



Broadbent Fold Primary School and Nursery
 Long Term Planning
 Year 3 2024-2025
 Teacher: Miss Harvey

Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Question:	Where would you travel to?	Could you survive the Stone Age? I'm a modern child, get me out of here!	What makes Earth angry?	Who is the Iron Man?	Does your country need you?	Are you a hero? Who were the Ancient Greeks?
Hooks: Trips/Visitors	Role play and experiences linked to different places around UK and Europe.	Trip to Tatton Park-Stone, Bronze and Iron Age Living History Experience	Create natural disaster models-tornado in a jar, erupting volcano DT- Design earthquake proof building	Crumble workshop?? Design mechanical model based on pulleys to rescue the Iron Man. Sketching and drawing of the Iron Man.	WW2 Experience Day- dress up, postcards home, make luggage labels, listen to the wireless, pack a suitcase an evacuee may need	Greek Food tasting Olympic games-plan and take part in. DT- Healthy Greek recipe
Text	<u>Non-fiction</u> A ticket around the world <u>Poetry</u> Clerihews	<u>Fiction</u> Stone Age Boy <u>Poetry</u> Christmas themed	<u>Non-fiction</u> Pebble in my pocket	<u>Fiction</u> The Iron Man <u>Poetry</u> Ted Hughes poetry	<u>Fiction</u> Carrie's War	<u>Fiction</u> Who let the Gods out? <u>Non-fiction</u> Ancient Greeks



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Genre focus	Postcards Persuasive writing- holiday brochure <u>Cross curricular</u> Clerihew poetry Information texts- places around world	Historical narrative Letters <u>Cross curricular</u> Christmas poems Instructions -Stone Age hunter gatherer	Non-chronological reports Adventure narrative <u>Cross curricular</u> Biography- Tasmin Mather Explanation- volcanoes	Narrative and character description Instructions Ted Hughes poetry <u>Cross curricular</u> Science experiment recount- magnets Easter story	Diaries Newspaper <u>Cross curricular</u> Information texts- skeletons/muscles Persuasion adverts-WW2	Greek myths Information leaflets <u>Cross curricular</u> Discussion text- Athens or Sparta Explanations- plants
Significant People	Bessie Coleman- Black History Week Artists- L.S Lowry and Thomas Gainsborough	English fossil finder- Ida Slater Stop motion animator- Tim Burton	Famous vocanologist- Tamsin Mather Basketball players- LeBron James and Michael Jordan	Author-Ted Huhes Scientist- Sir Isaac Newton	Jewish holcaust victim- Anne Frank Artist- Henry Moore	Greek Gods Parlaymian: Ellie Simmonds
Maths	Number - Place value Number - Addition and Subtraction	Number – multiplication and division A	Number - Multiplication and division B Measurement - Length and perimeter	Number – Fractions A Measurement – Mass and capacity	Number – Fractions B Measurement – Money Measurement – Time	Geometry - Properties of shape Statistics Consolidation



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<p>Science</p> <p>Working scientifically throughout the themes</p>	<p><u>Light</u></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><u>Rocks</u></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><u>Working scientifically</u></p> <ul style="list-style-type: none"> - use different types of scientific enquiries to answer questions -set up simple practical enquiries, comparative and fair tests making observations and taking accurate measurements -gather, record, classify and present data in a variety of ways -record findings using various scientific ways and report on findings from enquiries use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 	<p><u>Forces & magnets</u></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 -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 2 poles -predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<p><u>Animals including humans</u></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><u>Plants</u></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
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<p>History</p>		<p><u>The Stone Age</u> -Know the differences between The Stone Age, Bronze Age and Iron Age How Britain has changed between the stone age and bronze age. -Know about Hunter gatherers knowledge</p>			<p><u>World War 2</u> - Know a significant time in history - A local study related to WW2- The Air Raid Shelters in Stockport. -Know how people lived and survived in WW2 and significant events during WW2 in Manchester. BV- Individual liberty, democracy</p>	<p><u>Ancient Greece</u> -Study Greek life and influence on the Western world -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</p>
<p>Geography</p>	<p><u>Location Knowledge</u> -Revisit Continents/ Oceans -Know 4 countries from the southern and northern hemisphere. -Know 8 compass points -Use maps to locate European countries and capitals -Name and locate 8 countries and cities in England</p>		<p><u>Physical Geography</u> -describe and understand key aspects of earthquakes and volcanoes.</p>			<p><u>Place knowledge</u> - 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, Mediterranean country- Greece</p>



