Asfordby Captain's Close Primary School

Year 3 Big Ides – Long Term Plan 2022-23

DISCOVERY

	Year 3 Planning Overview		
	Autumn	**Spring**	**Summer**
Topic title	**In My Element**	**The Ground Beneath my Feet**	**It's all Greek to me!**
Drivers (past present future)	**Past**: Why were elements/ materials important in the past? How have they helped us to live better lives? **Present:** What materials do we need to survive and why are we beginning to consider alternatives? (coal, gold etc) – link to Smart Meter **Future:** What would happen if we run out of resources? How can we prevent this?	**Past**: Pompei - what did we learn from the disaster? **Present:** Current natural disasters: Reykjavik volcano and the impact of the Ash Cloud **Future:** How are buildings constructed to protect themselves from natural disasters and how might this affect the way buildings look in the future.	**Past**: The right to vote: how did the vote change from being only available for men? **Present:** What is the UK voting system like? How do we have a voice? **Future:** How can we give everyone a voice? What new ways might be developed to help people to vote?
Global themes covered	**Aspiration: how to better ourselves** **Equity and Diversity: linking to Iron Man text**	**Environment:** Positive and negative effects of modern- day life on the environment **Technology: house design**	**Human Rights** : **Democracy** **Being Healthy: Olympics (Health and Fitness)**
Charity Link	UNICEF ASHA – whole school charity		
Possible Visit/ experience linked to the topic	Bradgate Park: ranger talk on Stone Age	Creswell Crags visit	Botanical Garden linked to plants or Greek workshop
Hook	Stone Age Day – Forest School, den building, what is it safe to eat, building a fire, cave paintings, teamwork etc.	Immerse and intrigue the children's imaginations/thoughts/experience by recreating a volcanic eruption, engaging the different senses and	Archaeological dig – piece together pictures or pieces of pottery to make a Greek Vase. Research what period and place this could be from. What do they think it was

		generating discussions about natural disasters. Drama/music activity.	used for? Do we use the same thing today? Leads into designing their own vase. Mantle of the Expert – The Young Soldier
Overall outcome for topic (showcase)	Make promotional materials for parents about saving natural resources – recycle, reuse, reduce	Letter to architect/ scientists to help them to build successful skyscrapers to survive disasters	Archaeological dig – piece together pictures or pieces of pottery to make a Greek Vase. Research what period and place this could be from. What do they think it was used for? Do we use the same thing today? Leads into designing their own vase. Mantle of the Expert – The Young Soldier
Key Texts	**The Iron Man** The Stone Age Boy How to wash a woolly mammoth Explanation	The Pebble in my Pocket Recount of natural disasters earthquakes and volcanoes Explanation text: How a volcano works	Aesop's fables/playscripts / myths and legends Short stories of myths and legends. Create their own mythical character and write a description. Comic strip About themselves/ transition to year 4 teacher. Non-fiction poster Olympics
English/Phonics Suggestions	**Character description and settings** **Instructions:** How to wash a woolly mammoth **Narrative:** show not tell **Non-chronological report** about Present and Future driver	**Drama – Class Performance** **Explanation text:** How a volcano works **Letter**: to architect	**Narratives:** Myths and Legends **Report –** impact of Greeks on us today **Persuasion** – Linking to drivers (democracy)
Writing Purposes	 Writing to entertain  Writing to inform  Writing to persuade		
Theme links to Maths	**Repeated Patterns? Rangoli Patterns** **Numbers and Symbols**	**Data Handling** **Blended Learning – Gathering Data/Analyse**	**Counting, Roman Numerals Starter, Different number systems.**

