The Year 3 Whitley Curriculum – Long Term Plan 2021-2022

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | **Ancient Greece** | **Stones and Bones** | **Rainforests** | **Europe-Mighty Rivers** | **Castles** | **Amazing Earth/Natural disasters** |
| Core Books | Trad tale: True story of three little Pigs **(Narrative –traditional tale)**  Theseus and the Minotaur –**(Narrative – myth)**  Autumn is here Non-fiction -poetry | Stone Age Boy- Satoshi Kitamura (narrative - story)  Skara Brae – Dawn Finch (Non-fiction holiday brochure) | **FICTION**  The Great Kapok Tree- Lynne Cherry | The Flood – Narrative - tragedy)  Secret of Black Rock –narrative- adventure  Year 4: The River –Poetry unit | **FICTION**  Harry Potter and the Philosopher’s Stone- JK Rowling | **FICTION**  Running Wild- Morpurgo  Skeleton and muscles – non chronological report  My strong mind -poetry |
| Science | **Rocks**  Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. | **Fossils**  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. | **Plants**  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. | **Magnets and Forces**  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. | **Light**  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. | **Animals including humans**  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. |
| Computing | **E-Safety**  **Connecting Computers**  To explain how digital devices function  To identify input and output devices  To recognise how digital devices can change the way we work  To explain how a computer network can be used to share information  To explore how digital devices can be connected  To recognise the physical components of a network | **Stop Frame Animation**  To explain that animation is a sequence of drawings or photographs  To relate animated movement with a sequence of images  To plan an animation  To identify the need to work consistently and carefully  To review and improve an animation  To evaluate the impact of adding other media to an animation  **JiT School360 Animate** | **Sequence in Music**  To explore a new programming environment  I can identify that each sprite is controlled by the commands I choose  To explain that a program has a start  To recognise that a sequence of commands can have an order  To change the appearance of my project  To create a project from a task description | **Branching Databases**  To create questions with yes/no answers  To identify the object attributes needed to collect relevant data  To create a branching database  To identify objects using a branching database  To explain why it is helpful for a database to be well structured  To compare the information shown in a pictogram with a branching database | **Desktop Publishing**  To recognise how text and images convey information  To recognise that text and layout can be edited  To choose appropriate page settings  To add content to a desktop publishing publication  To consider how different layouts can suit different purposes  To consider the benefits of desktop publishing | **Events and Actions**  To explain how a sprite moves in an existing project  To create a program to move a sprite in four directions  To adapt a program to a new context  To develop my program by adding features  To identify and fix bugs in a program  To design and create a maze-based challenge |
| RE | **L2.1: What do Christians learn from the creation story? (6-8 hours)** | **L2.9: What are the deeper meanings of festivals? – Thematic unit (6-10 hours)** | **L2.2 What is it like to follow God? (people of God) 8-10 hours** | **L2.5 Why do Christians call the day Jesus died “Good Friday”? (4-6 hours)** | **L2.8 What does it mean to be a Sikh in Britain today? Non-Christian unit (10-12 hours)** | **L2.8 What does it mean to be a Sikh in Britain today? Non-Christian unit (10-12 hours) -continued** |
| History | **Ancient Greece**  A study of Greek life and achievements and their influence on the western world  **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066**  The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day | **Changes in Britain from the Stone Age to the Iron Age**  Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae  Bronze Age religion, technology and travel, for example, Stonehenge  Iron Age hill forts: tribal kingdoms, farming, art and culture |  |  | **CASTLES**  **A local history study**  A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. |  |
| Geography |  |  | **PLACE KNOWLEDGE**  Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level. Link with Science, rocks  Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn  **Human and Physical Knowledge**  Describe and understand key aspects of:  Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)  **Locational Knowledge**  On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.  Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. | **PLACE KNOWLEDGE**  Identify longest rivers in the world, largest deserts, and highest mountains.  Compare with UK.  **Geographical Skills and Fieldwork**  Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  **Human and Physical Knowledge**  Describe and understand key aspects of:  Physical geography including Rivers and the water cycle, excluding transpiration  **Locational Knowledge**  Locate and name the continents on a World Map.  Identify longest rivers in the world, largest deserts, and highest mountains.  Compare with UK.  Locate the main countries of Europe Inc. Russia.  Identify capital cities of Europe. |  | **Human and Physical Knowledge**  brief introduction to Volcanoes and earthquakes linking to Science: rock types. |
