cuts and make holes

Evaluating

- explain how to improve a finished model
- know why a model has, or has not, been successful

Technical knowledge

- know how to strengthen a product by stiffening a given part or reinforce a part of the structure
- use a simple IT program within the design

Food Technology

- describe how food ingredients come together
- weigh out ingredients and follow a given recipe to create a dish
- talk about which food is healthy and which food is not
- know when food is ready for harvesting

</td></tr>
<tr><td rowspan="2">Art and Design</td><td>Ancient Art and Cave paintings
Stonehenge sketches
Stonehenge silhouettes and applying a wash</td><td>Portraits
Landscapes
Line drawings</td><td></td></tr>
<tr><td colspan="3">Using sketchbooks
• know how to use sketches to produce a final piece of art</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">• know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others
Drawing, painting and sculpture
• know how to show facial expressions in art.
• know how to use different grades of pencil to shade and to show different tones and textures
• know how to create a background using a wash
• know how to use a range of brushes to create different effects in painting
Study of great artists
• know how to identify the techniques used by different artists
• know how to compare the work of different artists
• recognise when art is from different cultures
• recognise when art is from different historical periods</td></tr>
<tr><td>Music (Charanga Scheme of Work)</td><td colspan="2">Let your spirit fly

Three Little Birds</td><td colspan="2">Glockenspiel 1

The Dragon Song</td><td colspan="2">Bring us together

Reflect, Rewind and Replay</td></tr>
<tr><td></td><td colspan="6">Performing
• play clear notes on instruments and use different elements in composition
Compose
• combine different sounds to create a specific mood or feeling
Listen
• listen carefully and recognise high and low phrases
Use and understand
• create repeated patterns with different instruments
• improve my work; explaining how it has been improved
Appreciate
• use musical words to describe a piece of music and compositions
• use musical words to describe what they like and do not like about a piece of music
History of music
• recognise the work of at least one famous composer</td></tr>
<tr><td>PSHCE (Twinkl) and RSE</td><td colspan="2">Aiming High

Resilience</td><td colspan="2">Patience, Tolerance,

Respect</td><td colspan="2">Community</td></tr>
<tr><td>Computing</td><td>E-Safety</td><td>E-Safety</td><td>E-Safety</td><td>E-Safety</td><td>E-Safety</td><td>E-Safety</td></tr>
</table>

	PowerPoint	Scratch	Internet Research Word Excel	Scratch	Publisher	Powerpoint
PE	Invasion Games Tag Rugby Dance • be aware of space and use it to support team-mates and to cause problems for the opposition • know and use rules fairly • improvise freely and translate ideas from a stimulus into movement • share and create phrases with a partner and small group • remember and repeat dance	Invasion Games Gymnastics • be aware of space and use it to support team-mates and to cause problems for the opposition • know and use rules fairly • adapt sequences to suit different types of apparatus and criteria • explain how strength and suppleness affect performance	Net and Wall Games Basketball(PB) Dance • be aware of space and use it to support team-mates and to cause problems for the opposition • know and use rules fairly • improvise freely and translate ideas from a stimulus into movement • share and create phrases with a partner and small group • remember and repeat dance	Tri-golf (PB) Gymnastics • adapt sequences to suit different types of apparatus and criteria • explain how strength and suppleness affect performance • compare and contrast gymnastic sequences	Striking and Field Rounders Outdoor and Adventurous • be aware of space and use it to support team-mates and to cause problems for the opposition • know and use rules fairly • follow a map in a familiar context • use clues to follow a route • follow a route safely	Athletics (PB) Net and Wall Tennis • run at fast, medium and slow speeds; changing speed and direction • take part in a relay, remembering when to run and what to do • recognise own improvement in ball games

	perform phrases		perform phrases			
French						
	Speaking • name and describe people, a place and an object • have a short conversation, saying 3 to 4 things • give response using a short phrase • start to speak, using a full sentence **Reading** • read and understand a short passage using familiar language • explain the main points in a short passage • read a passage independently • use a bilingual dictionary or glossary to look up new words **Writing** • write phrases from memory • write 2-3 short sentences on a familiar topic • write what they like/dislike about a familiar topic					
Global Awareness	Homelessness (British Council Connecting Classrooms) International Day of Peace Black History Week (October) World Toilet Day All Saints Day 1st November		World Braille Day Louis Braille Fairtrade World Book Day		World Health Day Refugee Week	
British Values	Mutual Respect Individual Liberty Rule of Law					

	Democracy Tolerance		
Enrichment/Visits	Ironstone Museum to visit school The Moors Centre at Danby Stone Age Day	It's All Greek to Me! Durham University In Your Backyard – local history	Signs and symbols in Art across the World