


Building  
Brighter  
Futures  
Together

# Eastwood Community School

## Long Term Planning 2023-24



### YEAR 3

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		LOCAL		NATIONAL		GLOBAL	
Year 3	Unit title	<b>Marvellous Maps</b>	<b>Our Town through time</b>	<b>UK History: Stone and Bronze Age</b>	<b>UK History: Iron Age and Romans</b>	<b>Beneath our Feet</b>	<b>Extreme Earth</b>
	Topic summary	Maps of Keighley and describing our locality	Keighley and its history	Stone and Bronze age	All about the Iron age and Romans	Rocks and Soils	Natural Disasters
	Key Texts			 		 	
	Class novel	Harry Potter and the Prisoner of Azkaban – Marauders Map	The Railway Children – Ladybird Classics Version (72 pages)	TBC	TBC	TBC	TBC
	English genres	Stores with familiar settings  Information Texts  Instructions	Non Chronological reports  Thesaurus and Dictionary work  Poetry - Riddles and puns	Adventure and Mystery stories  Poems based on observations and senses, shape poems	Letters for a range of purposes: To recount, explain, enquire, congratulate complain  Dictionaries and Thesaurus  Humorous poetry	Stories by the same author  Oral and Performance Poetry	Myths, Legends and Fables Parables Alphabetical Texts Directories, encyclopaedias, indexes  Oral and Performance poetry from different cultures.

	Guided Reading	My Heart is a Compass	The Railway Children	TBC	TBC	TBC	TBC
	Geography	<p>Use an atlas by using the index to find places</p> <p>Use the correct geographical words to describe a place.</p> <p>Use some basic Ordnance Survey map symbols.</p> <p>Use grid references on a map (to locate significant places e.g. Keighley).</p>	<p>Use an atlas by using the index to find places</p> <p>Use the correct geographical words to describe a place.</p> <p>Use some basic Ordnance Survey map symbols.</p> <p>Use grid references on a map (to locate significant places e.g. Keighley).</p>			<p>Use the correct geographical words to describe a place.</p> <p>Use an atlas by using the index to find places</p>	<p>Name a number of countries in the northern hemisphere.</p> <p>Name and locate the capital cities of neighbouring European countries.</p> <p>Describe how volcanoes/earthquakes are created.</p> <p>Locate and name some of the world's most famous volcanoes.</p>
	History	<p><b>Make a timeline of key events in my lifetime</b></p> <p>Use a timeline within a specific period of history to set out the order that things may have happened</p> <p>Describe events from the past using dates when things happened.</p>	<p>Use research skills to find answers to specific historical questions.</p> <p>Research in order to find similarities and differences between two or more periods of history.</p>	<p>Describe events from the past using dates when things happened.</p> <p>Use research skills to find answers to specific historical questions.</p> <p>Research in order to find similarities and differences between two or more periods of history.</p>	<p>Research in order to find similarities and differences between two or more periods of history.</p> <p>Use my mathematical knowledge to work out how long ago events happened.</p> <p>Explain some of the times when Britain has been invaded.</p>		
	Art, Media & artist	<p>Use sketches to produce a final piece of art.</p> <p>Use different grades of pencil to shade and to show different tones and textures.</p> <p><b>Create a piece of artwork and explain how an artist, culture and/or historical periods has influenced my artwork.</b></p> <p><b>Identify strengths of my artwork and how I could/can improve.</b></p>	<p>Compare the work of different artists.</p> <p><b>Express thoughts and feelings about a piece of artwork.</b></p>	<p>Create a background using a wash.</p> <p>Use a range of brushes to create different effects in painting.</p> <p>Recognise when art is from different historical periods.</p>	<p>Show facial expressions in my art <b>using line, shape and colour.</b></p> <p>Compare the work of different artists.</p> <p><b>Create a piece of artwork and explain how an artist, culture and/or historical periods has influenced my artwork.</b></p> <p><b>Express thoughts and feelings about a piece of artwork.</b></p> <p><b>Identify strengths of my artwork and how I could/can improve.</b></p>		<p>Identify the techniques used by different artists.</p> <p>Use digital images and combine with other media in my art.</p> <p>Use IT to create art which includes my own work and that of others.</p> <p>Recognise when art is from different cultures.</p> <p>Compare the work of different artists.</p> <p><b>Create a piece of artwork and explain how an artist, culture and/or historical periods has influenced my artwork.</b></p> <p><b>Express thoughts and feelings about a piece of artwork.</b></p>

