



# What children will learn in Year 3 at Chiltern Primary School

## Year 3 Long Term Curriculum Plan



<b>2022 - 2023</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Open ended investigative question as topic title	<b>How would I have survived in the Stone Age?</b>  <b>Why do I have winter when Australia has summer?</b>	<b>Would I rather live in the Bronze or Iron Age?</b>  <b>Why does a mountain need an earthquake?</b>	<b>How did the Romans change Britain?</b>  <b>Why is it dark when we sleep?</b>
<b>Books</b>	<b>Stone Age Boy - Satoshi Kitamura</b> <b>Cave Baby - Julia Donaldson</b> <b>The Stone Age Tablet</b> <b>England</b>	<b>Life in the Stone Age, Bronze Age &amp; Iron Age - Anita Ganeri</b> <b>Exploring Mountains - Anita Ganeri</b> <b>Jack and the Beanstalk</b> <b>The Tunnel - Anthony Browne</b> <b>Into the Forest - Anthony Browne</b>	<b>One Plastic Bag - Miranda Paul</b> <b>Somebody Swallowed Stanley - Sarah Roberts</b> <b>The Great Paper Caper - Oliver Jeffers</b> <b>Fish- Brendan Kearney</b>
<b>Shared Reading</b>	<b>The Thing in the Basement</b> <b>Stone Age Boy</b> <b>Scratch and Sniff</b>	<b>Hercules the Hero</b> <b>Exploring Mountains</b>	<b>Fantastic Mr Fox</b> <b>Roman Tribune</b> <b>Roman Tribune - Andrew Langley</b>
<b>English</b>	<b>Fiction</b> <ul style="list-style-type: none"> <li>Write stories that contain an historical event (Cave Baby)</li> <li>Write stories of adventure (Stone Age Boy)</li> </ul> <b>Non-fiction</b> <ul style="list-style-type: none"> <li>Write non-chronological reports (Stone Age)</li> <li>Write letters (formally)</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>Write poems that convey an image (simile, word play, rhyme, metaphor)</li> <li>Learn by heart and perform a significant poem</li> </ul>	<b>Fiction</b> <ul style="list-style-type: none"> <li>Write letters (Sierra Leone)</li> <li>Write stories that contain a historical character (Hercules the Hero)</li> <li>Write stories set in places pupils have been( Into the Forest, The Tunnel)</li> </ul> <b>Non-fiction</b> <ul style="list-style-type: none"> <li>Write biographies (Hercules the Hero)</li> <li>Write instructions (Jack and the Beanstalk - science plants link)</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>Write Haiku</li> <li>Learn by heart and perform a significant poem</li> </ul>	<b>Fiction</b> <ul style="list-style-type: none"> <li>Write plays (linked with Romans)</li> </ul> <b>Non-fiction</b> <ul style="list-style-type: none"> <li>Write explanations (Sustainability)</li> <li>Write in a journalistic style (Sustainability)</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>Write cinquain</li> <li>Learn by heart and perform a significant poem</li> <li>Digital Literacy (Google Classroom) create a poem to convey an image</li> </ul>
<b>Maths</b>	<p>We are following the coherent sequencing of the primary maths curriculum provided in the <b>NCETM Curriculum prioritisation mapping</b> This covers the entire NC (except constructing and presenting data and Roman Numerals) and draws together the NC Mathematics Guidance (RtP criteria) and the NCETM Primary Mastery PD Materials with additional units (including Geometry).</p> <p style="text-align: center;">View the Y3 units <a href="#">here</a></p> <p style="text-align: center;">View the Y1-6 overview <a href="#">here</a></p> <p style="text-align: center;">Thrive LTPs for Mathematics can be found <a href="#">here</a></p>		



