

# Maulden Lower School

## Year 3 Long Term Planning by Area of Learning 2024-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic & Key Focus	Stone, Bronze & Iron Age (History Focused)	Extreme Earth (Geography Focused)	The Romans (History Focused)	Italy (Geography focused)	Anglo Saxons (History Focused)	The Rainforest (Geography Focused)
English	<p>Key Texts: Stone Age Boy by Satoshi Kitamura and Ug by Raymond Briggs - character and setting descriptions. How to wash a Woolly Mammoth –Instructional writing. Pebble in my Pocket by Meredith Hooper - Poster. Flood – Creating a story only using illustrations, Bonfire cinquain poetry &amp; Christmas acrostic poem.</p> <p>Reading – predicting, making inferences, summarising, using dictionaries, retrieving information from non-fiction.</p> <p>Writing – Description, poetry, recount, character descriptions, setting descriptions (Assessed Writing), Newspaper and Poster.</p> <p>Spelling/Grammar – Nouns and Pronouns for clarity, Consonants and vowels, Suffixes -ly, Past tense, Subordinate clauses, Review (Big Write), Adjectives, ‘A’ or ‘an’, Prefixes ‘super-’, ‘anti-’ or ‘auto-’, Present tense, Apostrophes and Y3/4 spelling list.</p>	<p>Key Texts: Gods, Emperors and Dormice by Marcia Williams. Romulus and Remus. Escape from Pompei by Christina Balit.</p> <p>Reading – predicting, making inferences, summarising, using dictionaries, retrieving information from non-fiction</p> <p>Writing – Narrative, Instructions, Explanation and Letter. Myths and Legends focus.</p> <p>Spelling/Grammar – Verbs, Compound nouns, Prefixes ‘dis-’, ‘mis-’, un-’, Subordinating conjunctions, Inverted commas and Consolidate (Big Write). Adverbs (time, cause and place), Prefixes ‘in-’, Suffixes ‘-ation’, Coordinating conjunctions, Organisational devices and Consolidate (Big Write).</p>	<p>Key Texts: Beowulf by Michael Morpurgo OR The Great Kapok Tree.</p> <p>Reading – asking questions about a text, identifying interesting words and phrases</p> <p>Writing – Description, Diary, Biography, Letter and Leaflet.</p> <p>Spelling/Grammar – Prepositions, Prefixes: re-, sub-, inter-, Suffixes beginning with vowels, Time conjunctions, Paragraphs, Consolidate (Big Write) and Y3/4 spelling list. Homophones, Suffixes -ous, Word families, Place and cause conjunctions, Editing and evaluating and Consolidate (Big Write).</p>			
Maths	<p>Number: Place Value Number: Addition and Subtraction Number: Multiplication and division</p>	<p>Number: Multiplication and division Measurement: Length and Perimeter Measurement: Mass and Capacity Number: Fractions</p>	<p>Number: Fractions Measurement: Money, Time Geometry: Properties of shapes Statistics</p>			

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Science	<p><b>Rocks -</b> Compare and group rocks based on simple properties. How and why fossils are formed. Soils are made from rock and organic matter.</p> <p><b>Working Scientifically -</b> design own investigations</p> <p>Scientists – Mary Anning</p>	<p><b>Light and Shadows –</b> Need light to see things. Darkness as absent of light. Light is reflective shadows and how they change.</p> <p>Light from the sun can be dangerous.</p> <p><b>Working Scientifically –</b> ask and answer questions, use investigations to generate new questions, record and report on their findings, labelled diagrams</p>	<p><b>Forces and Magnets -</b> 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.</p> <p><b>Working Scientifically -</b> Make systematic and careful observations, taking accurate measurements, gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, Record and report on their findings.</p>	<p><b>Humans and other Animals –</b> 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.</p> <p><b>Working Scientifically -</b> Make systematic and careful observations, taking accurate measurements, gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, Record and report on their findings.</p>	<p><b>Plants –</b> 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.</p>	

