



# Year 3 Long Term Curriculum Plan 2023 - 2024

	Autumn:		Spring:		Summer:	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Trips/Events/Visitors</b>	Worldview Day [RE and Worldviews]	Forest School	Xplore [Science]	Swimming Blue Planet [English] Science Week [Science]	Swimming Park Hall Farm [History]	Chester Zoo [English] Health & Sports Week Mosque [RE and Worldviews]
<b>English</b>	<u>Recount - Letter</u> Objectives: -I can group related ideas into paragraphs. -I can explain what how to use the build a varied and rich vocabulary. -I can explain how to the use prepositions to express time, place and cause. -I can use inverted commas to punctuate direct speech.	<u>Narrative - Fantasy</u> Objectives: -I can use conjunctions and adverbs to express, time, place and cause. -I can explain how to use a or an correctly. -I can create characters, settings and plot. -I can use inverted commas to punctuate direct speech.	<u>Non-Chronological Report</u> Objectives: -I can use nouns with a range of prefixes. -I can use present and past tenses correctly and consistently including progressive and present perfect forms. -I can use inverted commas to punctuate direct speech. -I can use varied and rich vocabulary.	<u>Non Fiction - Fact File</u> Objectives: -I can use adverbs to express time, place and cause. -I can build an increasing range of sentence structures. -I can use headings and subheadings to aid presentation. - I can assess the effectiveness of own and others' writing.	<u>Narrative - Adventure</u> Objectives: -I can use the present perfect form and past tense. -I can use prepositions, conjunctions and adverbs to express time, place and cause. -I can group related ideas into paragraphs. -I can use a or an correctly.	<u>Persuasion - Tourism Guide</u> Objectives: -I can build an increasing range of sentence structures. - I can use simple organisational devices including headings and sub-headings. - I can use present and past tenses correctly, including the progressive and present perfect form.
<b>Key Texts</b>	Seal Surfer by Michael Foreman	Winter's Child by Angela McAllister	Stone Age Boy by Satoshi Kitamura	Big Blue Whale by Nicola Davies	Journey by Aaron Beck	Zeraffa Giraffa by Dianne Hofmeyr
<b>Mathematics</b>	Number and Place Value: Numbers to 1000 Calculations: Addition and Subtraction Calculations: Multiplication and Division Calculations: Further Multiplication and Division		Measurement: Length Measurement: Mass Measurement: Volume Measurement: Money Measurement: Time		Statistics: Picture and Bar Graphs Fractions, Decimals and Percentages: Fractions Geometry: Angles Geometry: Lines and Shapes Measurement: Perimeter of Figures	

Science

Working Scientifically Skills:

- Ask relevant questions and use different types of scientific enquires to answer them.
- Use straightforward scientific evidence to answer questions or to support my findings.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Report findings from enquires, including oral and written explanations, displays or presentations of results and conclusions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Make systematic and careful observations and accurate measurements using standard units, using a range of equipment, inc. thermometers and data loggers
- Set up simple practical enquires, comparative and fair tests.

Animals including humans  
 Objectives:  
 -I can identify that human and some humans and some other animals have skeletons and muscles for support and muscles for support, protection and movement.

Animals including humans  
 Objectives:  
 -I can identify that animal, 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.

Rocks  
 Objectives:  
 -I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  
 -I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.  
 -I can recognise that soils are made from rocks and organic matter.

Forces  
 Objectives:  
 -I can compare how things move on different surfaces.  
 -I can notice that some forces need contact between two objects but magnetic forces can act a distance.  
 -I can observe how magnets attract/repel each other and attract some materials and not others.  
 -I can compare, identify and group together a variety of materials on the basis of whether they are magnetic.  
 -I can describe magnets as having two poles.  
 -I can predict whether magnets will attract or repel, depending on pole direction.

Plants  
 Objectives:  
 -I can identify and describe the functions of the flowering plant.  
 -I can explore the requirements of plants for life and growth.  
 -I can investigate the way in which water is transported within plants.  
 -I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Light  
 Objectives:  
 -I can recognise that they need light in order to see things and that dark is the absence of light.  
 -I can notice that light is reflected from surfaces.  
 -I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  
 -I can recognise that shadows are formed when the light from a light source is blocked by a solid object.  
 -I can find patterns in the way that the size of shadows change.

History

History Skills:

Questioning - find answers to simple questions about the past from sources including stories, pictures and artefacts.

Comparing - Match objectives to people of different ages.

