Crookhill Primary School - Long Term Planning			2021 - 22		Year 3	
	AUTUMN 1	**AUTUMN 2**	**SPRING 1**	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
Topic	**STONE AGE**		**ANCIENT EGYPT**		**LOCAL STUDY: RYTON**	
English	The Day the Crayons Quit / The Day the Crayons came home by Drew Daywalt	I want my Hat Back, by Jon Klassen	Flat Stanley by Jeff Brown		The Hodgeheg by Dick King Smith	TBC
Class Readers	TBC		The Firework Maker's Daughter by Phillip Pulman		The Lion, The Witch and The Wardrobe by CS Lewis	
Cross curricular Writing	*Opportunities will be planned to link to the topic, science or PHSE units of work this term.*		*Opportunities will be planned to link to the topic, science or PHSE units of work this term.*		*Opportunities will be planned to link to the topic, science or PHSE units of work this term.*	
Mathematics	Number Fractions, Decimals and Percentages Calculations Measures Geometry Position, Direction and Movement Statistics					
Cross curricular Numeracy	*Opportunities to apply statistics and measures objectives in science and topic lessons will be planned across the term.*		*Opportunities to apply statistics and measures objectives in science and topic lessons will be planned across the term.*		*Opportunities to apply statistics and measures objectives in science and topic lessons will be planned across the term.*	
History	***Pupils should be taught about:*** *changes in Britain from the Stone Age to the Iron Age*		***Pupils should be taught about:*** *the achievements of the earliest civilizations – Ancient Egyptians*		***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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four -figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of					

	methods, including sketch maps, plans and graphs, and digital technologies. Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons		
	Locational Knowledge	**Place Knowledge**	**Human and Physical Geography**
	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.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	Describe and understand key aspects of: **physical geography,** including: rivers and the water cycle. **human geography,** including: types of settlement and land use
Design Technology	**Continuous Skills: To master practical skills:**	**Continuous Skills: To design, make, evaluate and improve:**	**Continuous Skills: To take inspiration from design throughout history:**
	When designing and making, pupils should be taught to: • 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.	When designing and making, pupils should be taught to: • select from and use a wider range of tools and equipment to perform practical tasks, such as 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.	When designing and making, pupils should be taught to: • 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
	Technical Knowledge:		**Cooking and Nutrition:**
	• apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • apply their understanding of computing to programme, monitor and control their products. **Project: Bridges**		• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Measure ingredients accurately. Follow a recipe **Project: Stone age (Bread / Soup?)**

Science	**During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:** 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, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.				
	Plants: Pupils should be taught to: > 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.	**Animals including Humans:** Pupils should be taught to: > 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.	**Rocks and Soils:** Pupils should be taught to: > 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.	**Light:** Pupils should be taught to: > 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.	**Forces and Magnets:** Pupils should be taught to: > 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

Art	**Continuous Skills (applied through each taught skill)**				
	Pupils should be taught: • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • to create sketch books to record their observations and use them to review and revisit ideas • 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] about great artists, architects and designers in history.	Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas. Comment on artworks using visual language.			
	Taught Skills (taught across the year)				
	Painting	**Sculpture**	Drawing	Textiles	**Digital media**
	• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for Backgrounds. • Experiment with creating mood with colour.	• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Use clay and other mouldable materials. • Add materials to provide interesting detail.	• Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow.	• Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.	• Enhance digital media by editing (including sound, video, animation, still images and installations).
Music	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 drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.				

MFL	**Pupils should be taught to:** listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing		
2021-22	**Rigalo 2:** **Revise Unit 1: Salut, Gustave!**	**Rigalo 2:** **Revise Unit 2:** **A l'ecole**	**Rigalo 2:** **Revise Unit 3:** **La nourriture**
PHSE	**Relationships**	**Our World, Our Money**	**Healthy Bodies, Healthy Minds**
	Families and Friendships: To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents That being part of a family provides support, stability and love About the positive aspects of being part of a family, such as spending time together and caring for each other e,g. Encouraging and supporting through difficult times To identify if/when something in a family might make someone upset or worried What to do and whom to tell if family relationships are making them feel unhappy or unsafe **Safe Relationships:** What is appropriate to share with friends, class mates, family and wider social groups including online About what privacy and personal boundaries are including online Basic strategies to help keep themselves safe online (password/trusted sites/ adult supervision) Bullying and hurtful behaviour is unacceptable	**Belonging to a community:** The reasons for rules and laws in wider society The importance of abiding by the law and what might happen if rules and laws are broken What human rights are and how they protect people To identify basic examples of human rights including the rights of children About how they have rights and also responsibilities That with every right there is a responsibility e.g. The right to an education and the responsibility to learn **Media literacy and digital education:** How the internet can be used positively for leisure, for school and for work To recognise that images and information online can be altered and adapted and the reason why this happens Strategies to recognise whether something they see online is true or accurate To evaluate whether a game is suitable to play or a website is age appropriate To make safe, reliable choices from search results How to report something seen or experienced	**Physical Health and Mental Wellbeing:** About choices that people make in daily life that could affect their health Identify healthy and unhealthy choices (food, exercise and sleep) What can help people to make healthy choices and what might negatively influence them About habits and that sometimes they can be maintained, changed or stopped Positive / negative effects of habits, such as regular exercise, eating too much sugar, on a healthy lifestyle What is meant by a healthy, balanced diet including what foods should be eaten regularly/occasionally Regular exercise such as walking/cycling has positive benefits on their physical and mental health About things that affect feelings both positively and negatively Strategies to identify and talk about their feelings **Growing and Changing:** That everyone is an individual and has unique and valuable contributions to make To recognise how strengths and interests form

