

Temple Mill Primary School Long Term Plan 2023-2024 – Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Texts	<i>An Anthology of Intriguing Animals</i> by Ben Hoare <i>The Day the Crayons Quit</i>	<i>Stone Age Boy</i> <i>Ug</i> <i>How to Wash a Woolly Mammoth</i> <i>The Pebble in My Pocket</i>	<i>Earthquakes</i> <i>Earthshattering Events!: The Science Behind Natural Disasters</i>	<i>Skara Brae (Prehistoric Britain)</i> <i>Wisp – A story of Hope</i>	<i>Flood</i> <i>I Asked the Little Boy Who Couldn't See</i>	<i>Iron Man</i> <i>How a Robot Dog works</i>
English focus	Skeletons and Muscles - Non-Chronological Report The Day The Crayons Quit – Persuasive Letter	Stone Age Boy – Narrative	Earthquakes – Non-Chronological Report	Skara Brae – Holiday Brochure Wisp – A story of Hope - Narrative	Flood – Tragedy Narrative I Asked the Little Boy Who Couldn't See - Poetry	Iron Man – Narrative How a Robot Dog works – Non-fiction explanation
Maths Links	<u>Number</u> Place Value Addition & Subtraction	<u>Number</u> Addition and Subtraction Multiplication & Division	<u>Number:</u> Multiplication & Division <u>Measurement:</u> Money Statistics	<u>Measurement:</u> Length and Perimeter <u>Number:</u> Fractions	<u>Number:</u> Fraction <u>Measurement:</u> Time	<u>Geometry:</u> Properties of Shape <u>Measurement:</u> Mass and Capacity.
Topic Question	Why is my local area changing?	How did the lives of Britons change? What can we learn from fossils?	Why do some earthquakes cause more damage?	How did the lives of Britons change?	How can we live sustainably?	How did the lives of Britons change?
Key Events	Harvest Festival (Week 5) Black History Month (Week 6)	Carols by candlelight Pantomime Diwali Visit to Maidstone Museum	Chinese New Year Safer Internet Day	Easter Faith Week Fair Trade Fortnight Visit to Guildhall Museum	Artisan Market and Art Exhibition Earth Day Eid	Sports Day
Science	<u>Animals Including Humans</u> Identify that animals, including humans, need the right types and amounts 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.	<u>Fossils</u> Explain and describe how fossils are formed. Understand that certain fossils are found in certain types of rocks. Find out about the work of palaeontologists such as Mary Anning. Recognise that fossils provide information about living things that inhabited the Earth millions of years ago. <u>Rocks and soils</u> Compare and group together different kinds of rocks. Describe rock's appearance and physical appearance. Recognise that soils are made from rock and organic matter	<u>Forces and Magnets</u> Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	<u>Light</u> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the sizes of shadows change.	<u>Plants</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explain 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. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<u>The Nappy Challenge</u> – Working Scientifically Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Ask relevant questions and use different types of scientific enquiries to answer them. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Set up simple practical enquiries, comparative and fair tests. Use straightforward scientific evidence to answer questions or to support their findings.
Computing	Computing systems and networks – Connecting computers	Creating media – Stop frame animation	Programming – A sequence of sounds	Data and information – Branching databases	Creating Media – Desktop publishing	Programming B – Events and actions in programmes

