



# Tweedmouth West First School

## Year 3 Long Term Planning

	<b>Autumn</b> <b>(Time Travellers)</b>	<b>Spring</b> <b>(Dragons and Legends)</b>	<b>Summer</b> <b>(Where in the World!)</b>
<b>Writing</b>	Traditional tales Story with a familiar setting	Adventure story mystery	Adventure Myth
<b>Non fiction</b>	Scientific explanations Non chronological report Instruction writing	Scientific explanations Non chronological report Instructions	Scientific explanations Non chronological report Instructions
<b>Poetry</b>	Humorous poems Poems from around the world	Creating Images, Poetry to express emotion	Traditional poems Poems about family
<b>English</b>	Spelling and Grammar	Spelling and Grammar	Spelling and Grammar
<b>Maths</b>	Number and place value addition and subtraction multiplication and division	Multiplication and division Money Statistic Measure: length and perimeter	Fractions Time Geometry Measure: mass and capacity
<b>Science</b>	animals including humans,	Forces and magnets	Plants and soil science

	Light	Rocks and volcanoes	
Outdoor Learning	Gardening, pond dipping, camp fire, forest skills, practical maths, scientific enquiries <i>All areas of the curriculum are addressed in the outdoors</i>		
History	<i>Local History</i>  <b>Victorian Berwick</b>  We will be history detectives finding out what life was like over 100 years ago around the times of the Victorian period and into the Edwardian Period	<i>British History</i>  <b>Anglo Saxons</b>  We will learn about the invasions of the Scots and Anglo-Saxons in the 5th century. Children will find  out where the invading troops came from and where in Britain they managed to settle and then they will go on to investigate how life in Britain changed as a result. The children will have the opportunity to learn how the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names.  In addition to this they will also learn what life was like in a typical Anglo-Saxon village, what jobs people did and what the houses were like.	<i>European History</i>  <b>Ancient Times</b>  We will be finding out about the eruption of Mount Vesuvius and the disastrous effects on the Roman city of Pompeii in AD 79.  A study of Greek Life, achievements and their influence on the western world.
Geography	<b><i>What's it like in Berwick?</i></b>  <b>Field skills</b>  Map making	<b><i>The British Isles</i></b>  <b>Location Knowledge</b>  Name and locate counties and cities of the United Kingdom, geographical regions and	<b><i>Where in the world is that?</i></b>  <b>Physical Geography</b>  (a) Describe and understand key aspects of:

	<p>Surveying land use</p> <p>And using a key / legend.</p>	<p>their identifying human and physical characteristics.</p> <ul style="list-style-type: none"> <li>Name and locate key topographical features [not explain] (including rivers). <ul style="list-style-type: none"> <li>land-use patterns[farming and changing population within the UK];</li> </ul> </li> <li>understand how some of these aspects have changed over time. <ul style="list-style-type: none"> <li>Climate of Britain.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>volcanoes and earthquakes.</li> <li>climate zones, biomes and vegetation belts. – investigate the differences.</li> </ul> <p><b>Place Knowledge</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. {Italy and Greece)</p> <p><b>Location Knowledge</b></p> <p>Identify the position and significance of the Equator, Northern and Southern Hemispheres.</p> <p><b>Map skills continued</b></p> <p>Use the eight points of a compass, four-figure grid references [introduction to this], symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>
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RE	<p>Christianity: God and Jesus exploring the significance of Christmas to Christians.</p> <p>Judaism – to understand that Jews worship in a synagogue and that the Torah is the Jewish Holy book.</p> <p>Explore the Jewish Festival of Hanukkah</p>	<p>Christianity: Communities and how it feels to belong to a community. Begin to explore rites of passage / ceremonies that mark transitions in life.</p> <p>Explore the events of Holy week and the significance of Easter to Christians.</p> <p>Judaism: Explore the festival of Passover its significance to Jews</p>	<p>Christianity: Lifestyles begin to explore individuality and diversity &amp; understand why it's important to value &amp; respect both. Know the importance for Christians to follow the example set by Jesus.</p> <p>Judaism: look in detail at the inside of a synagogue as a place of worship.</p>
ESR	<p><b><u>What is happiness?</u></b></p> <p>In these lessons we will:</p> <p>To explore what makes us happy.</p> <p>To explore the idea that everyone has the right to be happy and healthy</p> <p>Does giving money to charity make people happy?</p>	<p><b><u>What is Fair trade?</u></b></p> <p>In these lessons we will explore the concept of fair trade and why its important,</p> <p>To explore the ways can support fairly traded goods.</p> <p>To plan and carry out a project to encourage people in their local community to purchase fair trade goods.</p>	<p><b><u>I speak for the trees?</u></b></p> <p>To read and understand the story of The Lorax.</p> <p>To compare events in The Lorax to deforestation in the real world and identify some causes and effects of deforestation.</p> <p>To discover what is already being done by others to restore and protect forests, and how we can help, too.</p>
Art/ Artist	<p>Drawing – The work of LS Lowry</p> <p>Painting – The work of Joseph Turner</p>	<p>Printing Textiles – Batiks</p>	<p>Sculptures: The work of Henry Moore</p> <p>College : The work of Henri Matisse</p>

DT	<p>Photo Frames:</p> <p>Children will design, make, and evaluate their product in conjunction to applying technical knowledge.</p>	<p>Moving monsters</p> <p>Children will design, make, and evaluate their product in conjunction to applying technical knowledge.</p> <p>Textiles: weaving and braiding</p>	As designers we will learn about structures and how to stabilise and strengthen them. We will design and make model earthquake proof homes and test and evaluate their properties.
Computing	e- safety, algorithms	Algorithms	Searching the internet
Music	<p>Violin</p> <p>Singing performances: Harvest Festival, Christmas, Easter, Summer and performances within plays.</p> <p>Summer violin concert.</p> <p>Learning about rhythm, beat, tempo, timbre, reading musical notes.</p> <p>Writing and performing songs</p>		
PE	Ball skills, gymnastics	<p>Apparatus, dance</p> <p>Racket skills</p> <p>Tag rugby</p>	Cricket, athletics, golf
MFL -French	<p>Getting to know you</p> <p>All about me</p>	<p>Food Glorious Food</p> <p>Family and Friends</p>	<p>Our Schools</p> <p>Time</p>