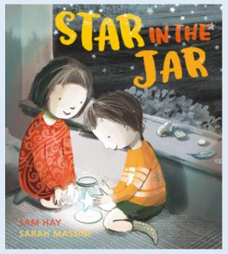
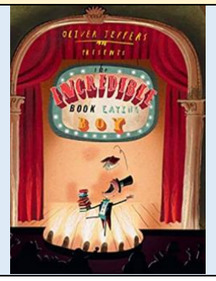
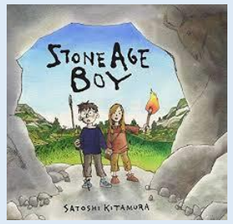
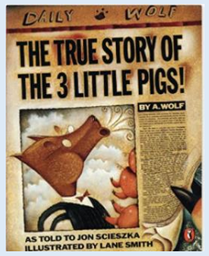
Warley Road Curriculum Long Term Plan

Year 3

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic Information	Toffee Town/ History on my Doorstep	Settlements 	Stone Age to Iron Age 	Exploring Europe 	Ancient Egyptians 	Eruptions and Explosions 
Enquiry Question	How people's lives have changed this nation? (John Mackintosh) What is Halifax famous for? -How has Halifax changed from past to present?	What is the significance of place names in Britain? What kind of settlements do we have and how have they changed through time?	Was Stone Age man simply a hunter-gatherer? How did life change when Stone Age man began to farm? What can we learn about the Stone Age from Skara Brae? Why is it so difficult to find out why Stonehenge was built?	Why do people visit key countries in Europe? What are the similarities and differences between 2 or more countries in Europe (including England)?	What is the chronology of Ancient Egypt? What was life like in early Egypt? Did Ancient Egyptians write anything down? How did the River Nile contribute to the power within Ancient Egypt? What did the Ancient Egyptians believe about the afterlife? What were the success of the New Kingdom? Who was Ramses II? How did the Egyptian Empire end?	Why do volcanoes and earthquakes occur in certain parts of the world? What is so dangerous about the ring of fire? Would you live near a volcano?

Golden Thread		**Society and community Physical and human geography Mapping**		**Locational knowledge Mapping Physical and human geography**		**Locational knowledge Mapping Physical and human geography**
	Society and community		**Society and community Migration, trade, civilisation, settlement and industry**		**Power Civilisation, trade, settlement, empire, monarchy and rebellion**	
Book Led Literacy						
ROAP Outcome	Quiz about John Mackintosh, Children write a summary about how Halifax has changed.	Create their own settlement.				

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Understanding the world	Geography		Identify UK seas Locate and name 5 key UK cities Describe and understand key aspects of human geography, including: types of settlement and land use Order types of settlements – hamlet, village, town, city etc Describe the different ways land is used in different types of settlements Make simple conclusions about locations based on evidence/sources Draw a simple sketch map including physical and natural features Use the 8 points of the compass to describe locations (NW, SW etc) Describe features of two locations during fieldwork – including digital technology (webcams etc)		Locate and name 5 key countries in Europe Describe and understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom, and of a larger area in a contrasting European country Begin to ask/initiate own geographical questions Investigate the main features and themes of locations at one level (i.e., micro or macro) Make comparisons between places based on several sources of the same type Make simple conclusions about locations based on evidence/sources Draw a simple sketch map including physical and natural features Identify five ordnance survey symbols Use the 8 points of the compass to describe locations (NW, SW etc)		Label 7 continents, 5 oceans, the equator and the north and south pole Describe and understand key aspects of physical geography, including climate zones and biomes and vegetation belts detailing why they differ in one location to another Explain structure and formation of volcanoes and the cause of earthquakes Explain the effect of natural disasters on people's lives Explain the link between climate change & extreme weather Explain ways that people have adapted to manage extreme weather Use maps, atlases and globes to interpret basic information and draw simple conclusions about the area being studied (i.e., tree distribution in the Amazon Rainforest in 1950 and modern day) Use N, E, S, W confidently to build knowledge of the United Kingdom and the wider world

	History	Local history – A significant individual in the locality The sub lenses for this unit are society and community. This unit will cover look at the impact of an individual on a local community. It will give children knowledge of the world war ready for their unit of learning in Y6. A local history study (Halifax) Dating from a period beyond 1066 and is significant in the locality. How people's lives have changed this nation (John Mackintosh)		The sub lenses for this unit are migration, trade, civilisation, settlement and industry. It will cover the how civilisation started, how agriculture became a huge driving force for things like stone circles to be built and how different metals such as bronze and iron changed the way we interacted with each other and created huge defensive earthworks. What was life like in the Palaeolithic and Mesolithic? What key changes took place from the Neolithic to the Bronze Age? How did daily life change from the Stone Age to the Iron Age?		The sub lenses for this unit are civilisation, trade, settlement, empire, monarchy and rebellion. This unit will cover how early civilisation started within Egypt. It will compare the Egyptian time period to Neolithic in Britain, to find out what was happening at the same time and how these two civilisations compared. It will look at the Egyptian gods and what Ancient Egyptians believed about the afterlife, how the pyramids were built and who the greatest pharaoh was in all of Egypt's history. This builds from previous work on early civilisations (Stone Age) and when agriculture began. What is the chronology of Ancient Egypt? What was life like in early Egypt? Did Ancient Egyptians write anything down? How did the River Nile contribute to the power within Ancient Egypt? What did the Ancient Egyptians believe abot the afterlife? What were the success of the New Kingdom? Who was Ramses II?	