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<b>History</b>	Stone age	Changes through Britain (Iron age and Bronze age)	The Roman empire and its impact on Britain (liaise with Y5) Trip provisionally booked 27.4.20 Murton Park			
<b>Geography</b>	Location knowledge: name and locate counties and cities in the <b>UK</b> identifying hills, mountains & coasts. Begin with Hull and working outwards (build on Y2).  Locational knowledge: identify the position and significance of latitude, longitude, Equator, Northern & Southern hemispheres, Tropics of Cancer Capricorn, Artic and Antartic Circle, Prime/Greenwich Meridian and time zones.	Physical geography: <b>mountains, earthquakes, volcanoes</b> and how these are formed ( <b>biomes – tectonic plates</b> )	<b>How can we be more sustainable?</b> Sustainability Renewable/non-renewable <b>energy</b>			
<b>Science</b>	<b>Rocks</b> Compare and group Fossil formation Soils  <b>Animals including humans</b> Nutrition Skeletons and muscles	<b>Forces (including magnetic forces)</b> Movement on different surfaces Contract forces Magnetic and non-magnetic Poles  <b>Plants (gardening)</b> Parts and function Conditions for growth Water transportation Life cycle	<b>Light and seeing</b> Need light to see Darkness is absence of light Shadows when light is blocked Patterns in shadow change			
Ongoing	Ongoing observations of the natural world, tree classification etc. Seasonal variation in plants	Planting a variety of crops and flowering plants to explore conditions for growth Caring for, collecting and using crops production	<b>Scientist Links</b>			
Working Science	<b>Considering our evidence</b> Drawing conclusions and evaluating	<b>Testing and communicating outcomes</b> Observing and recording	<b>Planning to investigate</b> Asking questions and choosing enquiry methods			
Types of Enquiry	<b>Observing changes over time</b>	<b>Grouping and classifying</b>	<b>Noticing patterns</b>	<b>Research</b>	<b>Comparative testing</b>	<b>Fair testing</b>



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<b>Computing (e-Safety)</b>	Personal Information Safety Features*	Downloading Positive Comments Good Choices (Online Time)* Safety Features*	Passwords Safety Features*
<b>Computing (Programming)</b>	Conversation Dressing Up	Music Machine Looping (2D Shapes)	Smoking Car
<b>Computing (Digital Literacy)</b>	(Google Slides – Cross Curricular)	<b>Mountains</b> (Google Docs – Cross Curricular)	<b>Research Skills</b> (The Romans) English Poetry Unit
<b>Art</b>	Stoneage silhouettes on a sunset background (colour mixing with paints) Cave printing	Observational sketching and painting of plants/flowers	Sculpt a Roman clay vase
<b>D&amp;T</b>	Create own tasty pattie (Design, make & evaluate using cooking and nutrition knowledge)	Build a bronze age house (Design, make & evaluate using technical knowledge)	Weave and sew a sustainable bag (including a fastener) (Design, make & evaluate using technical knowledge)
<b>Music</b> Listen and appraise/ compose and perform	Stoneage  <b>Compose a lullaby</b> and a <b>rock</b> soundscape	Mountains  Listen and appreciate the music by the <b>classical composer Edvard Greig</b>	Romans and Celts  <b>Singing and performing classical songs</b>
Wider opportunity Percussion lessons throughout the year			
<b>Singing</b>	Harvest/Christmas  KS2 Remembrance	Easter songs	Summer songs  KS2 Songs for Hull Singing Day
<b>PE</b>	Invasion Games 1 (Choose 2 from: TAG Rugby, Netball, Football, Hockey ) & 2 (Choose 1 from: Basketball, Hockey, TAG Rugby, La-cross ).	Dance or gym Fitness - Net wall 1 (Choose 1 from: Badminton, Short tennis, Squash)	Athletics or Striking and fielding 1 (Choose 1 from: Cricket, Rounders, Softball) Net wall 2, OAA or Striking and fielding 2 (Choose 1 from: Cricket, Rounders, Softball or Mini tennis)
<b>RE</b>	3.1 Remembering	3.3 Encounters	3.2 Faith Founders
<b>PSHCE/Jigsaw</b>	Being Me in My World  Celebrating Difference	Dreams and Goals  Healthy Me	Relationships  Changing Me
<b>MFL</b>	Spanish: Module 1  Spanish: Module 2	Spanish: Module 3  Spanish: Module 4	Spanish: Module 5  Spanish: Module 6