**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 | History  Was Oliver Cromwell a hero or a villain?   * *A local history study* | Geography  What 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* | Geography  Would 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* | History  How did metal make the stone age rock out?   * *Changes in Britain from the Stone Age to the Iron Age* | Geography  Is 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* | History  What 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 | DT  How 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* | Art  Are the best buildings in England?   * *About great artists, architects and designers in history* | DT  How 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* | Art  Do 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* | Art  Which 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]* | DT  Is 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* |
| 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.