**Year 3 Long Term Plan**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** | **What did the Victorians do for us?****Victorian Era**How did we live years ago? How have we changed over the years? What are the most important inventions? Which famous inventors had links to the North East?Who was Queen Victoria? | **Why do we use wheels, Wings and other things?**How have vehicles changed over time?Who invented cars/aeroplanes /boats?How have they changed over the years? | **Who were the Ancient Egyptians**? How were the pyramids built and why?What is mummification?How did the Ancient Egyptians communicate?What and how do we know about Tutankhamen?   | **What is a healthy, balanced diet?**Healthy eating, investigating food and meal choices. Effects of exercise.Impact of not eating healthily/exercising.  | **How has the River Tyne changed over the years?**Where are our main rivers? What are they used for and how has their purpose changed?Why are some river famous?Where does the Tyne start/end?How has the Tyne changed due to industry?Which bridges/tunnels span/cross the Tyne? | **How did humans survive the Savage Stone Age?**How did people live and survive thousands of years ago?Where did they live?What did they wear?Where did their food come from?How did they communicate?How do we know about the Stone Age? |
| **Hook/Trips** | A visit to Beamish to investigate a Victorian setting.  | Planetarium visit/Science Discovery Museum | Trip to Great North museum - Hancock | Visit by a nurse, trip to Morrisons.  | Trip over the river Tyne, Newcastle/Quayside visit. | Stone Age Feast |
| **Science** | Electricity Building and changing electrical circuits. Investigating the dangers of electricity and how to protect ourselves.· Which materials conduct/insulate against electricity? Build a burglar alarm to protect the crown jewels. Identify common appliances that run on electricity.construct a simple serieselectrical circuit, identifying andnaming its basic parts, includingcells, wires, bulbs, switches andbuzzers  identify whether or not a lampwill light in a simple series circuit,based on whether or not the lampis part of a complete loop with abatteryrecognise that a switch opens and closes a circuit and associate thiswith whether or not a lamp lightsin a simple series circuitrecognise some common conductors and insulators, and associate metals with being good conductors. | Why did we go to the Moon?Moon landingWho won the Space race? Who was the first man on the Moon?How do astronauts prepare to survive in Space?Investigate the Space Race and Moon Landings. Investigate the first animals/humans in space and effects on their bodies. Design, make and test a ‘Moon Lander’ for an astronaut egg. | Rocksexplore different rock familiesHow are fossils formed?Which rocks would be suitable for your roof? Why?  Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.Understand the difference between permeable and impermeable.· 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. | Teeth and Healthy EatingExplore how to look after teeth.Healthy eating.Food groups. Why do we need teeth?How do we care for our teeth?What should we eat and drink to stay healthy?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. describe the simple functions of the basic parts of the digestive system in humans. identify the differenttypes of teeth in humansand their simple functions. | Plants and SeedsHow does your garden grow?Naming part of plants.How does water travel through plants? How are seeds dispersed? What is the life cycle of a plant?Identify and describe the functions of different partsof flowering plants: roots,stem/trunk, leaves andflowers. Explore the requirements of plants for life and growth(air, light, water, nutrientsfrom soil and room to grow)and how they vary fromplant to plant.Investigate ways in which water is transported within plants.Explore the part the flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | Light & ShadowsHow do shadows change during the day?How shadows are formed and can be changed.What is a light source?Recognise that they needlight in order to see thingsand that dark is theabsence of light. Notice that light is reflected from surfaces.Recognise that light from the sun can be dangerousand that there are ways toprotect their eyes.  recognise that shadows are formed when the light from a light sources is blocked by a solid object.Find patterns in the way that the size of shadows change |