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History	<p><b><u>Stone Age, Bronze Age &amp; Iron Age in Britain.</u></b></p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture</p>		<p><b><u>The Romans in Britain</u></b></p> <p>Julius Caesar's attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, for example, Boudica. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>		<p><b><u>Anglo-Saxons</u></b></p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture.</p>	
Geography		<p><b><u>Extreme Earth</u></b></p> <p><b>Locational knowledge</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>		<p><b><u>Italy</u></b></p> <p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>		<p><b><u>The Rainforests</u></b></p> <p><b>Locational knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region</p>

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		<p><b>Human and physical geography</b></p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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>		<p><b>Human and physical geography</b></p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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>		<p>within North or South America.</p> <p><b>Human and physical geography</b></p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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>

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Music	<p><b><u>Stone Age</u></b> Listening: identify accuracy of rhythms played Composing: read &amp; write rhythm notation, turn words into rhythms Performing: follow graphic score &amp; western notation, rhythms as a soloist, duet or ensemble, add emotion to voices, chant to the pulse, call &amp; response, add actions</p> <p>Learning Makaton signs and preparing for our Harvest service</p>	<p><b><u>Castles</u></b> Listening: identify instruments, identify inter-related dimensions Composing: create rhythms, add actions, improvise melodies Performing: ostinato rhythms, chant and play 2 part, 3 part &amp; 4 part rhythms, conducting, group ensemble, move to the pulse, call &amp; response, sing in character</p> <p>Performing - practising for a live performance to families and members of the local community at Christmas</p> <p>Performing Christmas songs to Grandparents at Senior Citizens Afternoon Tea</p>	<p><b><u>In the Garden</u></b> Listening: identify instruments, identify changes in pitch Composing: rhythmic notation, pitch notation, add accompaniment Performing: staff notation, graphic notation, play by ear, sing in unison</p>	<p><b><u>Learning to Play the Recorder</u></b> Performing: staff notation, follow graphic notation, perform as an ensemble</p> <p>Singing – songs for our Easter service.</p>	<p><b><u>Learning to Play the Recorder</u></b> Performing: staff notation, follow graphic notation, perform as an ensemble</p>	<p><b><u>Volcanoes</u></b> Listening: identify the inter-related dimensions Composing: add accompaniment, improvisation, write graphic notation, use the inter-related dimensions Performing: follow graphic notation, perform as an ensemble</p>
Computing	<p>Unit 3.2 Online safety (Lesson 1, 2 and 3)</p> <p>Unit 3.1 Coding Programs – 2Code (6 lessons)</p> <p>Unit 3.7 Simulations Programs – 2Simulate, 2Publish (3 lessons)</p>		<p>Unit 3.3 Spreadsheets Programs – 2Calculate (3 lessons)</p> <p>Unit 3.6 Branching Databases Programs – 2Question (4 lessons)</p> <p>Unit 3.8 Graphing Programs – 2Graph (2 lessons)</p>		<p>Unit 3.4 Touch Typing Programs – 2Type (4 lessons)</p> <p>Unit 3.5 Email (including email safety) Programs – 2Email, 2Connect, 2DIY (6 lessons)</p> <p>Unit 3.9 Presenting (with Microsoft PowerPoint or Google Slides) Main Program – MS PowerPoint or Google Slides (5 – 6 lessons)</p>	

