

## Year 3 LTP

## Beechwood Primary School

Term Theme	<b>Autumn</b> <b>Stone Age to Iron Age</b>		<b>Spring</b> <b>Earth's Lungs</b>		<b>Summer</b> <b>Ancient Greeks</b>	
<b>Reading</b>	Stone Age Boy, Life in the Stone Age, Bronze Age and Iron Age	Life in the Stone Age, Bronze Age and Iron Age	Rainforests in 30 seconds.	My name is river.	Non – fiction ancient Greek core knowledge. Greek newspaper text Mousassaka recipe – 1 week.	Atticus and the ancient Greeks.
<b>English</b>	<b>F1</b> – Adventure Story <b>NF1</b> : – Information Text <b>P1</b> : Poetry	<b>NF2</b> : Letter Writing <b>NF3</b> : Diary Entry <b>F2</b> : Imaginary story	<b>F3</b> : Information Text/Brochure <b>NF4</b> : Persuasive Letter	<b>NF5</b> : Stories from different cultures <b>F4</b> : Stories that raise an issue <b>P2</b> : Poetry	<b>F5</b> : Create a mythical creature <b>P3</b> : Greek Poetry <b>NF6</b> : Newspaper Report	<b>NF7</b> : Crime Report <b>F6</b> : Mystery and adventure story
<b>Maths</b>	<b>Number: Place Value</b> , comparing and ordering. <b>Number</b> : Addition & Subtraction	<b>Number</b> : Addition & Subtraction <b>Number</b> : Multiplication & Division A	<b>Number</b> : Multiplication & Division B <b>Measurement</b> : Length and perimeter	<b>Number</b> : Fractions A <b>Measurement</b> : Mass and capacity	<b>Number</b> : Fractions B <b>Measurement</b> : Money <b>Measurement</b> Time	<b>Geometry</b> : Shapes <b>Measurement</b> : Statistics
<b>Science</b>	<b>Rocks</b> Compare and group materials. describe things that have lived are trapped within rock recognise different soils.	<b>Light</b> Group light sources Observe how shadows are formed find patterns in the way that the size of shadows changes.	<b>Plants</b> identify and describe the functions of different parts of flowering plants. 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.	<b>Animals including humans.</b> Group food types together. To identify human and animal structure	<b>Forces and Magnets</b> compare how things move on different surfaces observe how magnets react to different materials compare and group different materials	<b>Animals including humans continued</b>
<b>Computing</b>	<b>Computing systems and networks – Connecting computers</b> -To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work	<b>Creating media - Stop- frame animation</b> -To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation	<b>Programming A - Sequencing sounds</b> -To explore a new programming environment -To identify that commands have an outcome -To explain that a program has a start	<b>Data and information – Branching databases</b> -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database	<b>Creating media – Desktop publishing</b> -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database	<b>Programming B - Events and actions in programs</b> -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

	<p>-To explain how a computer network can be used to share information</p> <p>-To explore how digital devices can be connected</p> <p>-To recognise the physical components of a network</p>	<p>-To identify the need to work consistently and carefully</p> <p>-To review and improve an animation</p> <p>-To evaluate the impact of adding other media to an animation</p>	<p>-To recognise that a sequence of commands can have an order</p> <p>-To change the appearance of my project</p> <p>-To create a project from a task description</p>	<p>-To explain why it is helpful for a database to be well structured</p> <p>-To plan the structure of a branching database</p> <p>-To independently create an identification tool</p>	<p>-To explain why it is helpful for a database to be well structured</p> <p>-To plan the structure of a branching database</p> <p>-To independently create an identification tool</p>	<p>-To develop my program by adding features</p> <p>-To identify and fix bugs in a program</p> <p>-To design and create a maze-based challenge</p>
<b>Online safety</b>	<p><b>Online Relationships and Online Reputation</b></p> <p>-Use technology safely, respectfully and responsibly</p>	<p><b>Online Bullying</b></p> <p>-Recognise acceptable/unacceptable behaviour</p> <p>-Identify a range of ways to report concerns about content and contact</p>	<p><b>Managing Online Information</b></p> <p>-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</p> <p>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p><b>Health, Well-being and Lifestyles</b></p> <p>-Use technology safely, respectfully and responsibly</p>	<p><b>Copyright and Ownership</b></p> <p>-Use technology safely, respectfully and responsibly</p>	<p><b>Self-Image and Identity</b></p> <p>-Use search technologies effectively</p> <p>-Use technology safely, respectfully and responsibly</p>
<b>Geography</b>	<p><b>Volcanoes and Earthquakes</b></p> <p>• Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p><b>Rainforests</b></p> <p><b>Locational Knowledge</b></p> <p>locate the world's countries, using maps</p> <p>Identify key physical and human characteristics, countries, name and locate counties</p> <p><b>identify the position</b></p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Use grid references, symbols and key</p> <p>use fieldwork to observe, measure, record and present</p>		<p><b>Place knowledge – Greece</b></p> <p>Map, physical features, landmarks.</p>	

