Cayton School

Long Term Curriculum Plan: Year 3

Learn from yesterday, seek today and aim for tomorrow

September 2021

Year Groups to follow the National Curriculum English and Mathematics Programme of Study

KEY DRIVERS

History

CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY
To include: *Stone age to Iron age* *Romans* *Anglo-Saxons* *Vikings*	*An aspect of theme that takes pupils beyond 1066*	*A local study linked to one of the periods of time studied under chronology; or* *A local study that could extend beyond 1066*
• Know how Britain changed between the beginning of the stone age and the iron age • Know the main differences between the stone, bronze and iron ages • Know what is meant by 'hunter-gatherers'		

ANCIENT ANCIENTS (approx. 3000 years ago)	CIVILIZATIONS from 1000 years ago	ANCIENT GREECE
Cover each of and then choose one to look at in depth: *Ancient Egypt* *Ancient Sumer* *Indus Valley* *Shang Dynasty*	*Choose one of:* *Mayans* *Islamic Civilizations* *Benin Civilization*	*Greek life and influence on the Western world*
		• Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics

Geography

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	*name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time*	*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)*
• Know the names of and locate at least eight European countries	• Know the names of and locate at least eight counties and at least six cities in England	• Know the names of four countries from the southern and four from the northern hemisphere

Place Knowledge	Human and Physical Geography	
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	*describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle*	*describe and understand key aspects of 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*
• Know at least five differences between living in the UK and a Mediterranean country	• Know what causes an earthquake • Label the different parts of a volcano	

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*
• Use maps to locate European countries and capitals.	• Know and name the eight points of a compass

Working Scientifically	
❑ Ask questions such as: • Why does the moon appear as different shapes in the night sky? • Why do shadows change during the day? • Where does a fossil come from?	❑ Use a thermometer to measure temperature and know there are two main scales used to measure temperature
❑ Ask questions such as: • Why does the moon appear as different shapes in the night sky? • Why do shadows change during the day? • Where does a fossil come from?	❑ Gather and record information using a chart, matrix or tally chart, depending on what is most sensible
❑ Observe at what time of day a shadow is likely to be at its longest and shortest	❑ Group information according to common factors e.g. plants that grow in woodlands or plants that grow in gardens
❑ Observe which type of plants grow in different places e.g. bluebells in woodland, roses in domestic gardens, etc.	❑ Use bar charts and other statistical tables (in line with Year 3 mathematics statistics) to record findings
❑ Use research to find out how reflection can help us see things that are around the corner	❑ Know how to use a key to help understand information presented on a chart
❑ Use research to find out what the main differences are between sedimentary and igneous rocks	❑ Be confident to stand in front of others and explain what has been found out, for example about how the moon changes shape
❑ Test to see which type of soil is most suitable when growing two similar plants	❑ Present findings using written explanations and include diagrams when needed
❑ Test to see if their right hand is as efficient as their left hand	❑ Make sense of findings and draw conclusions which help them to understand more about scientific information
❑ Set up a fair test with different variables e.g. the best conditions for a plant to grow	❑ Amend predictions according to findings
❑ Explain to a partner why a test is a fair one e.g. lifting weights with right and left hand, etc.	❑ Be prepared to change ideas as a result of what has been found out during a scientific enquiry

Animals, including humans	Plants	Plants	Rocks	Forces	Light
Skeleton and muscles *Nutrition* *Exercise and health*	*Plant life* *Basic structure and functions*	*Life cycle* *Water transportation*	*Fossil formation* *Compare and group rocks* *Soil*	*Different Forces* *Magnets*	*Reflections* *Shadows*
• Know about the importance of a nutritious, balanced diet • Know how nutrients, water and oxygen are transported within animals and humans • Know about the skeletal and muscular system of a human	• Know the function of different parts of flowing plants and trees • 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	• Know how water is transported within plants • Know the plant life cycle, especially the importance of flowers	• Compare and group rocks based on their appearance and physical properties, giving reasons • Know how soil is made and how fossils are formed • Know about and explain the difference between sedimentary, metamorphic and igneous rock	• Know about and describe how objects move on different surfaces • Know how a simple pulley works and use to on to lift an object • Know how some forces require contact and some do not, giving examples • Know about and explain how magnets attract and repel Predict whether magnets will attract or repel and give a reason	• Know that dark is the absence of light • Know that light is needed in order to see and is reflected from a surface • Know and demonstrate how a shadow is formed and explain how a shadow changes shape • Know about the danger of direct sunlight and describe how to keep protected

SUPPORTING SUBJECTS

Design Technology

Designing	Making	Evaluating	Technical Knowledge	Food Technology
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*	*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 wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*	*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* *understand how key events and individuals in design and technology have helped shape the world*	*apply their understanding of how to strengthen, stiffen and reinforce more complex structures* *understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]* *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]* *apply their understanding of computing to program, monitor and control their products.*	*understand and apply the principles of a healthy and varied diet* *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques* *understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed*

Designing	Making	Evaluating	Technical Knowledge	Food Technology
• prove that a design meets a set criteria. • design a product and make sure that it looks attractive • choose a material for both its suitability and its appearance	• follow a step-by-step plan, choosing the right equipment and materials • select the most appropriate tools and techniques for a given task • make a product which uses both electrical and mechanical components • work accurately to measure, make cuts and make holes	• explain how to improve a finished model • know why a model has, or has not, been successful	• know how to strengthen a product by stiffening a given part or reinforce a part of the structure • use a simple IT program within the design	• describe how food ingredients come together • weigh out ingredients and follow a given recipe to create a dish • talk about which food is healthy and which food is not • know when food is ready for harvesting