5 subjects focussed on	**Block 1**	**History – Changes in Britain from the Stone Age to the Iron Age** **National Curriculum Objectives** • **Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.** • **Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age** **Granular Knowledge** • I can use my mathematical knowledge to work out how long ago events happened • I can research in order to find similarities and differences between two or more periods of history • I can research in order to find similarities and differences between two or more periods of history • I can use research skills to find answers to specific historical questions • I know when the Stone Age and Iron Age was • I can explain some of the changes to life between the Stone Age and the Iron Age • I can compare life in the Stone Age with life in the Iron Age • I know some of the key inventions from the Stone Age and Iron Age **Challenges**	**Geography** **National Curriculum Objectives** **Human and physical geography describe and understand key aspects of:** • physical geography, including: volcanoes and earthquakes **Granular Knowledge** • I can describe how volcanoes are created • I can locate and name some of the world's most famous volcanoes • I can describe how earthquakes are created • I can describe how volcanoes are created • I can use research and map reading skills to locate and name volcanoes and capital cities of neighbouring European countries • I know what an earthquake is • I can describe why earthquakes happen and can talk about where they happen most often • I know that Zhang Heng invented the world's first seismoscope that was able to detect where and when earthquakes had happened (when the Earth's tectonic plates suddenly shift causing massive vibrations **Challenges**	**Geography** **National Curriculum Objectives** **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** • **identify the position and significance of the Northern and Southern Hemisphere** **Place knowledge** • **understand geographical similarities and differences through the study of human and physical geography of a region in a European country** **Geographical skills and fieldwork** • **use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** **Granular Knowledge** • I can use the correct geographical words to describe a place • I can use grid references on a map • I can use an atlas by using the index to find places • I can name a number of countries in the northern hemisphere in Europe and the North & South America • I can name and locate the major cities of neighbouring European countries **Challenges** • I can make geographical inferences through a variety of geographical sources • I can make links using prior knowledge and ask and answer geographical questions

	Subject outcome 1	**History:** debate – which was most influential in shaping our lives today: Stone Age or Iron Age?	**Geography:** use maps to make a report about why some areas are more susceptible to natural disaster	**Geography:** using aerial images, identify key human features in Greece and their locations. What do you notice? Investigate and share as a news report.
	Block 2	**Science – Light** **National Curriculum Objectives** • **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 light from the sun can be dangerous and that there are ways to protect their eyes** • **recognise that shadows are formed when the light from a light source is blocked by an opaque object** • **find patterns in the way that the size of shadows change.** **Granular Knowledge** • I can describe what dark is (the absence of light) • I can explain that light is needed in order to see • I can explain that light is reflected from a surface • I can explain and demonstrate how a shadow is formed • I can explore shadow size and explain • I can explain the danger of direct sunlight and describe how to keep protected **Challenges** I can research how light and shadows have been used in everyday life	PSHE: Diversity and Communities & Drug Education – What are we responsible for? What have we got in common and how are we different? RR • How are our families the same and how are they different? FP • Do people who live in my locality have different traditions, cultures and beliefs? RR • How might others' expectations of girls and boys affect people's feelings and choices? RR • Why are stereotypes unfair and how can I challenge them? RR • How does valuing diversity benefit everyone? RR • How do people in my locality benefit from being part of different groups? MW • What are the roles of people who support others with different needs in my community? MW • How does the media work in my community? MW • How can we care for the local environment and what are the benefits? • What do animals need, and what are our responsibilities? Granular Knowledge L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing)	**History** **National Curriculum Objectives** • **Pupils should understand how our knowledge of the past is constructed from a range of sources** • **Ancient Greece – a study of Greek life and achievements and their influence on the western world** **Granular Knowledge** • I know what a timeline is • I can use a timeline within a specific period of history to set out the order that things may have happened • I can describe events from the past using dates when things happened • I can talk about life in Ancient Greece • I can explain some of the achievements of the Ancient Greeks • I understand and can explain the influence of the Ancients Greeks on life today **Challenges** • I can reflect and explain how events from the past have shaped their lives today • I can form reasoned arguments for why events from the past are interpreted in different ways

	Subject outcome 2	**Science (Light):** working scientifically investigation: light sources to create shadows (using fire, torches, solar lights and other bulbs)	**PSHE - To interview members of the public who contribute to society in a diverse way. Forms Questionnaire.** • **Link to data handling** • **Link to blended learning (forms)**	**History:** Investigate the lifestyles of the Greeks and how they have influenced our lives today. Create a report to share with other classes. Subject areas can include, Olympics, voting, food etc.

