



WAINWRIGHT PRIMARY ACADEMY LONG TERM PLANNING 2017 – 2018 YEAR 3



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Amazing Earth	Amazing Africa	Rotten Romans		Into the Forest	Roll up, roll up, greatest show on Earth
First-hand experience / stimulus		African drumming	Romans day - dressing up, visitors in		Sherwood Pines	Circus skills
English See specific LTP for English	CLPE: A pebble in my pocket (linked to history) NFT4W: Non-chronological reports on African animals	CLPE: African Tales Poetry CLPE: Fly, eagle Fly!	CLPE: Wolves Emily Gravett NFT4W: Instructions - How to make a mosaic	NFT4W: Instructions - making a healthy meal LINK to DT/Science NFT4W: Persuasion - Keeping healthy leaflet	CLPE: Into the forest NFT4W: Discussion text on an environmental issue	CLPE: Leon and the Place Between NFT4W: Recounts - diaries
Computing	CEOP website. *Smart rules. http://www.saferinternet.org.uk/ http://www.chatdanger.com/ <u>E-safety and core skills.</u> use technology safely,	https://code.org/learn coding <u>Computer science (25% of computing curriculum).</u> design, write and debug programs that accomplish specific goals, including	Internet searching Powerpoint <u>Digital Literacy and ICT (70% of computing curriculum)</u> select, use and combine a variety of software (including internet services) on a range of digital	Internet searching Word documents <u>Digital Literacy and ICT</u> select, use and combine a variety of software (including internet services) on a range of digital devices to design	Publisher <u>Digital Literacy and ICT</u> select, use and combine a variety of software (including internet services) on a range of digital devices to design	Digital art - Microsoft paint/word <u>Digital Literacy and ICT</u> select, use and combine a variety of software (including internet services) on a range of digital



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	<p>respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Individual programming lessons (having a go at new resources for their year group/age appropriate).</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and</p>	<p>controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>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</p>	<p>and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>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</p>
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	<p>repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>					
Science	<p>Rocks 61 - Compare and group together different kinds of rocks on the basis of their appearance 62 - Compare and group together different kinds of rocks on the basis of simple physical properties. 63 - Describe in simple terms how fossils are formed when things that have lived are trapped within rock. 64 - Recognise that soils are made from rocks and organic matter.</p>	<p>Animals 51 - Identify that animals, including humans, need the right types and amount of nutrition 52 - Identify that animals, including humans, cannot make their own food 53 - Identify that animals, including humans, get nutrition from what they eat 54 - Identify that humans and some other animals have</p>	<p>Sound 85 - Recognise that vibrations from sounds travel through a medium to the ear. 86 - Recognise that sounds get fainter as the distance from the sound source increases. 87 - Recognise parts of our ear 88 - Recognise how we must protect our ears and hearing 89 - Understand that pitch and</p>	<p>Forces and Magnets 76 - Compare how things move on different surfaces 77 - Notice that some forces need contact between two objects, but magnetic forces can act at a distance. 78 - Observe how magnets attract or repel each other 79 - Observe how magnets attract some materials and not others</p>	<p>Plants 41 - Identify and describe the functions of roots in a plant 42 - Identify and describe the functions of the stem/trunk in a plant 43 - Identify and describe the functions of the leaves in a plant 44 - Explore the requirements of plants for life and growth (air, light,</p>	<p>Everyday Materials 68 - Recognise that they need light in order to see things 69 - Recognise that dark is the absence of light. 70 - Notice that light is reflected from surfaces 71 - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes 72 - Recognise that shadows are formed</p>