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Art	<u><b>The Stone Age</b></u>  Cave art charcoal drawings Cave paintings Colour mixing to create different tones of tertiary colours Drawing, Collage, Colour - Stonehenge silhouettes in chalk  Sculpture – Lion Man		<u><b>The Romans</b></u> Sculpture with local artist Victoria Houghton - Clay masks of Roman legionaries Mosaic – Developing historical understanding, studying famous pieces, creating own mosaics and discussing their outcomes. Printing – marbling techniques for Easter cards		<u><b>Rainforests</b></u>  Drawing - Sketching leaves in pencil Painting and Colour - Drawing leaves in colour Printing - Printing leaf patterns Collage - Design and make a collage of a rainforest animal Artist study - To explore and replicate the art of Henri Rousseau.	
Design Technology	DT Levers and Linkages Creating moveable objects discussing the force and movement (link to science) Posters Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <input type="checkbox"/> 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 Evaluate: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Technical Knowledge: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		DT – Food Technology  Healthy cooking: Research Italian food, building understanding of what is healthy for us and what isn't, develop a mood board of creating healthy food, write instructions (English), analyse outcome. Pizza making		Design, make & evaluate: Plants topic  Frame Structures Mini Greenhouses (Link to Plants: Study greenhouses and their role/design, develop understanding of how greenhouses work, practise different structures and create a mini greenhouse which will support a plant to grow healthily.	
Religious Education	What kind of world did Jesus want? (L2.4)  Faith Assemblies	L2.9: How do festivals and worship show what matters to Muslims?  Faith Assemblies	L2.3: The Holy Trinity, baptism – meaning of water. L2.5: Why do Christians call the day Jesus died 'Good Friday'?  The Easter Story – Discussing the days from Monday – Friday of Easter and what each of them replicates.  Faith Assemblies		L2.8: How is faith expressed in Sikh communities and traditions? L2.12: How and why do people try to make the world a better place? (Christians, Muslims, Sikhs, non-religious people).  Faith Assemblies	
PSHCE & Values	Twinkl Life Relationships TEAM  Circle Time Mindfulness  Values: Responsibility	Twinkl Life Relationships It's My Body  Anti-Bullying Week Activities & Save The Children	Twinkl Life Living in the Wider World Britain Children's Mental Health Week Activities  Circle Time	Twinkl Life Be Yourself Internet Safety Week Activities  Circle Time	Twinkl Life Relationships Living in the Wider World Money Matters  Circle Time  Values: Respect	Twinkl life –Health and wellbeing aiming high. Transition support and activities.  Circle Time

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		Christmas Jumper Day Activities  Values: Appreciation	Mindfulness  Values: Determination	Values: Truthfulness		Values: Co-operation
Physical Education	Unihoc Swimming Dance		Gymnastics with equipment Fitness Yoga		Ball skills Athletics Cricket Sports Day	
Languages	Greetings Names Numbers 10+ Instruments		Food - Fruit (healthy/unhealthy) j'aime/ I like j'adore/je deteste) / I don't like  Going shopping		Time (revise days and teach months)  Family and pets plus revision of whole year	
Outdoor Learning	Art – leaves & autumnal art  Geography/History – the earth's layers, worms, erosion, decay  Science – shadows, light & dark, rocks  Maths – Solving the addition and subtraction hunt  Day trip to Celtic Harmony.		History/Drama – The Roman invasions of Britain  Science – Forces push/pull, friction.  P.E/Science – Animals including humans, how our system is affected with exercise, creatures in the outdoors, animal hunt  Geography – Location knowledge comparing UK to Italy. Pizza making at Pizza Express in Bedford – exploring Italian culture in Bedford and food and ingredients used in Italian dishes.  Maths – length & perimeter, measuring in metres outside.		Science – investigations to explore plants, what keeps them healthy and what they need to grow.  Maths – properties of shape and position, weights & volume (measuring in the outdoor classroom).  Story times outside.  Exploring plants and flowers in our school.  Faith Tour trip	
Enrichment & Key Dates	Settling in & getting to know you activities. International day of peace. Values day. Harvest Service. Genes for Jeans Day.	Diwali. Halloween. Guy Fawkes Night. Children in Need. Christmas & Christmas Performances. Senior Citizen Christmas Events.	Shrove Tuesday. Chinese New Year. World Thinking Day. World Book Day. Roman day in school, featuring a Roman banquet. Pizza making, Feet First. Easter. Spring Fayre. St. George's Day.		International Day.	Healthy Eating Week. Maulden Village Show. Transition activities Leavers Celebrations

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	Narrative Description Poetry Recount Instructions Diary Explanation Biography Newspaper Non-Chronological report Advert Letter Poster Leaflet		Narrative Description Poetry Recount Instructions Diary Explanation Biography Newspaper Non-Chronological report Advert Letter Poster Leaflet		Narrative Description Poetry Recount Instructions Diary Explanation Biography Newspaper Non-Chronological report Advert Letter Poster Leaflet	