



# HAYES MEADOW PRIMARY SCHOOL

## YEAR THREE – LONG TERM PLAN



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Texts</b>	<b>Boy with the Bronze Axe</b> <b>Stone Age Boy</b> <b>The street beneath my feet</b> <b>How to wash a woolley mammoth</b> <b>Cave baby</b>		<b>Greek Myths</b> <b>The Night Gardener</b> <b>The Angel of Nitshill Road</b> <b>The Tunnel</b> <b>Voices in the Park</b>		<b>Escape from Pompeii</b> <b>Orion and the Dark</b> <b>The owl who was afraid of the dark</b> <b>Nature Fights back N/F</b> <b>The Hurricane – David Weisner</b>	
<b>Visual Texts</b>			<b>Ancient Athens – LS</b> <b>Hercules</b>		<b>The Lighthouse – LS</b> <b>Escape from Pompeii extract</b>	
<b>Suggested Visits/ Visitors</b>	<b>Bronze Age visitor</b> <b>University of Birmingham workshop - rocks</b>		<b>Professor McGinty – Ancient Greece workshop</b>		<b>University of Birmingham workshop - volcanoes</b>	
<b>History</b>	<b>Who First Lived in Britain?</b> Know how Britain has changed since 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’.		<b>Why were the Ancient Greeks ruled by their gods?</b> Know some of the main characteristics of the Athenians and the Spartans Know about and can talk about the struggle between 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. Know about the link between the Ancient Greeks and the modern Olympics.		Compare natural disasters from history ie. Pompeii to Natural disasters today.	
<b>Geography</b>	<b>Where are the Orkney Isles?</b> Know the names of and locate at least eight counties and at least six cities in England. Know the difference between Great Britain, The British Isles and the United Kingdom.		<b>Why do so many people go to the Mediterranean for their holidays?</b> 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.		<b>What makes the Earth angry?</b> Natural Disasters Know what causes an earthquake. Label the parts of a volcano. Where is Mount Versuvius?	
<b>Science</b>	<b>Rocks and soils</b> Compare and group rocks based on their appearance and physical properties, giving reasons	<b>Animals including humans</b> Know about the importance of a nutritious, balanced diet		<b>Plants</b> Know the function of different parts of flowering plants and trees	<b>Forces and Magnets</b> Know about and describe how objects move on different surfaces	<b>Light and Dark – shadows</b> Know that dark is the absence of light Know that light is needed in order to see

	<p>Know how soil is made and how fossils are formed</p> <p>Know about and explain the difference between sedimentary, metamorphic and igneous rock.</p>	<p>Know how nutrients, water and oxygen are transported within animals and humans</p> <p>Know about the skeletal and muscular system of a human and some other animals</p> <p>Know that humans and some other animals have skeletons and muscles for support, protection and movement.</p>		<p>Know how water is transported within plants</p> <p>Know the plant life cycle, especially the importance of flowers.</p>	<p>Know how a simple pulley works and use one to lift an object</p> <p>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</p> <p>Know about and explain how magnets attract and repel</p> <p>Predict whether magnets will attract or repel and give a reason.</p>	<p>and is reflected from a surface</p> <p>Know and demonstrate how a shadow is formed and explain how a shadow changes shape</p> <p>Know about the danger of direct sunlight and describe how to keep protected.</p>
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**Working scientifically** – scientific attitudes, planning, observing and measuring, analysis.

Scientific attitudes	Planning	Observing and measuring	Analysis	Evaluating	Measurements
<p>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.</p> <p>Draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.</p> <p>Read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Set up simple practical enquiries, comparative and fair tests.</p>	<p>Make systematic and careful observations and, where appropriate, take accurate measurements, using a range of equipment safely, including thermometers and data loggers.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p>	<p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use results to draw simple conclusions and make predictions for new values.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use straightforward scientific evidence to answer questions or to support findings.</p>	<p>Use results to suggest improvements and raise further questions.</p>	<p>Use standard units</p>

