

**Adelaide Primary School**  
Year 3 Detailed Long Term Plan 2018 – 2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
Topic title	<b>Who first lived in Britain?</b>		<b>Who were the Groovy Greeks?</b>		<b>What makes the earth angry?</b>	
Science	<p><b>Funnybones</b> (Animals, including humans)</p> <p>Also cover aspects of working scientifically.</p> <ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p><b>Superheroes</b> (Forces)</p> <p>Also cover aspects of working scientifically.</p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p><b>How far can you throw your shadow?</b> (Light)</p> <p>Also cover aspects of working scientifically.</p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>		<p><b>How did that blossom become an apple?</b> (Plants)</p> <p>Also cover aspects of working scientifically.</p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p><b>What do rocks tell us about the way the earth was formed?</b> (Rocks)</p> <p>Also cover aspects of working scientifically.</p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul>

History	<p><b>Who first lived in Britain?</b></p> <ul style="list-style-type: none"> <li>▪ <b>changes</b> in Britain from the Stone Age to the Iron Age</li> <li>▪ Specific focus on early farmers, technology and art.</li> <li>▪ Place historical era on timeline at the beginning of unit</li> <li>▪ Understand historical concepts such as continuity and change, similarity, difference</li> <li>▪ understand the methods of historical enquiry, including how evidence is used</li> <li>▪ gain historical perspective by placing their growing knowledge into different contexts (national) between cultural, economic (farming)</li> </ul>	<p><b>Who were the Groovy Greeks?</b></p> <ul style="list-style-type: none"> <li>▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>▪ Study on the nature of ancient civilisations</li> <li>▪ gain and deploy a historically grounded understanding of abstract terms such as ‘civilisation, ‘parliament’ and ‘peasantry’</li> <li>▪ Place historical era on timeline at the beginning of unit</li> <li>▪ understand historical concepts such as continuity and change, similarity, difference</li> <li>▪ understand the methods of historical enquiry, including how evidence is used</li> <li>▪ Gain historical perspective by placing their growing knowledge into different contexts (international) and between cultural, economic and political history.</li> </ul>	
Geography	<p><b>Geographical skills linked:</b></p> <ul style="list-style-type: none"> <li>▪ name and locate countries, counties and capital cities of the United Kingdom</li> </ul>	<p><b>Are there any other places like Greece? Contrasting European country</b></p> <ul style="list-style-type: none"> <li>▪ understand geographical similarities and differences through the study of human and physical geography of a region in a European country</li> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ locate the world’s countries, using maps to focus on Europe (including the location of Russia)</li> <li>▪ name and locate countries, counties and capital cities of the United Kingdom</li> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ use the four points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<p><b>What makes the earth angry?</b></p> <ul style="list-style-type: none"> <li>▪ <b>All topics start with world maps, most significant physical features (Equator, Northern Hemisphere, Southern Hemisphere, oceans, seas)</b></li> <li>▪ <b>All continents, European countries, UK geographical features (major cities and mountains)</b></li> <li>▪ <b>Then zoom in to your topic focus (country, county/region/city /local features)</b></li> <li>▪ describe and understand key aspects of physical geography, including volcanoes and earthquakes</li> <li>▪ locate the world’s countries, using maps to focus on Europe (including the location of Russia)</li> <li>▪ name and locate countries, counties and capital cities of the United Kingdom</li> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ use the four points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
Art	How can we recreate a Stone Age painting?		How can we create a volcano? (3D modelling)
DT	Can we design a nutritious meal?	Can we design a temple for Athena?	

<b>Music</b>	Unison singing, PSHE songs and simple beat and rhythmic work		Unison singing building repertoire of songs, part beat work		Two part singing and unison songs, PSHE related songs	
<b>MFL Spanish</b>	Greetings, numbers and classroom instructions		Gender, plurals and Spanish names		Colours, adjective and ages.	
<b>P.E.</b>	<b>Real PE unit 1</b> Invasion games	<b>Real PE unit 2</b> Dance/gym	<b>Real PE unit 3</b> Striking and fielding	<b>Real PE unit 4</b> Dance/gym	<b>Real PE unit 5</b> Athletics	<b>Real PE unit 6</b> Dance/gym
<b>R.E.</b>	3.1 Remembering		3.2 Faith founders		3.3 Encounters	
<b>PSHE</b>	<b>Jigsaw</b> Being me in my world	<b>Jigsaw</b> Celebrating difference	<b>Jigsaw</b> Dreams and goals	<b>Jigsaw</b> Healthy me	<b>Jigsaw</b> Relationships	<b>Jigsaw</b> Changing me
<b>ICT</b>	<b>Learn</b> Typing Club, Creating a document, adding images, E-Safety/Internet safety	<b>We are presenters</b>	<b>Create</b> Algorithms, Code.org,	<b>We are communicators</b>	<b>Present</b> Orientation, coding, documents	<b>We are opinion pollsters</b>