

Long Term Year Plan

Year 3

	AT1	AT2	SP1	SP2	SU1	SU2
Science	<p>Plants, Living Things and their Habitats</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>Animals, including humans</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>Recap previous learning- including working scientifically</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, 	<p>The world around us (Rocks)</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>Light</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>Forces, Magnets and Electricity</p> <ul style="list-style-type: none"> 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.

			<p>suggest improvements and raise further questions</p> <ul style="list-style-type: none"> identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. 			
Computing Year A	<p>Year A:</p> <p>Word Processing Skills</p> <p><u>NC objectives:</u></p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p><u>E-safety focus:</u></p> <p><u>Accept:</u></p>	<p>Year A:</p> <p>Programming Turtle Logo and Scratch</p> <p><u>NC objectives:</u></p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. <p><u>E-safety focus:</u></p>	<p>Year A:</p> <p>Online safety</p> <p><u>NC objectives:</u></p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <p><u>E-safety focus:</u></p>	<p>Year A:</p> <p>Programming Turtle Logo</p> <p><u>NC objectives:</u></p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. <p><u>E-safety focus:</u></p>	<p>Year A:</p> <p>Photo stories</p> <p><u>NC objectives:</u></p> <ul style="list-style-type: none"> Select, use and combine a variety of software on a range of digital devices that accomplish given goals <p><u>E-safety focus:</u></p> <p><u>Meeting:</u></p> <p>Stranger danger and not meeting people in person</p>	<p>Year A:</p> <p>Drawing and Desktop Publishing</p> <p><u>NC objectives:</u></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><u>E-safety focus:</u></p> <p><u>SMART:</u></p> <p>Are you SMART on the internet/games? Children to assess their own actions and teacher to plan for any issues.</p>

	Discuss what/who the children should accept online.	<u>Reliable:</u> Discuss how to know whether information is reliable.	<u>Safe:</u> Discuss how to stay safe on the internet.	<u>Tell:</u> Teach children what to do if they are unsure of anything or worried about anything online.		
RE	Hinduism – Ganesh Chaturthi Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	Hinduism – Janmashtami Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	Christianity – Lent Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	Judaism – Shabbat Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	Islam – Hajj Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	Islam – Eid ul-Adha Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?
Music	Let Your Spirit Fly Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, listen with attention to detail and recall sounds with increasing aural memory, use and understand staff and other musical notations, appreciate and understand a wide range	N/A	Three Little Birds Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, listen with attention to detail and recall sounds with increasing aural memory, use and understand staff and other musical notations, appreciate and understand a wide range of high-quality live and recorded music	N/A	Bringing us Together Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, listen with attention to detail and recall sounds with increasing aural memory, use and understand staff and other musical notations, appreciate and understand a	N/A

	of high-quality live and recorded music drawn from different traditions and from great composers and musicians, develop an understanding of the history of music.		drawn from different traditions and from great composers and musicians, develop an understanding of the history of music.		wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, develop an understanding of the history of music.	
PE	<p>Dance Pupils should develop flexibility, strength, technique, control and balance. Pupils should perform dances using a range of movement patterns. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Gymnastics Pupils should develop flexibility, strength, technique, control and balance. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Games – invasion e.g. football, netball, basketball etc. Pupils should use running, jumping, throwing and catching in isolation and in combination Pupils should play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Games – net and wall – tennis, badminton, volleyball. Pupils should use running, jumping, throwing and catching in isolation and in combination Pupils should play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Games – striking and fielding e.g. rounders, cricket. Pupils should use running, jumping, throwing and catching in isolation and in combination. Pupils should play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Athletics Outdoor and adventurous activities e.g. team building, orienteering, map skills. Pupils should use running, jumping, throwing and catching in isolation and in combination. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best. Pupils should develop flexibility, strength, technique, control and balance. Pupils should take part in outdoor and adventurous activity challenges both individually and within a team</p>
PSHCE	<p>Being Me in My World</p> <ul style="list-style-type: none"> • Getting to know each other • Our nightmare school • Dream school • Rewards and consequences • Learning charter • Owning the charter 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> • Families • Family conflict • Witness and feelings • Witness and solutions • Words that harm • compliments 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • Dreams and Goals • Dreams and ambitions • A new challenge • Overcoming obstacles • Celebrating learning 	<p>Healthy me</p> <ul style="list-style-type: none"> • Being fit and healthy • What do I know about drugs? • Being safe • Being safe at home • My amazing body 	<p>Relationships</p> <ul style="list-style-type: none"> • Family roles and responsibilities • Friendship • Keeping myself safe • Being a global citizen • Web of relationships 	<p>Changing Me</p> <ul style="list-style-type: none"> • How babies grow • Babies • Outside body changes • Inside body changes • Family stereotypes • Looking ahead