Art

Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
create sketch books to record their observations and use them to review and revisit ideas	*improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*	*great artists, architects and designers in history*
• know how to use sketches to produce a final piece of art • know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others	• know how to show facial expressions in art. • know how to use different grades of pencil to shade and to show different tones and textures • know how to create a background using a wash • know how to use a range of brushes to create different effects in painting	• know how to identify the techniques used by different artists • know how to compare the work of different artists • recognise when art is from different cultures • recognise when art is from different historical periods

Music

Performing	Compose	Listen
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*	*listen with attention to detail and recall sounds with increasing aural memory*
• play clear notes on instruments and use different elements in composition	• combine different sounds to create a specific mood or feeling	• listen carefully and recognise high and low phrases

Use and understand	Appreciate	History of music
use and understand staff and other musical notations	*appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians*	*develop an understanding of the history of music*
• *create repeated patterns with different instruments* • *improve my work; explaining how it has been improved*	• *use musical words to describe a piece of music and compositions* • *use musical words to describe what they like and do not like about a piece of music*	• *recognise the work of at least one famous composer*

Physical Education

Athletics	Competitive Games	Gymnastics
use running, jumping, throwing and catching in isolation and in combination	*play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending*	*develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]*
• run at fast, medium and slow speeds; changing speed and direction • take part in a relay, remembering when to run and what to do	• be aware of space and use it to support team-mates and to cause problems for the opposition • know and use rules fairly	• adapt sequences to suit different types of apparatus and criteria • explain how strength and suppleness affect performance

Dance	Outdoor and Adventurous Activity	Evaluate
perform dances using a range of movement patterns	*take part in outdoor and adventurous activity challenges both individually and within a team*	*compare their performances with previous ones and demonstrate improvement to achieve their personal best*
• improvise freely and translate ideas from a stimulus into movement • share and create phrases with a partner and small group • remember and repeat dance perform phrases	• follow a map in a familiar context • use clues to follow a route • follow a route safely	• compare and contrast gymnastic sequences • recognise own improvement in ball games

Swimming

• start to swim aiming for competency, confidence and proficiency over increasing distance.
• start to use a range of strokes effectively, for example front crawl, backstroke and breaststroke.
• start to show an awareness of safe self-rescue in different water based situations.

Real PE

Unit 1	Personal	I know where I am with my learning and I have begun to challenge myself.
Unit 2	Social	I can show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.
Unit 3	Cognitive	I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.
Unit 4	Creative	I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.
Unit 5	Applying Physical	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.
Unit 6	Health and Fitness	I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.

Foreign Languages

Speaking	Reading	Writing
speak in sentences, using familiar vocabulary, phrases and basic language structures	*develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	*broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*
• name and describe people, a place and an object • have a short conversation, saying 3 to 4 things • give response using a short phrase • start to speak, using a full sentence	• read and understand a short passage using familiar language • explain the main points in a short passage • read a passage independently • use a bilingual dictionary or glossary to look up new words	• write phrases from memory • write 2-3 short sentences on a familiar topic • write what they like/dislike about a familiar topic

Computing

Create programs	Develop programs	Reasoning	Networks
Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	*Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output*	*Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*	*Pupils should be taught to understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration*
• write programs that accomplish specific goals	• design a sequence of instructions, including directional instructions	• discern when it is best to use technology and where it adds little or no value	• navigate the web to complete simple searches

Search engines	Using programs	Safe use
Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	*Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information*	*Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*
• use a range of software for similar purposes • collect and present information	• understand what computer networks do and how they provide multiple services	• use technology respectfully and responsibly • Know different ways they can get help if concerned

Jigsaw Piece One	**Being me in my world**	• **Setting personal goals** • **Self-identity and worth** • **Positivity in challenges** • **Rules, rights and responsibilities** • **Rewards and consequences** • **Responsible choices** • **Seeing things from others' perspectives**
Jigsaw Piece Two	**Celebrating Difference**	• **Families and their differences** • **Family conflict and how to manage it (child-centred)** • **Witnessing bullying and how to solve it** • **Recognising how words can be hurtful** • **Giving and receiving compliments**
Jigsaw Piece Three	**Dreams and Goals**	• **Difficult challenges and achieving success** • **Dreams and ambitions** • **New challenges** • **Motivation and enthusiasm** • **Recognising and trying to overcome obstacles** • **Evaluating learning processes** • **Managing feelings Simple budgeting**
Jigsaw Piece Four	**Healthy Me**	• **Exercise Fitness challenges** • **Food labelling and healthy swaps** • **Attitudes towards drugs** • **Keeping safe and why it's important online and off line scenarios** • **Respect for myself and others** • **Healthy and safe choices**
Jigsaw Piece Five	**Relationships**	• **Family roles and responsibilities** • **Friendship and negotiation** • **Keeping safe online and who to go to for help** • **Being a global citizen** • **Being aware of how my choices affect others** • **Awareness of how other children have**

		• **different lives** • **Expressing appreciation for family and friends**
Jigsaw Piece Six	**Changing Me**	• **How babies grow** • **Understanding a baby's needs** • **Outside body changes Inside body changes** • **Family stereotypes** • **Challenging my ideas Preparing for transition**

Religious Education

Unit	Theme
L2.7	What does it mean to be a Christian or Briton today?
L2.1	What do different people believe about God? Christian focus and either or both Hindus and Muslims?
L2.5	Why are festivals important to religious communities? Easter focus possibly an R.E. week
L2.4	Why do people pray?
L2.2	Why is the Bible so important for Christians today?