Chronology - recount events/stories about the past and peoples' lives, sequence events/people/objects, use dates and historical vocabulary where appropriate.

Kings and Queens

Objectives:

- I can name members of the Royal Family.
- I can identify what a 'reign' is and how the Monarchy has changed over time.
- I can recall and order other Kings and Queens from the past on a timeline.
- I can compare the lives of Queen Victoria and Queen Elizabeth II.
- I can identify Buckingham Palace and describe its purpose.
- I can describe life achievements of Queen Elizabeth II and order events in her life.

Remembrance

Objectives:

- I can explain the importance of remembrance day.

Stone Age

Objectives:

- I can understand what is meant by prehistory and put events in chronological order on a timeline.
- I can find out how hunter gathers lived in stone age Britain and explore what Stone Age people used to survive against threats.
- I can find out and compare Stone Age living to modern day in terms of what clothing people wore in the Stone Age, what their homes were like in the Stone Age and what they ate.
- I can identify how Britain has changed from the beginning of the Stone Age until now in terms of materials they use.

Iron Age

Objectives:

- I can identify what is meant by a settlement and how these changed during the Iron Age.
- I can identify how Britain changed between the beginning of the Stone Age and the Iron Age (moving from stone to metals for hunting and smelting process).
- I can explain the main difference between the Stone, Bronze and Iron Ages.
- I can explore how the Celtic community and tribes/warriors contributed to conflicts.
- I can explain what is meant by a trade.

Geography

Geography Skills and Fieldwork:

- Use atlases, maps, globes to locate countries and describe features studied.
- Use the 8 points of a compass to build knowledge of the UK and wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area.
- Ask Geographical questions.
- Use Geographical vocabulary.
- Describe and understand key aspects of physical geography, including climate zones.
- Describe and understand key aspects of human geography, including types of settlements, land use and economic activity.
- Use a range of resources to identify the key physical and human features of a location.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Name and locate counties and cities of the UK, including key topographical features (coasts) and how these some aspects of these have changed over time.
- Identify the Prime/Greenwich Meridian and time zones (including day and night).

<p>Objectives:</p> <ul style="list-style-type: none"> <li>-I can name counties of the North West and explain their location using 8 points of a compass.</li> <li>-I can name countries and major cities of the UK.</li> <li>-I can identify features of a coastline e.g. caves, cliffs, beaches, tides, waves.</li> <li>-I can name coastal areas of England.</li> <li>-I can explain the effect of erosion on our coastlines.</li> <li>-I can explain how people travel around the UK.</li> </ul>			<p>Objectives:</p> <ul style="list-style-type: none"> <li>-I can name a number of European countries and locate these on a map.</li> <li>-I can name some European capital cities.</li> <li>-I can explain land use in cities and how tourists flock to famous landmarks.</li> <li>-I can compare living in the UK to living in Greece.</li> <li>-I can recognise that people in Europe live in different time zones.</li> </ul>		<p>Objectives:</p> <ul style="list-style-type: none"> <li>-I can name a number of European countries and cities.</li> <li>-I can name a number of European cities.</li> <li>-I can understand land use in cities and how tourists flock to famous landmarks.</li> <li>-I can tell you some differences between living in France and the UK.</li> <li>-I can recognise that people in Europe live in different time zones.</li> </ul>
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<p style="text-align: center;"><b>Art</b></p>	<p><u>Drawing</u> Objectives:</p> <ul style="list-style-type: none"> <li>-I can practise using different pencils and other media e.g. chalk, charcoal, crayons, felts, pastels, pens</li> </ul>	<p><u>Printing</u> Artist Focus: In the style of Andy Warhol</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>-I can carve a snow scene and make a print from this</li> <li>-I can print my own Christmas cards or wrapping paper.</li> <li>-I can print using a repeated pattern - square, brick, half-drop in the style of Andy Warhol. .</li> </ul>	<p><u>Sculpture</u> Objectives:</p> <ul style="list-style-type: none"> <li>-I can make attachments (using folds) in junk modelling.</li> <li>-I can weave and incorporate this into my junk modelling design.</li> </ul>	<p><u>Collage</u> Artist Focus: Henri Matisse</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>-I can use cut outs in the style of Henri Matisse's 'Polynesia, The Sea'.</li> <li>-I can cut freehand</li> <li>-I can rearrange cut outs to form a picture that represents the sea to me.</li> </ul>	<p><u>Textiles</u> Objectives:</p> <ul style="list-style-type: none"> <li>-I can use batik to create an iron age scene.</li> </ul>	<p><u>Painting</u> Artist Focus: Mark Rothko</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>-I can blend and create textures for a sunset.</li> <li>-I can use light and dark within painting and begin to explore complimentary colours.</li> <li>-I can mix colour, shades and tones with increasing confidence.</li> </ul>
<p style="text-align: center;"><b>D&amp;T</b></p>	<p><u>Making Paper Clothes</u> Designer Focus: Vivienne Westwood</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>-I can design a functional product that is for purpose.</li> <li>-I can communicate my ideas through discussion, sketches and pattern pieces.</li> <li>-I can find out about the fashion designer Vivienne Westwood.</li> <li>-I can select and use a range of tools and equipment to perform practical tasks.</li> </ul>	<p><u>Cooking and Nutrition</u> Objectives:</p> <ul style="list-style-type: none"> <li>-I can apply the principles of a healthy and varied diet.</li> <li>-I can prepare and cook a savoury dish using a range of cooking techniques.</li> <li>-I can understand seasonality, and know where and how a variety of ingredients are grown.</li> </ul>				