	Bloc	**PSHE: My Emotions** **• Why is it important to accept and feel proud of who we are?** **• What does the word 'unique' mean and what do I feel proud of about myself? RR** **• How can I communicate my emotions?** **• Can I recognise some simple ways to manage difficult emotions? MW** **• What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others? MW** **• Why is mental wellbeing as important as physical wellbeing? MW** **• How do my actions and feelings affect the way I and others feel? MW** **• How do I care for other people's feelings? MW** **• Who can I talk to about the way I feel? MW** **• How can I disagree without being disagreeable? RR** Granular Knowledge L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information	**Science – Rocks** **National Curriculum Objectives** **Pupils should be taught to:** • **compare and group together different kinds of rocks on the basis of their appearance and simple physical properties** • **describe in simple terms how fossils are formed when things that have lived are trapped within rock** • **recognise that soils are made from rocks and organic matter** **Granular Knowledge** • I know what a fossil is • I can describe how fossils are formed in simple terms • I can describe how soil is made from rocks and organic matter • I can identify some of the properties of rocks and soils • I can compare and group rocks based on their appearance and physical properties, giving a reason • I can describe and explain the difference between sedimentary and igneous rock **Challenges** • I can classify igneous and sedimentary rocks • I can begin to relate the properties of rocks with their uses	**Science – Plants** **National Curriculum Objectives** **pupils should be taught to:** • **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.** **Granular Knowledge** • I know the parts of a flowering plant • I can describe the function of different parts of flowering plants and trees • I can explore and describe the needs of different plants for survival • I can explore and describe how water is transported within plants • I know what a life cycle is • I can describe the plant life cycle, especially the importance of flowers • I know that the function of a flower is reproduction, where flowers of the same kind exchange pollen – made by an anther – in a process called fertilisation, and a structure in the flower's ovary called an ovule becomes a seed; the ovary then becomes a fruit which helps the seed leave the plant in a process called dispersal • I can explore and describe the needs of different plants for survival **Challenges** • I can classify living things and non-living things by a number of characteristics that they have thought of • I can explain how people, weather and the environment can affect living things

		or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H43. about what is meant by first aid; basic techniques for dealing with common injuries.		• I can explain how certain living things depend on one another to survive • I can classify a range of common plants according to many criteria (environment found, size, climate required, etc)
	Subject outcome 3	**PSHE: My Emotions** **To create their own zones of regulation toolkit based on individual emotions and feelings. Children can keep this in their pencil case and laminate.**	**Science (Rocks):** *investigate the most appropriate rock type to build a house on. Share findings on a ppt presentation to inform parents.*	**Science (Plants):** create a bee-friendly area in school by selecting the most appropriate plants.

	Block 4	**Science – Forces and Magnets** **National Curriculum Objectives** **Pupils should be taught to:** • **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** • **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** • **describe magnets as having two poles** • **predict whether two magnets will attract or repel each other, depending on which poles are facing.** **Granular Knowledge** • I know what a magnet is • I can explore and describe how objects move on different surfaces • I can explain how some forces require contact and some do not, giving examples • I can explore how objects attract and repel in relation to objects and other magnets • I can predict whether objects will be magnetic and carry out an enquiry to test this out • I can describe how magnets work • I can explain how some forces require contact and some do not, giving examples • I can explain how objects attract and repel in relation to objects and other magnets • I can predict whether objects will be magnetic and carry out an enquiry to test this out • I can describe how magnets work • I can predict whether magnets will attract or repel and give a reason **Challenges** I can explore how magnets are used in everyday life	**Music** **National Curriculum Objectives** • **play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression** • **improvise and compose music for a range of purposes using the inter-related dimensions of music** **Granular Knowledge** • I know what a composition is • I can sing a tune with expression • I can play clear notes on instruments • I can use different elements in my composition • I can create repeated patterns with different instruments • I can improve my work; explaining how it has been improved **Challenges** I can recognise changes in sounds that move incrementally and more dramatically	**Music** **National Curriculum Objectives** • **listen with attention to detail and recall sounds with increasing aural memory** • **appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians** **Granular Knowledge** • I can compose melodies and songs • I can create accompaniments for tunes • I can combine different sounds to create a specific mood or feeling • I can recognise the work of at least one famous composer • I can use musical words to describe a piece of music and compositions • I can use musical words to describe what I like and do not like about a piece of music **Challenges** • I can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse • I can compose a simple piece of music that I can recall to use again • I can understand metre in 4 beats; then 3 beats • I can recognise changes in sounds that move incrementally and more dramatically • I can compare repetition, contrast and variation within a piece of music

	Subject outcome 4	**Science (Forces and Magnets):** investigation: what kind of metal can we feed Iron Man (magnetic metals) and record a cooking video of their recipes.	**Music:** U*sing a video clip of a volcano exploding, create a musical composition for the video.*	**Music:** *listen to a variety of Greek music/instruments and create a dance, showing a variety of rhythm and pitch.*