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	<p>65 - Learn about the work of geologists 66 - Draw diagrams of the rock cycle 67 - Discuss why some minerals are/are not valuable</p>	<p>skeletons 55 - Explore the role of the skeleton 56 - Identify that humans and some other animals have muscles 57 - Explore the role of muscles in the body 58 - exploring ideas about what would happen if humans did not have skeletons</p>	<p>loudness are different and can be changed 90 - Investigate how different materials can make sounds quieter 91 - Sound proof an item 92 - Draw sound waves on a diagram, showing how sound is stopped by objects 93 - Describe, in detail, the sequence of events between a sound being made and us hearing it</p>	<p>80 - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet 81 - identify some magnetic materials 82 - Describe magnets as having two poles 83 - Predict whether two magnets will attract or repel each other, depending on which poles are facing 84 - explore the behaviour and everyday uses of different magnets</p> <p>Linked to DT 59 - research different food groups and how they keep us healthy 60 - design meals based on what they</p>	<p>water, nutrients from soil, and room to grow) 45 - Explore how the requirements for life (air, light, water, nutrients from soil, room to grow) vary from plant species 46 - Investigate the way in which water is transported within plants 47 - Explore the role of the flower in the pollination stage of the life cycle 48 - Explore the role of the flower in the seed dispersal stage of the life cycle 49 - introduced to the relationship between structure and function: the idea that every part has a job to do</p>	<p>when the light from a light source is blocked by a solid object. 73 - Find patterns in the way that the size of shadows change 74 - explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves 75 - should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.</p>
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				find out about different food groups	50 observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.	
History	Changes in Britain from the Stone Age to the Iron Age			The Roman Empire and its impact on Britain		
Geography	<p>Link to the UN convention on the rights of the child (needs and wants etc.)</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Describe and understand key aspects of 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</p> <ul style="list-style-type: none"> Food and nutrition infographic A single-page visual resource that encourages students to discuss the distribution of food and money in Africa 		<p>Link to Roman settlements</p> <p>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</p> <ul style="list-style-type: none"> Britain's landscapes: Human and physical A fully-resourced lesson that will help pupils to identify key human and 		<p>Link to trip</p> <p>use the eight points of a compass, four and six-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</p> <ul style="list-style-type: none"> Maps and symbols pairs game A revision and recap exercise covering the main symbols found on ordnance survey maps. Grid referencing and map skills This resource includes activities in which pupils gain experience of using grid references and maps. 	



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	<p>compared to the UK.</p> <ul style="list-style-type: none"> ♦ Fair trade introduction A PowerPoint presentation that explains the process of fair trade. ♦ Access to clean water A presentation that gets pupils thinking about the consumption of water around the world. ♦ Making a world of difference A full lesson that explores how fair trade is conducted using case studies. 	<p>physical aspects of the UK.</p> <ul style="list-style-type: none"> ♦ Village settlers Pupils use atlases to identify settlements in the UK through their historic place names. 	<ul style="list-style-type: none"> ♦ Introducing grid references A presentation that introduces students to four-figure grid references. ♦ Elements of a map A simple test that includes questions about compass points, symbols and grid references.
RE	2.2 Religion, family and community: prayer. How do religious families and communities practice their faith?	2.1 Beliefs and questions: What difference does it mean to be a Christian?	2.3 Worship and sacred places: Where, how and why do people worship? Investigating places of worship
MFL -	See Jolie Rond (Scheme of work)		
Art	Textiles - see skills ladders for art	Collage - see skills ladders for art	Painting - see skills ladders for art
DT	African printed fabric - linked to art.	Creating a healthy meal	Puppets - linked to circus
Music Charanga	Follow scheme of work provided by Charanga.		



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PE	See Adam Hackett for LTP for whole school PE.					
Citizenship	<p>UN Convention on the Rights of Children - linked to theme of Africa</p> <p>Link to Global Goals: http://www.globalgoals.org/</p> <p>consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment);</p>	<p>Peace and Justice and Democracy</p> <p>Preparing to play an active role as citizens</p> <p>Link to British Values:</p>	<p>Equality</p> <p>Developing good relationships and respecting the differences between people</p> <p>http://www.globalgoals.org/</p>	<p>Taking Care of our Planet</p> <p>Preparing to play an active role as citizens - Global Goals linked to looking after the planet.</p> <p>http://www.globalgoals.org/</p>	<p>Keeping Ourselves Safe</p> <p>Developing a healthy, safer lifestyle - food, exercise.</p>	<p>Celebrating Diversity</p> <p>Developing good relationships and respecting the differences between people</p> <p>Link to British Values:</p>
PSHE/SEA Ls	For planning see: http://webarchive.nationalarchives.gov.uk/20110809101133/http://nsonline.org.uk/node/66431?uc=force_uj					
	New beginnings	Getting on and falling out Say No to Bullying Anti-bullying week	Going for Goals	Good to me	Relationships SRE	Changes SRE
Religious festivals –	5 - 11 Oct Jewish – Sukkot 19 Oct – Hindu/Sikh - Diwali (Deepvali)	8 th Dec. – Buddhist - Bodhi Day 13 - 20 Dec- Jewish -	5 th Jan - Guru Gobindh Singh birthday – Sikh	18 th – 26 th Ramayana - Hindu	16 th May – 15 th June – Ramadan – Islam	



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Celebrated as a school on a 2 year cycle.	19 Oct – Hindi - New Year	Hanukah	13 th Feb - Shrove Tuesday – Christian 14 th Ash Wednesday - Lent begins- Christian 16 th Feb - Chinese New Year 3 rd Holi - Hindu	25 th March Palm Sunday – Christian 30 th March - Good Friday – Christian 31 st April - Pesach * - Jewish April 1 st - Easter – Christian 23 rd April - St. George's Day - Christian	20-21 st May - Shavuot * - Jewish 15 th – 17 th June - Eid al Fitr - Ramadan ends * - Islam	
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