



HAYES MEADOW PRIMARY SCHOOL

YEAR THREE – LONG TERM PLAN 26/27



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	Stone Age Boy The Stolen Spear Cave baby The First Drawing Secrets of Stonehenge Mary Anning		Greek Myths Here Comes Hercules		Escape from Pompeii The owl who was afraid of the dark The Hurricane – David Weisner	
Visual Texts			Ancient Athens – LS Hercules		The Lighthouse – LS Escape from Pompeii extract	
Suggested Visits/ Visitors	Stone Age visitor Abraham heights University of Birmingham workshop - rocks		Professor McGinty – Ancient Greece workshop		University of Birmingham workshop – volcanoes Thinktank	
History	How did Britain has change 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’. How did Britain change between the beginning of the stone Age to the end of the Iron Age?		Why were the Ancient Greeks ruled by their gods?		Know how we prepared our food at home has changed over time Examine a range of kitchen artefacts and recognise how they have changed over time Recognise how technology has changed our home lives over the last century Select an aspect like the telephone, television, the way we heat our homes and consider how these have changed Know how we have changed our use of areas outside the house, i.e., gardens	
	Cause	Effect	Cause	Effect	Cause	Effect
	Palaeolithic era began-Humans started using stones as tools	Beginning of human history	The Greeks developed philosophy – they wanted to find reasons and evidence not just based on religion	Today’s study of astronomy, politics, maths and ethics all have roots to Greek philosophy		
Geography	How do we energise our homes and country? Know about some of the human features related to the UK, e.g. industry and environment Know about the importance of power in our lives Know why it is important to find more environmentally friendly sources of energy		Why do so many people go to the Mediterranean for their holidays? Know at least five difference between living in the UK and a Mediterranean country. Know the names and locate at least eight European countries. Know the names of four countries in the Northern hemisphere and four in the Southern hemisphere.		What makes the Earth angry? Natural Disasters Know what causes an earthquake. Label the parts of a volcano. Where is Mount Versuvius?	
Science	Rocks and soils	Animals including humans	Plants		Forces and Magnets	Light and Dark – shadows

	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 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 and some other animals Know that humans and some other animals have skeletons and muscles for support, protection and movement.	Know the function of different parts of flowering plants and trees Know how water is transported within plants Know the plant life cycle, especially the importance of flowers.	Know about and describe how objects move on different surfaces Know how a simple pulley works and use one to lift an object 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 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.	
	Working scientifically – scientific attitudes, planning, observing and measuring, analysis.					
	Scientific attitudes	Planning	Observing and measuring	Analysis	Evaluating	Measurements
	Ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them. Draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out. Read and spell scientific vocabulary correctly and with confidence, using their growing word	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests.	Make systematic and careful observations and, where appropriate, take accurate measurements, using a range of equipment safely, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions.	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions and make predictions for new values. Identify differences, similarities or changes related to simple scientific ideas and processes.	Use results to suggest improvements and raise further questions.	Use standard units

	reading and spelling knowledge.			Use straightforward scientific evidence to answer questions or to support findings.		
Art	Drawing – use charcoal to create a cave art inspired drawing. Explore Henry Moore's charcoal drawings of Stonehenge.		Painting – use watercolour to create a painting inspired by Georgia O'Keefe.			Sculpture – to create a land art sculpture in the style of Andy Goldsworthy and other land art artists.
DT			Food Technology – make a Greek salad.	Textiles – Make a Greek flag for the Ancient Olympics.	Structure and Mechanisms – make a boat with a pulley for loading items to escape a volcanic eruption.	
		Designing	Making	Evaluating	Technical knowledge	
	Consider the purpose and audience for their product. Prove that a design meets the specification. Design a product and make sure that it looks attractive. Draw annotated designs with labels that detail their material choices and suitability of the given materials.	Follow a step-by -step plan, choosing the right equipment and materials. Select the most appropriate tools and techniques for a given task. Work accurately to measure, make cuts and make holes. Choose finishing techniques to improve the appearance of their products using a range of equipment including ICT.	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. Create a product with a simple mechanism (eg. Levers)		
Computing (including online safety linked with PSHE)	<p style="text-align: center;">Online Safety</p> <p style="text-align: center;">Before the first unit of the academic year, Online Safety is explicitly taught. Lesson 1 is Unit 7 of the Online Safety curriculum, Privacy and Security. Lesson 2 is Unit 8 of the Online Safety curriculum, Copyright and Ownership.</p> <p style="text-align: center;"><u>Privacy and Security:</u></p> <p style="text-align: center;">To know why someone should only share information with people they trust and know how to keep passwords private.</p> <p style="text-align: center;"><u>Copyright and Ownership:</u></p> <p style="text-align: center;">Explain why copying someone else's work from the internet without their permission is not fair.</p>					
	Connecting computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	Stop-frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story.	Sequencing sounds Creating sequences in a block-based programming language to make music.	Branching databases Building and using branching databases to group objects using	Desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose.	Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions.