	in any situation About the effects and consequences of bulling for the people involved About bullying online, and the similarities and differences to face-to-face bullying What to do and whom to tell if they see or experience bullying or hurtful behaviour **Respecting ourselves and others:** To recognise respectful behaviour e.g. Helping and including others, being responsible How to model respectful behaviour in different situations (at home, at school, online) The importance of self-respect and the right to be treated respectfully by others What it means to treat others, and be treated, politely The ways in which people show respect and courtesy in different cultures and in wider society	online that concerns them (images/content/unkind or uncomfortable communication) **Money and Work:** About jobs that people may have from different sectors (teachers, charity workers) That people can have many jobs at once or over their lifetime About common myths and gender stereotypes examples of role models in different fields of work (Women in STEM) About some of the skills needed to do a job such as teamwork and decision making To recognise their interests, skills and achievements and how these might link to future jobs How to set goals that they would like to achieve this/next year	part of a person's identity How to identify their own personal strengths and interests and what they are proud of To recognise common challenges to self-worth (finding school work hard/friendship issues) Basic strategies to manage and reframe set backs (ask for help/focus on what they can learn/remember what you can do) **Keeping Safe:** How to identify typical hazards at home and in school How to predict, assess and manage risk in everyday situations (crossing road, playground) About fire safety in the home including smoke alarms The importance of following safety rules from parents and other adults How to keep themselves safe in the local environment or unfamiliar places, including, road, rail, water and fireworks
PE	Pupils should be taught to: . use running, jumping, throwing and catching in isolation and in combination . play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending . develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics . perform dances using a range of movement patterns . take part in outdoor and adventurous activity challenges both individually and within a team . compare their performances with previous ones and demonstrate improvement to achieve their personal best.		

	Games **Basketball** *Throw and catch with control and accuracy. *Follow the rules of the game and play fairly. *Pass to team mates at appropriate times. *Lead others and act as a respectful team member	**Gymnastics** *Plan, perform and repeat sequences. *Move in a clear, fluent and expressive manner. *Refine movements into sequences. *Travel in a variety of ways, including flight, by transferring weight to generate power in movements. *Swing and hang from equipment safely (using hands)	**Dance** *Plan, perform and repeat sequences. *Refine movements into sequences. *Create dances and movements that convey a definite idea. *Change speed and levels within a performance.	**Athletics** *Sprint over a short distance up to 60 metres. *Run over a longer distance, conserving energy in order to sustain performance. *Jump in a number of ways, using a run up where appropriate. *Compete with others and aim to improve personal best performances.
Computing	**Pupils should be taught to:** 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 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 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact..			
	E-safety: Question the 'validity' of what they see on the internet. Use a browser address bar not just search box and shortcuts. Think before sending and comment on consequences of sending/posting. Recognise online behaviours that would be unfair. Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles) Make judgments in order to stay safe, whilst communicating with others online. Tell an adult if anything worries them online. Identify dangers when presented with scenarios, social networking profiles etc. Articulate examples of good and bad behaviour online.			

	Programming: Purple Mash programming activities	**Presentation (Powerpoint):** Create a title slide and choose a style. Change the layout of a slide. Insert a picture/text/graph from the Internet or personal files. Decide upon and use effective transitions.	**Graphics:** Acquire, store and combine images from cameras or the internet for a purpose. Use the print screen function to capture an image. Select certain areas of an image and resize, rotate and invert the image. Edit pictures using a range of tools in a graphics program.	**Online:** **Blogging** Navigate to view their class blog. Understand that it can be updated from a range of devices. Comment on their class blog. **Internet research** Type in a URL to find a website. Add websites to a favorites list. Use a search engine to find a range of media, e.g. images, texts Think of search terms to use linked with questions they wish to answer. Talk about the reliability of information on the Internet, e.g. the difference between fact and opinion	**Data:** Choose information to put into a data table. Recognise which information is suitable for their topic.
RE	**Christianity**				
COMMANDO JOE	12 days of Christmas - trial RE		Ed Stafford Rivers - Geography	Nellie Bly Stand alone unit in PHSE	