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						How did the Egyptian Empire end?	
	RE	- How do Jews remember God's covenant with Abraham and Moses?	- What do creation stories tell us?	-Who inspires us?	-What are the British values? (To understand about those of different beliefs and values and to understand what is meant by tolerance)	- What do Christians believe about a good life?	- What is Spirituality and how do people experience this?
	MFL	Spanish- Language Angels					
Expressive arts and design	Art	**Artist – Hilary Pecis** **American - Contemporary** **Line Focus/ Drawing & Sketching** Still life 	**Artist –– Claude Monet** **French** **- Impressionism** Painting 	**Artist – Andy Warhol** **American - Pop Art** Printmaking 	**Artist – Henri Matisse** **French - Fauvism** Collage/textiles 	**Artist – Joan Miro** **Spanish – Surrealism** **Form/ Sculpture** Paper mâché/Modroc 	
	DT	**Materials** Use appropriate materials Work accurately to make cuts and holes Join materials Measure carefully to avoid mistakes Make a strong, secure structure Ensure product is strong and fit for purpose		**Food and nutrition** Explain how to be safe/hygienic Think about presenting product in interesting/attractive ways Understand ingredients can be fresh, pre-cooked or processed Begin to understand about food being grown, reared or caught in the UK or wider world Describe eat well plate and how a healthy diet = variety/balance of food and drinks Explain importance of food and drink for active, healthy bodies Prepare and cook some dishes safely and hygienically Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking		**Textiles** Join different textiles in different ways Choose textiles considering appearance and functionality Think about user when choosing textiles Think about how to make product strong Begin to devise a template Explain how to join things in a different way Understand that a simple fabric shape can be used to make a 3D textiles project	
	Music	Calderdale Music Services					

STEM	Science	**Animals including humans** 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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**Light** Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Light) Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.	**Forces and magnets** 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. (Forces and magnets) Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. 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. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Identify variables: independent, dependent and controlled Choose a question to answer in a scientific enquiry based on the above Conduct a range of scientific enquiries with scaffolded support/investigation frames Make predictions	**Animals including humans** 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.	**Plants** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 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. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Plants) Identify variables: independent, dependent and controlled Choose a question to answer in a scientific enquiry based on the above Conduct a range of scientific enquiries with scaffolded support/investigation frames Make predictions Take measurements using a range of scientific equipment Collect and present scientific data with diagrams and labels, tables and bar charts Use this to answer scientific enquiry questions Make a simple conclusion about what the test shows Identify things that help to make scientific data valid	**Rocks** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Rocks) Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Rocks) Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. 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.

				Take measurements using a range of scientific equipment			
		Working Scientifically					
	Computing	Online safety -Touch Typing	Online safety - Presenting with Google Slides	Online safety - Coding	Online safety - Email safety	Online safety - Spreadsheets	Online safety - Simulations and Graphing
Physical Development	**PE**	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognize their own success. Pupils should be taught to: • 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, rounder's and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • 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 **Swimming and water safety (KS2)** Pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations					
		Indoor					
		Swimming					
		Outdoor					
		Football	Dance (indoors)	Tennis	Cricket	Hockey	Basketball/netball
Whistles/Personal Development	**PSHE/ SCARF**	Me and My Relationships Meet the Brain Workshop SCARF Coram Life Education	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
	Enrichment/ Trips &Experiences	River Calder Halifax trail/visit town hall		Camp fire/ cooking with Maureen	Climbing wall Cooking with Maureen	Museum workshop Haworth residential	Doe Park
	i-cha llen	• Introduce I-challenge • DT – Eiffel towers group challenges (Build a tower)		• Art- create sketch books- to look at cave paintings • Art- felt workshop		• DT- papier mache volcano • Art- draw and create Halifax landmarks	

		• English – preparing poems to read aloud and to perform & writing setting and character description • Sian- making Bronte mini books • Science— Light and shadows experiments	• Baking- preparing and cooking a variety of dishes • DT- look and design innovative clothing • Identifying trees	• Geography- use of fieldwork and observation • English - Speaking and listening - Interviewing mayor • Art- Clay making- cartouche and canopic jars
		Building confidence, building relationships, building teamwork