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<p align="center">History</p>		<p><u>How did the lives of Britons change during the Stone Age?</u> Describe the ways of life which are typically associated with the Stone Age period of history;</p> <p>Recognise that the Stone Age in Britain is a period of prehistory;</p> <p>Describe and suggest reasons for the presence of a small family group of people from the Old Stone Age in Britain;</p> <p>Describe and explain how archaeologists use a great variety of artefacts;</p> <p>Recognise, describe and compare and contrast the difference between historical fact and historical supposition;</p> <p>Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age.</p>		<p><u>How did the lives of Britons change during the Bronze Age?</u> Explain how and why the stone age ended Identify, describe and explain the purpose of monuments, both historically and modern day;</p> <p>Describe the process of smelting bronze from copper and tin; Identify and describe a range of Bronze Age artefacts and explain why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age.</p>		<p><u>How did the lives of Britons change during the Iron Age?</u> Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today;</p> <p>Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them; Interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time; Recognise a range of reasons for a magnificent Iron Age shield;</p>
	<p align="center">Geography</p>	<p><u>Local area changing</u> Identify, describe and give reasons for why environments change; Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment; Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development or the work of a significant individual; Demonstrate understanding of how the quality of the environment may change within the local area and make</p>		<p><u>Why do some earthquakes cause more damage?</u> Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources; Observe and record the distribution of earthquakes in New Zealand over the past two hundred years; Identify, describe and explain the causes of earthquakes and volcanoes; Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction; Explain why volcanoes often occur at the same location as earthquakes;</p>		<p><u>How can we live more sustainably?</u> Describe and explain using examples what living sustainably means; Identify, describe and explain the differences between renewable and non-renewable resources; Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable; Understand in basic terms how solar panels and wind turbines generate electricity; Identify, describe and offer reasons for how sources of energy used to make</p>

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	<p>judgements to explain observations; Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world.</p>				<p>electricity in the United Kingdom are changing; Explain how electricity is generated in hydroelectric power stations; Understand why creating new habitats for birds is a good example of sustainable development; Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable.</p>	
Art		<p><u>Drawing with charcoal</u> apply and blend charcoal to create tone and texture; experiment with the pigments in natural products to make different colours.</p>		<p><u>Cloth, Thread and Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p>	<p><u>Using Natural Materials to make images</u> Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype.</p>	
DT	<p><u>Electricity</u> Design, create and evaluate making head torches. Understand simple electrical circuits.</p>		<p><u>Structures – Castles</u> identify features of a castle; draw the design of a castle using 2D shapes; construct a range of 3D geometric shapes using a net; construct my castle to meet the requirements of my brief; evaluate my work and the work of others</p>			<p><u>Mechanisms – Pneumatics</u> understand how pneumatic systems work; design a toy which uses a pneumatic system; create a pneumatic system to create a desired motion; test and finalise ideas against design criteria</p>
PE	Football	Basketball	Tag Rugby	Hockey	Tennis	Cricket
	Gymnastics	Dance	Multi-Skills	Handball	Swimming	Athletics
RE	What do different people believe about god?	Why is the bible so important for Christians today?	Why are festivals important to religious communities?	Why do people pray?	Why do people pray?	What does it mean to be a Christian in Britain today?
PSHE (SCARF)	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respects	Being my Best	Growing and Changing

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<p align="center">Music</p>	<p align="center">Ocarinas</p> <p align="center">Let your spirit fly (Charanga) - Historical context of musical styles.</p>	<p align="center">Ocarinas</p> <p align="center">Glockenspiel Stage 1 (Charanga) - Introduction to the language of music, theory and composition.</p>	<p align="center">Ocarinas</p> <p align="center">3 Little Birds (Charanga) - Animals, Jamaica, poetry and the historical context of musical styles</p>	<p align="center">Ocarinas</p> <p align="center">The Dragon Song (Charanga) - Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.</p>	<p align="center">Ocarinas</p> <p align="center">Bringing us together (Charanga) - Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.</p>	<p align="center">Ocarinas</p> <p align="center">Reflect, rewind and replay (Charanga) - Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
	<p align="center">MFL (Spanish)</p>	<p>I am learning - have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.</p>	<p align="center">Animals - recognise, recall, remember and spell up to ten animals with their indefinite article.</p>	<p align="center">Instruments - recognise, recall, remember and spell up to 10 instruments with their definite article.</p>	<p align="center">I know how - learn 10 familiar activities that they know how or do not know how in Spanish</p>	<p align="center">Fruits - have the knowledge and skills to be able to say which fruits they like and do not like in Spanish.</p>