	-I can investigate and analyse a range of existing products. -I can evaluate my ideas and consider the views of others to improve my work.					
<b>Computing</b>	<u>Computing Systems and Networks</u> Objectives: -I can identify input, process, output devices. -I can explain the role of a network, switch and server.	<u>Creating Media: Stop-Frame Animation</u> Objectives: -I can storyboard an animation. -I can capture an image and move subjects between captures.	<u>Programming A - Sequence in Music</u> Objectives: -I can build a sequence of commands. -I can order commands in a program. -I can create a sequence of commands to produce music in Scratch.	<u>Branching Data</u> Objectives: -I can ask yes/no questions. -I can decide on data to be collected to answer a specific question.	<u>Programming B - Events and Actions</u> Objectives: -I can build a sequence of commands -I can order commands. -I can create a sequence of commands to produce a given outcome in Scratch.	<u>Desktop Publishing</u> Objectives: -I can create a tourism leaflet by changing the layout of a page. I can organise text and images by adding placeholders, choosing fonts and images.
<b>Music</b>	<u>Developing Notation Skills</u> Objectives: -I can explore how music can bring us closer together.	<u>Enjoying Improvisation</u> Objectives: -I can explore what stories music can tell us about the past.	<u>Composing Using Your Imagination</u> Objectives: -I can explore how music makes the world a better place.	<u>Sharing Musical Experiences</u> Objectives: -I can identify how music can help us get to know our community.	<u>Learning More Musical Styles</u> Objectives: -I can identify how music makes a difference to us every day.	<u>Recognising Different Sounds</u> Objectives: -I can explore how music can connect us with our planet.
<b>French</b>	Greetings Classroom Instructions Animals Numbers 1-10 Plurals		Connectives and simple sentence (voici, et) Gender (un, une) Je m'appelle.... /et toi? Je suis...		Colours (bleu, rouge, jaune, vert, marron, rose, orange and gris) Use je suis with a colour. J'adore/ je detest	
<b>RE</b>	<u>Hinduism</u> How do Hindus view God and how is Diwali celebrated?  Objectives: -I can discuss and compare my own understanding of God.	<u>Free Choice Unit: Baha'i</u> What is the Baha'i faith?  Objectives: -I can talk about who Baha'u'llah was and say	<u>Christianity</u> How do Christians use the Bible to help them with their lives?  Objectives: -I can give examples of stories which they have come across in the Bible	<u>Christianity</u> What do I think about Jesus and how is he portrayed in art around the world?  Objectives: -I can use Biblical references to support	<u>Christianity</u> What is my view about God and why do people have faith?  Objectives: -I can explain who I think God is and	<u>Islam</u> How do Muslims worship?  Objectives: -I can explain that Muhammad (pbuh) was a prophet and that