| **History** | England during the Victorian era. investigating when inventions came about and how they effect our life today.Extended chronological study.People should be taught an aspect or a theme of British history.  |  | Ancient Egypt. Looking at their lifestyle, investigating their hieroglyphics, and mummification process. Ancient civilisations. People should be taught about achievements of the earliest civilisations.  |  |  | Looking at when inventions came about. Investigating what people used during the stone age to live their livesPre -Roman Britain. Pupils should be taught about the changes in Britain from the stone age to the iron age. |
| **Geography** | Ge2/1.1a 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  | Investigating the best way to travel to different locations around the world.Ge2/1.1c 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) | Locating Egypt on a map, identifying surrounding countries and continents. Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | World maps, Import/ExportHow weather and climate affect foodWhat do we mean by Fairtrade?  |

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| How rivers have physically changed over time. ? |

Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle |  |
| **Art** | Inspired by William MorrisLook at his work, recreating some of his art and creating our own. looking at patterns, colours. Coloured pencils, water colours. | No Art Unit | Ancient Egyptian Art. Building pyramids, designing tomb drawings, creating hieroglyphic alphabet, cartouche. Making a clay scarab beetle.  | CollageColour Mixing | Land artoutdoor art using natural materials- Make the River Tyne | Cave paintings, pastels and chalk paintings. Clay jewellery.Handmade pots at Hotpotz. Shadow puppet performance |
| **DT** | No DT Unit | Moving Toys - mechanismsUnderstand and use mechanical systems in their products for eg. gears, pulleys, cams, levers, and link edges. Design, make and test a Moonlander. | SEE ART | Food and NutritionPreparing fruit and vegFood around the worldMaking and designing a healthy sandwichPrepare and cook a variety of savoury dishes, using a range of cooking techniques, understand the principles of as healthy and varied diet.  |  Bridges - structureSelect from a wider range of tools and equipment to perform practical; tasks, eg cutting, shaping, joining and finishing  |  |
| **Computing** |  **Presenting using PowerPoint**Children use Microsoft Word and PowerPoint to create interesting and interactive presentations about the Victorian era. Sharing their ideas and work with their peers. **eSafety** | **Getting Started with Kodu**A unit to introduce students to creating games with KoduProgramme your characters and design your 3D worlds to make exciting collecting and racing games**eSafety**  | **Real life algorithms**A unit that explores how a number of machine systems in the real world work. How does a pedestrian crossing or car park barrier work? Students create flow diagrams that illustrate the algorithms for these systems, convert this into code and then consider the algorithms for completing everyday tasks like getting up in the morning **eSafety** **Machines and Mechanisms****Project 1**A unit that investigates building mechanisms with Lego WeDo then chose one of our 3 WeDo projects to design, build and programme machines [**Lego WeDo**](https://docs.google.com/a/ntlp.org.uk/document/d/1S4gMywwYqBPCWC-fi6UTEV0B5djzmCkYbuyVEIdZVig/edit)(loaned from the CLC)**eSafety**   | **Communication and collaboration** A unit that introduces students to their NTLP Google Accounts and explores communicating and collaborative work using Gmail, Google Drive and shared docs **eSafety**  | [**Animation with Scratch**](https://docs.google.com/a/ntlp.org.uk/document/d/1HUNs4eq4rFU2oBDBFiEnBOUaeXJ4t3TZ94TfJSiCEnM/edit) A unit that combines programming with animation as you control the movements and actions of your backgrounds and sprites with algorithms written in Scratch’s programming language**eSafety**  | **Manipulating Sound**A unit which explores changing sounds and creating musical patterns. Children investigate pitch of sounds as well as duration. **eSafety** |
| **PE** | Tri Golf and Football | Dance & Quick Sticks | GymnasticsBall skills | Tag Rugby, including extra-curricular club.  | GamesSAQ | Athletics  |
| **Music** | Let Your Spirit Fly | Glockenspiel - Stage 1 | Three Little Birds | The Dragon song | Bringing us Together | Reflect, Rewind and Replay |
| **PSHCE** | New Beginnings | Say No to BullyingGetting on and Falling out | Going for goals | Good to be me.  | Relationships | Changes |
| **RE** | Who and where?Introduction to HinduismMain beliefsHarvest Festival | How and why Hindus celebrate Diwali and other festivals they celebrate | Important people in Hinduism / Easter | Symbols and meanings in HinduismSpecial places | Holy book |