PSHE	Me and my school Know about things they are good at. Know about the rules and laws and the consequences of not adhering to them.	Happy and healthy me Know the components of a balanced diet. Know the benefits of eating healthily. Recognise some of their influences on their choices. Know the differences between males and females. Know the names of the main internal and external parts of the body. Know the agreed names of the sexual parts of a male and female.	Me and my relationships Know that families come in different forms and why children might be in different family arrangements. Know that their actions have consequences. Know the features of a positive friendship. Know how to recognise negative feelings and behaviour.	Me and my safety Know how to identify risk in a variety of situations and explain ways in which to keep themselves safe. Recognise that medicines should be used appropriately or they can be harmful. Know that pressure to behave in an unacceptable or risky way can come from a variety of people. Know which types of physical contact is acceptable or unacceptable. Know the PANTS rules.	Me in the world Know where money comes from and what it is used for. Understand how to manage money and how to be a critical consumer. Know and name a range of resources needed as humans. Know ways in which to reduce the impact of resources on the environment.	Me and other people Know about their similarities and differences and describe themselves in different ways. Know what community means and which communities they belong to. Know about the similarities and difference between local communities. Know about the range of people in Handsacre or Staffordshire including race and religion.
	<p style="text-align: center;">Mental Health</p> <p style="text-align: center;">Know about different ways to share feelings using key vocabulary and develop strategies for managing feelings. Know when they may need help with their feelings and that it is ok to ask for help. Know about their feelings</p>					
PE	OAA	Invasion games - fundamental	Invasion games: football	Net and wall games - fundamental	Striking and fielding – fundamental	Athletics
	Gymnastics: movement	Dodgeball	Circuit training	Swimming	Swimming	Swimming
Music	I've been to Harlem	Nao Chariya De / Mingulay boat song	Latin Dance	'March' from the nutcracker	Just three notes	Flying with the stars
		Sound symmetry		From a railway	Samba with Sergio	
	Learning to play the violin – ENTRUST staff					
RE	2.6a exploring living by rules. Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers.	2.2a Religion in the home. Compare and contrast the practice of religion in the home in different religious communities.	2.3c Symbols of worship. Compare and contrast the use of symbols, actions and gestures used in worship by different communities.	2.2c Sharing special food Investigate some features of key religious festivals and celebrations and identify similarities and differences.	2.1d The beginning of the World Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers.	2.1c Religious Leaders Explore into the life of key religious figures and make links with teachings and practices of special significance to followers.

	Christianity Islam Sikhism	Christianity Islam Sikhism	Christianity	Christianity Judaism	Christianity	Christianity
MFL	Bonjour Hello	En classe Classroom	Mon corps My body	Les animaux Animals	La Famille Family	Bon anniversaire! Birthday
	<i>Numbers 1-10</i> Greetings	<i>Colours</i> Classroom Objects Age	<i>Days of the week</i> Body parts	<i>Numbers 11-20</i> Animals and pets	Family Household items	<i>Months of the year</i> Snacks Giving opinions about food
	Read and understand a short passage using familiar language. Explain the main points in a short passage. Read a passage independently. Match numbers to words/ read a simple doctors note and identify body parts/ read a leaflet from a zoo and identify which animals are there.					