| Arts and Design | **DRAWING:** Sketch and design ancient greek vase. Study architecture and sketch the different columns/orders greek columns  **Callichamus 5th century BC Greek sculptor**  **3D** **CLAY**  Join clay adequately and work reasonably independently.  Construct a simple clay base for extending and modelling other shapes.  Make a simple ancient Greek temple with columns, frieze and pediment  Papier-mache sculpture - ancient Greek vase | **DRAWING**  Study cave art and prehistoric animals. Research paleoart and sketch a woolly mammoth. | **DRAWING**  Observe and sketch different rainforest plants and flowers.  John Dyer – Eden Project  **PAINTING**  Mix a variety of colours and know which primary colours make secondary colours.  Use a developed colour vocabulary.  Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.  Work confidently on a range of scales e.g. thin brush on small picture etc.  Study of colour using Rousseau and Dyer as inspiration.  Children to blend paint to create different shades of green for Rousseau and the contrast of all colours for Dyer.  **Henri Roussea 1844-1910 (post-impressionist)**  **John Dyer-1968-(Contemporary)** |  | **Textiles/COLLAGE**  Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.  Name the tools and materials they have used.  Develop skills in stitching. Cutting and joining.  Experiment with a range of media e.g. overlapping, layering etc.  Children to design and make their own magical cloak using a range of techniques including layering, embroidery and applique. Will study **Mary Havens** and use her fabric art as inspiration.  **Mary Havens-Fabric art.** | **DRAWING**  Sketch observations. Record and note different natural disasters. Use tone when sketching tornado’s.  **PRINTING**  Print using a variety of materials, objects and techniques including layering.  Talk about the processes used to produce a simple print.  Explore pattern and shape, creating designs for printing.  Andy Warhol-pop artist. |
| Design Technology |  | **Textiles**  To understand the need for a seam allowance.  To join textiles with appropriate stitching  **CHRISTMAS GIFT/DECORATION** |  |  | **Materials**  I can cut materials accurately and safely by selecting appropriate tools.  I can select appropriate joining techniques.  Photograph Frames  Investigate photograph frames  Make a free-standing item  Design and make and evaluate (against a design criteria) a photograph frame with Harry Potter theme. | **FOOD**  To prepare ingredients hygienically  To use appropriate utensils.  To measure accurately.  To follow a recipe.  To assemble or cook ingredients  To know the origins of the ingredients and their seasonality.  Investigate sandwiches  Bread tasting  Design, make and evaluate (against a design criteria) a healthy sandwich. |
| PSHE, RSE | **Me and My Relationships**  Rules and their purpose  Cooperation  Friendship (including respectful relationships)  Coping with loss | **Valuing Difference**  Recognising and respecting diversity  Being respectful and tolerant  My community | **Keeping Myself Safe**  Managing risk  Decision-making skills  Drugs and their risks  Staying safe online | **Rights and Responsibilities**  Skills we need to develop as we grow up  Helping and being helped  Looking after the environment  Managing money | **Being my Best**  Keeping myself healthy and well  Celebrating and developing my skills  Developing empathy | **Growing and Changing**  Relationships  Changing bodies and puberty  Keeping safe  Safe and unsafe secrets |
| PE | **MULTI SKILLS**  **(NUFC)** | **CRICKET** | **Attacking and Defending**  **(NUFC)** |  | **Striking and Fielding**  **(NUFC)** | **Rugby** |
| Music, | **Rhythm and Pulse**  **(Lessons 1-3)**  Ode to the Ancient Greeks  Cornet Lessons (every other week) | **PITCH**  **(Lessons 1-3)** | **SINGING GAMES**  **(Lessons 1-3)** | **SINGING GAMES**  **(Lessons 4-6)** |  |  |
| MFL | **Je parle français**  Greetings and Classroom commands | **Je parle français**  Numbers 0-12  Classroom Objects  Description of what is in a pencil case. | **Je me présente**  Age,avoir, pronouns je/tu/il/elle  Where you live (towns and countries)  Days of the week  Adverbs of time | **Je me présente**  Describing weather  Weather Rap  Alphabet  Numbers 13-20 | **Moi et ma famille**  Describing members of the family  Reading and writing a letter about my family  Colour preferences | **Moi et ma famille**  Asking and answering questions  The story of Sleeping Beauty |
| Enrichment | **Visit:**  **Visitor**  **Dana greek visitor who grew up in Greece**  **Ancient Greek Olympics and food tasting afternoon**  **MUSIC – CORNETS**  **CHURCH: Harvest Festival** | **Visit**  ? Great North Museum  Visitor: Tempus Fugit  **MUSIC – CORNETS**  **CHURCH: Nativity Service in Church** | Make a mini terranium  **MUSIC - CORNETS** | **MUSIC – CORNETS**  **CHURCH: Visit linked to RE Curriculum, Easter Service** | **Visit: Alnwick Castle**  **MUSIC - CORNETS** | **VISIT TO SIKH TEMPLE**  **MUSIC - CORNETS** |