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<p>Computing / Esafety</p> <p>Safe use E-safety ongoing throughout the year</p>	<p>Safe use -use technology respectfully and responsibly -know different ways they can get help, if concerned</p> <p>Connecting computers - develop their understanding of digital devices -compare digital and non-digital devices -discover computer networks and the benefits of connecting devices in a network</p>	<p>Stop frame animation - use a range of techniques to create a stop-frame animation -apply skills to create a story-based animation adding other types of media such as music and text.</p>	<p>Sequencing sounds - introduce Scratch -use motion, sound, and event blocks to create own programs with sequences. -make a representation of a piano</p>	<p>Events and actions in programs -move a sprite in four directions (up, down, left, and right) -explore movement within the context of a maze -draw lines with sprites and change the size and colour of lines - design and code own maze-tracing program.</p>	<p>Desktop publishing - desktop publishing software considering font size, colour and type to edit and improve -understand the terms ‘templates’, ‘orientation’, and ‘placeholders’ to make their own template for a magazine front cover - add text and images to create their own pieces of work</p>	<p>Branching databases - develop understanding of what a branching database is and how to create one - use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects -create physical and on-screen branching databases -create an identification tool using a branching database</p>
<p>P.S.H.E (thematic approach) and SRE</p>	<p>Relationships:</p> <ul style="list-style-type: none"> • What makes a family; features of family life. • Personal boundaries; safely responding to others; the impact of hurtful behaviour • Recognising respectful behaviour; the importance of self-respect; courtesy and being polite <p>BV- Rule of Law</p>	<p>Living in the wider world:</p> <ul style="list-style-type: none"> • The value of rules and laws; rights, freedoms and responsibilities • How the internet is used; assessing information online • Different jobs and skills: job stereotypes; setting personal goals 	<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> • Health choices and habits; what affects feelings; expressing feelings • Personal strengths and achievements; managing and reframing setbacks • Risks and hazards; safely in the local environment and unfamiliar places <p>BV- Mutual respect</p>			



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<p>Music Sing Up scheme</p>	<p><u>I've been to Harlem</u> Compose an ostinato. Play melodic and rhythmic accompaniments to a song. Listen and identify where notes in the melody of the song go down and up</p>	<p><u>Mingulay boat song</u> Develop an understanding an appreciation of music from different musical traditions. Use different instruments, have a different beat, and are different speeds. BV- Individual liberty <u>Sound Symmetry</u> Identify how the pitch and melody of a song has been developed using symmetry.</p>	<p><u>Latin dance</u> Listen to a range of Cuban pieces Compose a 4-beat rhythm pattern</p>	<p><u>March from The Nutcracker</u> Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement <u>From a railway carriage</u> Listen to pieces of music that have combined words and music</p>	<p><u>Just three notes</u> Invent simple patterns using rhythms and notes C-D-E. Compose music Recognise and copy rhythms and pitches C-D-E <u>Samba with Sergio</u> Perform vocal percussion as part of a group.</p>	<p><u>Fly with the stars</u> Sing solo or in a pair Respond to and recognise crotchets and quavers</p>
<p>Art and design</p>	<p><u>Landscape artists</u> -know how to create a background using a wash -know how to use a range of brushes to create different effects in painting <u>Artists- Thomas Gainsborough</u> <u>LS Lowry</u></p>	<p><u>Prehistoric cave painting</u> -know how to use sketches to produce a final piece of art Cave painting- different mediums -recognise when art is from different historical periods -create Stone Age pots</p>			<p><u>Wartime portraits</u> -know how to use different grades of pencil to shade and to show different tones and textures —faces and art know how to show facial expressions in art. <u>Arist- Henry Moore</u></p>	



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Design and Technology			Design and make an Earthquake proof building <u>Design, make and evaluate</u> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose - select from and use a wider range of tools and equipment to perform practical tasks -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Design a Crane to rescue the Iron Man <u>Technical knowledge</u> - understand and use mechanical systems in their products <u>Design, make and evaluate</u> - select from and use a wider range of materials and components, including construction materials investigate and analyse a range of existing products		Design a healthy Mediterranean meal <u>Cooking and nutrition</u> - understand and apply the principles of a healthy and varied diet - prepare and cook a dish using a range of cooking techniques -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
MFL-Polish	<ul style="list-style-type: none"> • Introduction • Where is Poland is located? • Greetings • Numbers 1 – 20 	<ul style="list-style-type: none"> • Emotions • Personal information • Day of the week. • Christmas celebrations 	<ul style="list-style-type: none"> • Months of the year • Birthdays • Colours and personal preference 	<ul style="list-style-type: none"> • Parts of the body • How Easter is celebrated in Poland 	<ul style="list-style-type: none"> • Family and relatives 	<ul style="list-style-type: none"> • Animals and adjectives to describe



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<p>P.E.</p>	<p>Hockey recognise own improvement in ball games</p> <p>Dance -Dance around the world -improvise freely and translate ideas from a stimulus into movement</p> <p>* Sports coach</p>	<p>Gymnastics- receiving body weight receive and hold own body weight in balance and motion</p> <p>Dodgeball Understand tactics and demonstrate understanding of dodgeball rules</p> <p>* Sports coach</p>	<p>Basketball Dribble, pass and shoot using the correct techniques</p> <p>Health related fitness run at fast, medium and slow speeds; changing speed and direction -take part in a relay, remembering when to run and what to do</p> <p>* Sports coach</p>	<p>Gymnastics- Linking movings together Perform a range of gymnastics movements</p> <p>Tag Rugby apply a range of skills effectively in a game of rugby</p> <p>* Sports coach</p>	<p>Outdoor and Adventurous activitiy work collaboratively to follow a map</p> <p>Rounders Use a range of skills effectively in throwing, fielding and batting</p> <p>* Sports coach</p>	<p>Football apply a range of skills effectively in a game of football</p> <p>Tennis use tactics against an opponent in tennis</p> <p>* Sports coach</p>
<p>R.E. Tameside Syllabus</p>	<p>Expressing Strand L2.5a How do people from religious and non-religious communities celebrate key festivals? BV- Tolerance</p>		<p>Living strand L2.7 What does it mean to be a Christian/Jew in Britain today? BV- Tolerance</p>		<p>Believing strand What do different people believe about God? BV- Tolerance</p>	