							Identify strengths of my artwork and how I could/can improve.
	DT						
	Music (Charanga Unit Title)	Let your spirits fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing us together	Reflect, Rewind and Replay
	Maths	<b>Number and place value - decimals</b> I can count from 0 in multiples of 4, 8, 50 and 100.  I can find 10 or 100 more or less than a given number.  I can recognise the place value of each digit in a 3-digit number.  I can compare and order numbers up to 1,000.  I can identify, represent and estimate numbers using different representations.  I can read and write numbers to 1,000 in numerals and words.  I can solve number problems and practical problems using above.	<b>Calculations Addition &amp; Subtraction – Money /measures</b> I can add and subtract mentally, including: A 3-digit number and ones, a 3-digit number and tens, a 3-digit number and hundreds  I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.  I can estimate the answer to a calculation and use inverse operation to check answers.  I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	<b>Calculations (Multiplication &amp; Division)</b> I can recall and use multiplication and division facts for the 3, 4 and 8x tables.  I can write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.  I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.	<b>Fractions/Decimals and Percentages</b> I can count up and down in tenths.  I recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.  I recognise and can find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.  I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.  I can add and subtract fractions with the same denominator within one whole.  I can compare and order unit fractions and rfractions with the same denominators.  I can solve problems involving the above.	<b>Geometry &amp; Measures</b> I can compare/measure lengths using m, cm &mm.  I can compare/measure mass using kg & g.  I can compare/measure volume/capacity using l & ml.  I can add and subtract lengths using m, cm & mm.  I can add and subtract mass using kg & g.  I can add and subtract volume/capacity using l & ml.  I can measure the perimeter of simple 2D shapes.  I can add & subtract amounts of money to give change, using both £ and p in a practical context.  <b>Time</b> I can tell and write the time from an analogue clock (12 hour clock).  I can tell and write the time from an analogue clock (24 hour clock).  I can tell and write the time from an analogue clock (Roman numerals).	<b>Geometry – properties of shapes</b> I can draw 2D shapes.  I can make 3D shapes using modelling materials.  I recognise 3D shapes in different orientations and describe them.  I recognise that angles are a property of shape or a description of a turn.  I can identify right angles.  I recognise that two right angles make a half-turn & three make a three quarter turn.  I can identify whether angles are greater than or less than a right angle.  I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.  <b>Statistics</b> I can interpret and present data using bar charts, pictograms and tables.  I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables

						<p>I can estimate and read time with increasing accuracy to the nearest minute.</p> <p>I can record and compare time in terms of seconds, minutes and hours.</p> <p>I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon &amp; midnight.</p> <p>I know the number of seconds in a minute.</p> <p>I know the number of days in each month, year and leap year.</p> <p>I can compare the duration of events.</p>	
	Science & Scientist	<p><b>Plants</b></p> <p>Describe the function of different parts of flowering plants and trees (<b>root, stem, trunk, leaves and flowers</b>)</p> <p>Explore and describe the needs of different plants for survival. (<b>air, light, water, nutrients from soil and room to grow</b>)</p> <p>Explore and describe how water is transported within plants. Describe the plant life cycle, especially the importance of flowers.</p> <p><b>Name and locate and describe functions of main parts of plants including those involved in transporting nutrients.</b></p> <p><b>Function of different parts:</b> Structure, Support, Function, Job,</p> <p><b>Water transportation:</b> Transport, Evaporation, Evaporate, Absorb,</p> <p><b>Life cycle of flowering plants:</b> Pollination (insect/wind), Pollen, Pollinators, Nectar, Seed formation, <b>Seed Dispersal</b> (animal/wind/water), Reproduce, <b>Fertilisation</b>, Carbon dioxide.</p>		<p><b>Animals Including Humans</b></p> <p>Identify that animals including humans need the right types and amounts of nutrition and they can not make their own food. They get nutrition from what they eat.</p> <p>Identify that humans and some other animals have a skeleton and muscles as support, protection and movement.</p> <p><b>Balanced diet:</b> Saturated fats, Unsaturated fats, Vitamins, Minerals.</p> <p><b>Skeletons and muscles:</b> Skeleton, Muscles, Tendons, Joints, Protection, Support, Organs, Contract, Relax, Bone, <b>Vertebrate</b>, <b>Invertebrate</b>, Endoskeleton, Exoskeleton, Hydrostatic skeleton.</p> <p><b>Human bones:</b> Skull, Spine, Vertebral column, Ribcage, Pelvis, Clavicle, Scapula, Humerus, Ulna, Pelvis, Radius, Femur, Tibia, Fibula.</p>	<p><b>Forces and Magnets</b></p> <p>Explore and describe how objects move on different surfaces.</p> <p>Explain how some forces require contact and some do not, giving examples.</p> <p>Explore and explain how objects attract and repel in relation to objects and other magnets.</p> <p>Predict whether objects will be magnetic and carry out an enquiry to test this out.</p> <p>Describe how magnets work.</p> <p>Predict whether magnets will attract or repel and give a reason.</p> <p><b>Forces:</b> Forces, Friction, Movement, <b>Surface</b>, Distance, Push, Pull, Motion, Object,</p> <p><b>Magnets:</b> Magnetic, <b>Magnetic field</b>, Magnetic force, Magnetic <b>Poles</b> (north pole, south pole), <b>Attract</b>, <b>Repel</b>, <b>Iron</b>, <b>Nickel</b>, <b>Cobalt</b>, Compass, Invisible.</p>	<p><b>Rocks and Soils</b></p> <p>Compare and group rocks based on their appearance and physical properties, giving a reason.</p> <p>Describe how fossils are formed.</p> <p>Describe how soil is made.</p> <p>Describe and explain the difference between sedimentary and igneous rock.</p> <p>Recognise that rocks are made from soil or organic matter.</p> <p><b>Rocks:</b> <b>Sedimentary rock</b>, <b>Igneous rock</b>, <b>Metamorphic rock</b>, <b>Permeable</b>, <b>Impermeable</b>, Durable, Marble, Chalk, Granite, Sandstone, Slate.</p> <p><b>Formation fossils:</b> Natural, Man-made, <b>Magma</b>, <b>Lava</b>, Molten rock, <b>Sediment</b>, <b>Erosion</b>, <b>Fossilisation</b>, Layers, Bone, Fossil, <b>Palaeontology</b>.</p> <p><b>Soil:</b> <b>Topsoil</b>, <b>Subsoil</b>, Bedrock, Mineral, <b>Organic matter</b>, Compost.</p>	<p><b>Light</b></p> <p>Describe what dark is (the absence of light).</p> <p>Explain that light is needed in order to see.</p> <p>Explain that light is reflected from a surface.</p> <p>Explain and demonstrate how a shadow is formed.</p> <p>Explore shadow size and explain.</p> <p>Explain the danger of direct sunlight and describe how to keep protected.</p> <p><b>Light:</b> <b>Dark</b>, Absence of light, <b>Light source</b>, Visible, <b>Shadow</b>, <b>Translucent</b>, <b>Block</b>, Candle, Torch, Fire, Lantern, Lightning.</p> <p><b>Reflective light:</b> <b>Reflect</b>, <b>Reflection</b>, Surface, <b>Ray</b>, Reverse, Angle, Mirror, Moon.</p> <p><b>Sun safety:</b> Dangerous, Retina, Damage, UV light, UV rating, Sunglasses, Direct.</p>