<b>History</b>		<b>Big Bang to The Stone Age</b> To know and learn about the journey from earliest life to The Stone Age. <b>Bronze and Iron Age</b> Understand the influence of traders and settlers from other regions, particularly the Celts.		<b>Kayapo tribe</b> Achievements and their way of life in the rainforest. <b>Francisco de Orellana</b> Knowledge of a significant individual. Understand how travel has changed throughout time. Know key facts about a historical figure.		<b>Ancient Greece</b> The battle of Marathon. Greek Gods and Goddesses (Mythology). The Trojan War. Who were the Ancient Greeks? Ancient Greek democracy. Ancient Greek Olympics
<b>Art</b>	<b>Cave painting Designs</b> -To improve their mastery of art and design techniques, including drawing, painting <b>Famous Artist/Place</b> – Chauvet Cave	<b>Natural art</b> -Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints	<b>Rainforest - Amazon Art</b> -To use a variety of techniques taught to produce an amazon animal of their choice. - to improve their mastery of art and design techniques, including painting  <b>Famous Artist</b> – John Dyer (still alive- works at the Eden Project)	<b>Watercolour amazon art</b> -Know complimentary colours -Know that negative shapes show the space around and between objects	<b>Greek inspired art.</b> Key artist – Victoria Topping  To use sketching techniques To use a variety of mediums.	<b>Portrait skills.</b> -Know that different drawing tools can create different types of lines -Know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps -Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling
<b>DT</b>	<b>Stone Henge 3D Model - structure</b> -To record their observations and use them to review and revisit ideas -To improve their mastery of art and sculpture		<b>Digital world – Rainforest animations</b>		<b>Cooking – Greek inspired Ciabatta bread.</b>	
<b>RE</b>	<b>Theme:</b> Divali <b>Key Question:</b> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? <b>Religion:</b> Hinduism	<b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> Has Christmas lost its true meaning? <b>Religion:</b> Christianity	<b>Theme:</b> Jesus’ Miracles <b>Concept:</b> Incarnation <b>Key Question:</b> Could Jesus heal people? Were these miracles or is there some other explanation? <b>Religion:</b> Christianity	<b>Theme:</b> Easter - Forgiveness <b>Concept:</b> Salvation <b>Key Question:</b> What is ‘good’ about Good Friday? <b>Religion:</b> Christianity	<b>Theme:</b> Hindu Beliefs <b>Key Question:</b> How can Brahman be everywhere and in everything? <b>Religion:</b> Hinduism  Humanism lesson	<b>Theme:</b> Pilgrimage to the River Ganges <b>Key Question:</b> Would visiting the River Ganges feel special to a non-Hindu? <b>Religion:</b> Hinduism
<b>PE</b>	<b>Indoor</b> - Fundamentals <b>Outdoor</b> - Fitness	<b>Indoor</b> - Dance <b>Outdoor</b> - Ball skills	<b>Indoor</b> - <b>Outdoor</b> - Gymnastics Netball	<b>Indoor</b> - Yoga <b>Outdoor</b> - Tag Rugby	<b>Indoor</b> - Golf <b>Outdoor</b> - Cricket	<b>Indoor</b> - Tennis <b>Outdoor</b> - Athletics

