

Maulden Lower School

Year 3 Long Term Planning by Area of Learning 2022-23



	Autumn 1	Autumn 2	Spring		Summer 1	Summer 2
Topic & Key Focus	Stone, Bronze and Iron Age (History Focused)	Extreme Earth (Geography Focused)	The Romans (History Focused)	Italy (Geography focused)	Anglo Saxons (History Focused)	The Rainforest (Geography Focused)
English	Key Texts: Stone Age Boy by Satoshi Kitamura and Ug by Raymond Briggs - character and setting descriptions. Pebble in my Pocket by Meredith Hooper - Poster. Bonfire cinquain poetry & Christmas acrostic poem. Reading – predicting, making inferences, summarising, using dictionaries, retrieving information from non-fiction. Writing – Description, poetry, recount, character descriptions, setting descriptions (Assessed Writing), Newspaper and Poster. 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.		Handwriting Day Key Texts: Gods, Emperors and Dormice by Mracia Williams. Romulus and Remus. Escape from Pompei by Christina Balit. Reading – predicting, making inferences, summarising, using dictionaries, retrieving information from non-fiction Writing – Narrative, Instructions, Explanation and Letter. Myths and Legends focus. 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).		Key Texts: Beowulf by Michael Morpurgo OR The Great Kapok Tree. Reading – asking questions about a text, identifying interesting words and phrases Writing – Description, Diary, Biography, Letter and Leaflet. 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).	
Maths	Place Value Number and Timelines (Link to Stone Age topic) Addition and Subtraction Multiplication and Division Number and Timelines (Linked to Stone Age Topic)		Multiplication & division Money Statistics Length & Perimeter Fractions		Fractions Properties of shape: right angles, rotation Time Mass & Capacity Weight	

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Science	Rocks - Compare and group rocks based on simple properties. How and why fossils are formed. Soils are made from rock and organic matter. Working Scientifically – design own investigations Scientists – Mary Anning	Light and Shadows – Need light to see things. Darkness as absent of light. Light is reflective shadows and how they change. Light from the sun can be dangerous. Working Scientifically – ask and answer questions, use investigations to generate new questions, record and report on their findings, labelled diagrams	Forces and Magnets - Working Scientifically - 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.	Humans and other Animals - Working Scientifically - 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.	Plants – 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.	
History	<u>Stone Age, Bronze Age & Iron Age in Britain.</u> 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		<u>The Romans in Britain</u> 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.		<u>Anglo-Saxons</u> 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.	

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Geography		Locational knowledge 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). Place knowledge 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. Human and physical geography Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.		Locational knowledge 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. Place knowledge 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. Human and physical geography 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.		Locational knowledge 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. Place knowledge 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.

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		Geographical skills and fieldwork 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.		Geographical skills and fieldwork 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.		Human and physical geography 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. Geographical skills and fieldwork 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.

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Music	The Stone Age L,D K & U – Vivaldi's 'Winter' from 'The Four Seasons' (BBC Ten Pieces) P (Voices Christmas songs and performance in Church service) P (Playing) – concerto performance alternating solo and group performances Building on skills developed in KS1, going on to : •Listen with direction to a range of music. •Find the pulse within the context of different songs/music with ease. Harvest Songs Christmas Songs		The Romans & Italy C, I & E – repeating patterns, creating mood and atmosphere, fanfares Composing Improvise • Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Compose • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values. P (Playing) – Recorder lessons led by Mrs Hillson to learn notes, practise songs, become confident with the notes of a recorder and perform to others. •Confidently recognise and trial a range of musical instruments. •Play and perform in solo or ensemble contexts with increasing confidence. •Develop an understanding of formal written notation which includes crotchets and rests.		Anglo Saxons - P (Voices within music assemblies). - Listening, Developing Knowledge & Understanding (Music Express): Listening to year 3 repertoire building understanding of different genres and how they make us feel. Build on the skills developed in KS1, going on to : •Sing songs with multiple parts with increasing confidence. Begin to listen to and recall sounds with increasing aural memory.	

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Computing	E-Safety: I am Kind and Responsible Developing skills with accessing IT equipment (apps, locking, refreshing, handling, turning on/off). Scan my code and create QR codes. Programming within Scartch Jr: Sprites, Blocks, Sequencing, 'Bounce my Basket Ball', and demonstrating work to others and gaining independent skills within Scratch Jr.		E-Safety: I am Safe Visit from OpenEducation - Esafety Multimedia, Present my Information - Word: Opening, caps lock, spaces, fonts, sizes, colours, bullet points, save as, highlighting. Finding resources safely – Accessing Kiddle (safe search engine) to practise safe searching. Handling Data: measurement (link to maths) and demonstrating results through different graphs (link to science).		E-Safety: I am Healthy Time spent using technology and when we need time not using technology. Multimedia: Create a timelapse film about our growing plants. Multimedia, present my Informating – To use previously taught IT skills within word to create a leaflet about a Rainforest. Pogramming: Create knock knock jokes through ScratchJr, demonstrating confidence.	
Art	<u>The Stone Age</u> Autumn Art (Twinkl) 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>The Romans</u> Sculpture with local artist Victoria Houghton - Clay masks of Roman legionares Mosaic – Developing historial understanding, studying famous pieces, creating own mosaics and discussing their outcomes. Art geography - Sculpture - Easter nests with Modroc eggs and pop-pom chicks Printing – marbling techniques for Easter cards		<u>Rainforests</u> Artist: Henry Rousseau Sculpture: Animal Masks Sketching Rainforest Animals	
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 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.		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. Dioramas – Design and develop dioramas to replicate a rainforest.	

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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 Christmas Jumper Day Activities Values: Appreciation	Twinkl Life Living in the Wider World Britain Children’s Mental Health Week Activities Circle Time Mindfulness Values: Determination	Twinkl Life Be Yourself Internet Safety Week Activities Circle Time Values: Truthfulness	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 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	

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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. 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. History – Ampthill Park history in relation to the Vikings. Acting outside. Faith 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. Feet First. Easter. Spring Fayre. St. George’s Day.		International Day.	Healthy Eating Week. Maulden Village Show. Transition activities Leavers Celebrations
	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	