	Block 5	**D&T** D&T National Curriculum Objectives Pupils should be taught to: Design · use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups · generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make · select from and use a wider range of tools and equipment to perform practical tasks · select from and use a wider range of materials and components Evaluate · investigate and analyse a range of existing products · evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Granular Knowledge: I can follow a step-by-step plan, choosing the right equipment and materials I can design a product and make sure that it looks attractive I know how to join components I can make a product which uses mechanical components I can work accurately to measure, make cuts and make holes I can think about my ideas as I make progress and am willing to make changes if this helps me to improve my work I can select the most appropriate tools and techniques for a given task I can prove that my design meets some set criteria I can choose a textile for both its suitability and its appearance I can explain how I could change my design to make it better I can assess how well my product works in relation to the purpose	**Project**	**PSHE: Personal Safety** How do I recognise my own feelings and communicate them to others? MW • Which school/classroom rules are about helping people to feel safe? RR • Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS • What qualities do trusted adults and trusted friends have? CF • Who is on my network of support and how can I ask them for help? BS • What could I do if I feel worried about a friendship or family relationship? BS • What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS • How can I decide if a secret is safe or unsafe? BS • How can I keep safe online? BS

Subject outcome 5	D&T: Make an Iron Man with moving limb.	**Project:** enterprise project to raise money for their chosen charity	Recipe Poster to support others with safety which could be presented on the school website. School Leaflet/ Acrostic Poem
RE Unit	What do Christians learn from the creation story? What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim? How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want? How and why do people try to make the world a better place?
RE Unit Outcome:	Write their own version of the Bible story Noah's Ark including the symbolism and meanings for Christian's. Make into a picture book and share with another child.	Make an information book or PowerPoint to inform others.	Act of kindness to make the world a better place.
ART/ D&T Unit (covered by expert teacher)	**Art** **In my element project** *Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design *to create sketch books to record their observations and use them to review and revisit ideas *to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint] *about great artists, architects and designers in history Creating with metals project Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design *to create sketch books to record their observations and use them to review and revisit ideas	**Art** **Implying texture project** Pupils should be taught: -to create sketch books to record their observations and use them to review and revisit ideas -to use a range of materials creatively to design and make products -to use drawing and painting to develop and share their ideas, experiences, and imagination Environmental Protest Art project -Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint] -about great artists, architects and designers in history	**Art** **Medusa and the Minotaur Project** Pupils should be taught: -to create sketch books to record their observations and use them to review and revisit ideas -to use a range of materials creatively to design and make products -to use drawing and painting to develop and share their ideas, experiences, and imagination Ancient Greek Temples Pupils should be taught: -Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint] -about great artists, architects and designers in history

	*to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint] *about great artists, architects and designers in history		
Subject Outcome 6:	**In my element project** An art learning journey in sketchbooks demonstrating research and experimentation. A architectural technical style drawing of a home of the future (using fine liners, rulers) A mixed media A3 artwork representing Hundertwasser architectural houses. **Creating with Metal project** An art learning journey in sketchbooks demonstrating research and experimentation. An ironman piece of artwork inspired by the book of the same name. Chalk and pastel on black sugar paper A series of quick drawing figure sketches – using line to show action A figure sculpture (using aluminium foil) inspired by the work of Giacometti	**Implying texture project** An art learning journey in sketchbooks demonstrating research and experimentation. Knowledge of how to create different textures with a pencil on paper Sketches of fossils demonstrating use of sketching techniques 2 different monoprint explorations – oil pastel and carbon copy paper **Environmental Protest Art Project** An art learning journey in sketchbooks demonstrating research and experimentation. An alphabet in their own lettering design A design for a piece of protest art with an environmental theme A mini environmental protest placard	**Medusa and the Minotaur Project** An art learning journey in sketchbooks demonstrating research and experimentation. Knowledge of the Ancient Greek tradition of pot/vase making and the patterns, designs and images they were decorated with Initial sketches and vase designs Vase artwork with features of traditional ancient Greek pottery Ancient **Greek Temples** An art learning journey in sketchbooks demonstrating research and experimentation. A 3D Greek Temple construction made from art straws which is both sturdy and pleasing to the eye A series of annotated Greek temple drawings from observation using different media
Computing (covered by expert teacher)			
Subject Outcome 7:			

The Big Idea: Long Term Learning Journey – Year 3