<p><b>Music</b></p>	<p><b>Volcanoes</b> Using the topic of 'Volcanoes', this unit allows pupils to explore and compose their own music with consideration to the inter-related dimensions of music. The unit has strong links to literacy and could be combined with poetry and artwork to produce a rich cross-curricular topic. There is a focus on the musicality in words to create rich tapestries of words, inspiring music and verse. Pupils have opportunities to record ideas as a graphic score and could be extended into artwork or illustration.</p>	<p><b>Stone Age</b> Using the three periods of the 'Stone Age' as a stimulus, pupils learn to read, write and perform from western rhythm notation using 1, ½, 2 and 4 beat notes and the 1 beat rest. Pupils demonstrate this knowledge by composing and performing rhythm compositions secularly, fluidly and independently as part of a small group performance.</p>	<p><b>In the Garden</b> This unit takes inspiration from a country garden and is focused on pupils learning how to combine both rhythm and pitch notation over three notes (C, D, E), to create a simple melody. Learning is embedded through progressive practical activities with pupils singing, composing, performing and notating their work. Pupils also learn features that appear on notation such as a treble clef, bar lines and time signature. Listening pieces vary from traditional folk to 21st century.</p>	<p><b>Castles</b> In this unit pupils will begin to internalise key musical skills and techniques through a range of practical based activities including call-and-response songs, chants and movement. Pupils have the opportunity to revisit and practice basic pitch, pulse and rhythm performance skills. They will move on to embed these skills in both composition and improvisation activities as they explore the development of castles from William the Conqueror onwards, as well as life in and around the castle walls.</p>	<p><b>Greek Myths</b> Using the Ancient Greek myth of 'Orpheus and Eurydice' and the account of 'Pythagoras and the hammers' as stimuli, this unit embeds pulse and rhythmic skills through performance, improvisation and composition activities. Pupils will be given the opportunity to perform and improvise music using their voices, bodies, tuned and untuned instruments. They will explore, select and combine sounds to create their own musical responses to the story. Pupils will have the opportunity to listen and appraise each other's work as well as two famous pieces of music.</p>	<p><b>Mayans</b> In this unit pupils explore how the inter-related dimensions of music: dynamics, tempo, duration, texture, timbre, pitch and structure, can be combined to communicate an intended effect using the ancient Mayan civilisation as a stimulus for listening, performing and composing. Towards the end of the unit the pupils will be performing from simple given rhythms and melodies.</p>
<p><b>MFL</b></p>	<p>Cultural Unit – Where is France? Children will learn: • Where is France? • What major cities are there in France? • What is Paris like? Numbers and Alphabet Children will learn: • Numbers to 30 • The alphabet • Correct pronunciation All About Me Initial recap of basic greetings. Children will then learn: • Various ways of greeting each other • Introducing yourself and asking questions such as 'ça va?'</p>	<p>Colours Children will learn: • Basic colours and colours of the rainbow • Correct pronunciation of each colour • Links – are any colours the same or different in English?  My Home Children will learn: • Rooms in the home • Basic adjectives to describe the home and the rooms • Describing where they live</p>	<p>Animals Children will learn: • Family pets • Likes and dislikes • Introducing your pet Calendar Children will learn: • Days of the week • Months of the year • Correct pronunciation</p>	<p>Food Children will learn: • Simple foods • Foods found on a simple café menu • Create their own menu • Visits to the butchers and bakers  Clothing Children will learn: • Basic items of clothing • School uniform • Introduce body parts – main limbs.  Shopping Children will learn: • Currency • Asking how much something is</p>	<p>Holidays and Celebrations Children will learn: • Singing Happy Birthday • Talking about their own birthday • Learning words to do with festivals and events such as Christmas. • Learning vocabulary about holidays  My Town Children will learn: • Words to describe their town • Words to describe shops and features of their town • Transport in their town – including transport vocabulary • Asking where you live</p>	<p>The Weather Children will learn: • What's the weather today? • What's the weather this week? • What's the weather over the year? • Using maps to talk about weather in different places  Sports Children will learn: • Simple sports • Simple phrases to describe what sports they play. I play football School • Introduction to school days in France • Lessons • Likes and dislikes of lessons • Different jobs • The classroom</p>

<p><b>PSHE</b></p>	<p><b>Being me in the world</b>          Setting personal goals          Self-identity and worth          Positivity in challenges          Rules, rights and responsibilities          Rewards and consequences          Responsible choices          Seeing things from others' perspectives</p>	<p><b>Celebrating difference</b>          Families and their differences          -Family conflict and how to manage it (child-centred)          Witnessing bullying and how to solve it.          -Recognising how words can be hurtful          Giving and receiving compliments</p>	<p><b>Dreams and Goals</b>          -Difficult challenges and achieving success          Dreams and ambitions          New challenges. Motivation and enthusiasm.          Recognising and trying to overcome obstacles          Evaluating learning processes          Managing feelings          Simple budgeting</p>	<p><b>Healthy Me</b>          Exercise Fitness challenges          Food labelling and healthy swaps          Attitudes towards drugs          Keeping safe and why it's important online and off line scenarios          Respect for myself and others          Healthy and safe choices</p>	<p><b>Relationships</b>          Family roles and responsibilities          Friendship and negotiation          Keeping safe online and who to go to for help          Being a global citizen          Being aware of how my choices affect others          Awareness of how other children have different lives          Expressing appreciation for family and friends</p>	<p><b>Changing me</b>          How babies grow          Understanding a baby's needs          Outside body changes          Inside body changes          Family stereotypes          Challenging my ideas          Preparing for transition</p>
<p><b>Trips</b></p>		<p>Topic trip</p>		<p>The Living Rainforest</p>		<p>Ashmolean museum trip</p>