Art	<p>Know how to identify the techniques used by different artists and creative practitioners. Know how to compare the work of different artists.</p> <p><b>Henry Moore</b> <b>Andy Goldsworthy</b></p>	<p>Recognise when art is from different historical periods. Recognise when art is from different cultures. Know how to use different grades of pencil to shade and to show different tones and textures.</p> <p><b>Cave art</b></p>	<p>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. Recognise when art is from different historical periods. Recognise when art is from different cultures.</p> <p><b>Greek patterns</b></p>	<p>Know how to create a background using a wash. Know how to use a range of brushes to create different effects in painting. Lift an impression or print from a textured or incised surface (using a stamp or block and water based printing ink and prepared surfaces).</p> <p><b>Georgia O'Keefe</b></p>	<p>Know how to use sketches to produce a final piece of art. Recognise when art is from different cultures.</p> <p><b>Anish Kapoor</b> <b>Katsushika Hokusai</b></p>	
DT	Design and make shelters for stone age.		Design and make Greek pots <b>Food technology</b> Describe how food ingredients come together. Weigh out ingredients and follow a given recipe to create a dish. Know when food is ready for harvesting. Demonstrate hygienic food preparation.		Moving shadow puppets.	
<p><b>Designing</b></p> <p>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.</p>		<p><b>Making</b></p> <p>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.</p>		<p><b>Evaluating</b></p> <p>Explain how to improve a finished model. Know why a model has or has not been successful.</p>	<p><b>Technical knowledge</b></p> <p>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)</p>	
Computing  (including online safety linked with PSHE)	<p><b>Connecting computers</b></p> <p>Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.</p>	<p><b>Stop-frame animation</b></p> <p>Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p>	<p><b>Sequencing sounds</b></p> <p>Creating sequences in a block-based programming language to make music.</p>	<p><b>Branching databases</b></p> <p>Building and using branching databases to group objects using</p>	<p><b>Desktop publishing</b></p> <p>Creating documents by modifying text, images, and page layouts for a specified purpose.</p>	<p><b>Events and actions in programs</b></p> <p>Writing algorithms and programs that use a range of events to trigger sequences of actions.</p>
<p style="text-align: center;"><b>Use technology safely</b></p> <p style="text-align: center;">Know how to critically consider online relationships including the risks associated with knowing people 'online'. Know why spending too much time on technology can have a negative impact on our health.</p>						

	<p>Know how to use technology respectfully and responsibly and the importance of keeping personal information private.          Explain the negative implications of failure to keep passwords safe and secure.          Know different ways they can get help if concerned.</p>									
PSHE	<p><b>Me and my school</b>          Know about things they are good at.          Know about the rules and laws and the consequences of not adhering to them.</p>	<p><b>Happy and healthy me</b>          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.</p>	<p><b>Me and my relationships</b>          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.</p>	<p><b>Me and my safety</b>          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.</p>	<p><b>Me in the world</b>          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.</p>	<p><b>Me and other people</b>          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>	<p><b>Mental Health</b>          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	Games (Basketball)	Dance	Games (Football)	Gymnastics	OAA	N & W Short Tennis		Athletics	
Music	Developing notation skills	Enjoying improvisation	Composing using your own imagination	Sharing musical experiences		Learning more about musical styles				
	Learning to play the violin – ENTRUST staff									
RE	<p><b>2.6a exploring living by rules.</b>          Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers.          Christianity</p>	<p><b>2.2a Religion in the home.</b>          Compare and contrast the practice of religion in the home in different religious communities.          Christianity</p>	<p><b>2.3c Symbols of worship.</b>          Compare and contrast the use of symbols, actions and gestures used in worship by different communities.          Christianity</p>	<p><b>2.2c Sharing special food</b>          Investigate some features of key religious festivals and celebrations and identify similarities and differences.          Christianity</p>	<p><b>2.1d The beginning of the World</b>          Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers.          Christianity</p>	<p><b>2.1c Religious Leaders</b>          Explore into the life of key religious figures and make links with teachings and practices of special significance to followers.          Christianity</p>				

	Islam Sikhism	Islam Sikhism		Judaism		
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
<p>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.</p>						