	<p>-I understand there are a range of sacred texts not just one and can give examples. -I can discuss the cycle of Creation, Preservation and Destruction.</p>	<p>why He was important to His followers. -I can explore some of the key concepts and main figures of the Baha'i Faith. -I can explore the teaching of Unity.</p>	<p>and can demonstrate how to find a particular book. - I can explain how Christians use the Bible for guidance and how it is in many languages around the world.</p>	<p>discussions about Jesus and how people viewed him. -I can explain some symbols associated with Jesus.</p>	<p>whether I believe or not. - I can respect other views. -I can explain the story of Abraham and how this was following his belief.</p>	<p>Muslims believe in other messengers. -I can explain the importance of the Qur'an for Muslims and can tell you about how Muslims worship in a Mosque and in day to day lives.</p>
<p>PE</p>	<p><b><u>Tennis</u></b> <b><u>Objectives</u></b> I can throw/hit the ball into space on my opponents side of the court. After playing a shot, I can recover to a ready position, ready to return the ball.</p> <p><b><u>Cricket</u></b> <b><u>Objectives</u></b> I can develop throwing, catching and batting skills to outwit my opponents and win the game. I can demonstrate a growing understanding of the difference between attack and defence (batting and fielding).</p>	<p><b><u>Outdoor Adventurous Activity-</u></b> <b><u>Communication and Tactics</u></b> <b><u>Objectives</u></b> I can work within teams to complete the different problem solving challenges successfully. I can apply an understanding of what makes an effective team and understand how important my role is within the team. I can develop life skills such as collaboration and communication as I apply both speaking and listening skills within my team.</p> <p><b><u>Tag Rugby</u></b> <b><u>Objectives</u></b> I can develop my passing and moving skills to outwit my opponents and keep possession of the ball.</p>	<p><b><u>Gymnastics-symmetry and asymmetry</u></b> <b><u>Objectives</u></b> I can execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. I can link movements and balances together.</p> <p><b><u>Netball</u></b> <b><u>Objectives</u></b> I can develop my passing and moving skills to outwit my opponents and keep possession of the ball. I can apply an understanding of where, when and why we pass and move, in order to score points against another team.</p>	<p><b><u>Handball</u></b> <b><u>Objectives</u></b> I can develop my passing and moving skills to outwit my opponents and keep possession of the ball. I can apply an understanding of where, when and why we pass and move, in order to score points against another team</p> <p><b><u>Swimming</u></b> <b><u>Objectives</u></b> I can swim competently, confidently and proficiently over a distance of at least 25 metres I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations</p>	<p><b><u>Hockey</u></b> <b><u>Objectives</u></b> I can develop my passing and moving skills to outwit my opponent and keep possession of the ball. -I can apply an understanding of where, when and why we pass and move in order to score points against another team.</p> <p><b><u>Swimming</u></b> <b><u>Objectives</u></b> I can swim competently, confidently and proficiently over a distance of at least 25 metres I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in</p>	<p><b><u>Athletics</u></b> <b><u>Objectives</u></b> I can develop my ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique. I can apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important.</p> <p><b><u>Rounders</u></b> <b><u>Objectives</u></b> I can develop my ability to keep the batter's score as low as possible by applying accurate throwing, catching and retrieving skills</p>



		<p>I can explore how we tag an opponent. I can apply an understanding of where, when and why we pass and move, in order to score a try. I can explain the importance of tagging.</p>			<p>different water-based situations</p> <p><u>Dance- Wild Animals Objectives</u> I can ensure that my movements are big and clear. I can perform with expression and emotion as I tell a story through my movements.</p>	<p>I can apply an understanding of the concept of batting and fielding, utilising the correct fielding skills in order to stop the batters.</p>
<p>PSHE</p>	<p><u>Me and My Relationships</u> -I can explore the views of others and understand that we don't always agree. - I can identify how to be a good friend.</p> <p><u>No Outsiders</u>-The Hueys in the new jumper by Oliver Jeffers</p>	<p><u>Valuing Differences Objectives</u> -I can give examples of and explain the positives of different community groups. -I can talk about the benefits of respect and tolerance</p> <p><u>No Outsiders</u>-We are all wonders by RJ Palacio</p>	<p><u>Keeping Myself Safe Objectives</u> -I can identify how to make a situation less risky. -I can say why medicines may be harmful. -I can say how to keep my personal info safe.</p> <p><u>No Outsiders</u>-This is our House by Michael Rosen</p>	<p><u>Rights and Responsibilities Objectives</u> -I can identify fact and opinion. -I can say how I can help and how others can help me.</p>	<p><u>Being My Best Objectives</u> -I can give examples of how I can look after my own health. -I can set goals to develop my skills.</p> <p><u>No Outsiders</u>-Two monsters by David McKee</p>	<p><u>Growing and Challenging Objectives</u> -I can name a few things that make positive relationships. -I can identify what is my own personal space.</p> <p><u>No Outsiders</u> Beegu by Alexis Deacon</p>