	PE	TBC	TBC	TBC	TBC	TBC	TBC
	ICT / Computing	<b>Algorithms and sequencing</b> Design a sequence of instructions, including directional instructions.  Write programs that accomplish specific goals.  Work with various forms of input  Work with various forms of output.	<b>Information Technology</b> Collect information <b>from a range of sources on the internet.</b> Present information <b>using Word or PowerPoint.</b> Design and create content. Search for information on the web in different ways. Manipulate and improve digital images <b>Insert headings and subheadings on a word document and PowerPoint.</b> <b>View, select and apply custom themes to PowerPoint presentations.</b> <b>Insert and manipulate shapes, lines, arrows and text boxes into Word and PowerPoint.</b>	<b>Digital Literacy</b> Use technology respectfully and responsibly  Know different ways I can get help if I am concerned.  Understand what computer networks do and how they provide multiple services  Discern where it is best to use technology and where it adds little or no value			
	RE	<b>How do Jews remember God's covenant with Abraham and Moses?</b>	<b>What is Spirituality and how do people experience this?</b>	<b>What do Christians believe about a good life?</b>	<b>What do the creation stories tell us?</b>	<b>Additional unit: Who can inspire us?</b>	Recognise Retell and make links Observe similarities and differences. Observe Express own ideas, observe and respond thoughtfully. Discover more and express ideas, discover and respond, express ideas.
	PHSCE	<b>Me &amp; My Relationships</b> As a rule Looking after our special people How can we solve this problem? Tangram team challenge (OPTIONAL) Friends are special Thunks Dan's dare My special pet (OPTIONAL)	<b>Valuing Difference</b> Respect & Challenge Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb	<b>Keeping Myself Safe</b> Safe or unsafe? Danger or risk? The Risk robot Super Searcher Help or harm? Alcohol and cigarettes: the facts Raisin challenge (1) (OPTIONAL)	<b>Rights &amp; Responsibilities</b> Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? Earning money Harold's environment project Let's have a tidy up! (OPTIONAL)	<b>Being My Best</b> Derek cooks dinner! (healthy eating) Poorly Harold Body team work For or against? I am fantastic! Top talents Getting on with your nerves! (OPTIONAL)	<b>Growing &amp; Changing</b> Relationship tree Body space None of your business! Secret or surprise? My changing body Basic first aid
	Trips / experience s / visitors:	Saltaire – Roberts Park	Keighley Town Centre Library, Picture House	Stoneage Sites Local	Roman Day – Visitor Role Play	Fossils Workshop / Cliffe Castle Stump Cross Caverns	Media Museum Bradford