

## LONG TERM PLAN 2019-20 YEAR 3

	AUTUMN:	SPRING:	SUMMER:
<b>SCIENCE:</b>	<p><b>Animals including humans</b> To know that animals cannot make their own food. To know that animals, including humans, need the right amounts and types of food. To know that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p><b>Forces and magnets</b> To be able to compare how things move on different surfaces. To be able to 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. To be able to notice that some forces need contact between two objects, but magnetic forces can act at a distance. To be able to predict whether two magnets will attract or repel each other, depending on which poles are facing. To be able to describe magnets as having two poles.</p>	<p><b>Rocks</b> To be able to describe how different types of rocks are formed. To be able to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To be able to recognise that soils are made from rocks and organic matter. To research the life of Mary Anning.</p> <p><b>Light</b> To be able to recognise that they need light in order to see things and that dark is the absence of light. To be able to notice that light is reflected from surfaces. To be able to recognise that light from the sun can be dangerous and that there are ways to protect their eyes. To be able to recognise that shadows are formed when the light from a light source is blocked by a solid object. To be able to find patterns in the way that the sizes of shadows change.</p>	<p><b>Plants</b> To be able to identify and describe the function of the flower, roots, stem and leaves. To be able to investigate the ways in which water is transported within plants. To identify the life cycle of a plant. To explain the process of pollination. To be able to explore the requirements of plants for life and growth (air, light, water, nutrients from soil).</p>
<b>HISTORY:</b>	<p><b>Ancient Egyptians</b>  I can find out about ancient Egyptian life by looking at artefacts. I can understand what was important to people during ancient Egyptian times. I can understand and explain the ancient</p>	<p><b>The Victorians/ Local history</b>  I can find out about the Victorian era and the lives of famous Victorians. I can research what it was like for children in a Victorian Britain.</p>	

	<p>Egyptian ritual of mummification. I can understand how evidence can give us different answers about the past. I can compare and contrast the Egyptian writing with my own. I can compare and contrast the powers of different Egyptian gods.</p>	I can find out about the role of the railways in Victorian Britain.	
<b>GEOGRAPHY:</b>	<p><b>Europe</b></p> <p>To be able to locate Europe on a world map and find out about its features. To be able to identify and locate countries in Europe. To be able to identify European countries according to their features. To be able to identify the major capital cities of Europe. To be able to compare two European capital cities. To find out about the human and physical features of a European country.</p>	<p><b>Volcanoes</b></p> <p>To understand what a volcano is and where they are in the world. To explore what happens when a volcano erupts. To explore the features of volcanoes. To understand what tectonic plates are and what the 'ring of fire' is. To explore life in volcanic areas. To compare a volcanic area to a non-volcanic area.</p>	<p><b>Rivers</b></p> <p>To understand and explain the water cycle. To find out about rivers and how they erode, transport and deposit materials. To find out why rivers are important. To find out about the causes of river pollution and the effect it has on the environment. To investigate a river in detail including the effects on the environment and landscape. To be able to conduct a geographical enquiry.</p>
<b>COMPUTING:</b>			
<b>ART:</b>	<p>Indian art (printing, marble paint) <b>PLAN BEE</b></p> <ul style="list-style-type: none"> <li>To explore the history and styles of Indian painting.</li> <li>To explore the art displayed during the Indian elephant festival.</li> <li>To explore and create Mehndi patterns.</li> <li>To explore the Indian block-printing technique.</li> </ul>	Mosaic (sculpture) STEP BY STEP	Kandinsky (painting)
<b>D and T:</b>	Stockings	Mechanical:	

	<b>PLAN BEE</b>	Light Up signs <b>PLAN BEE</b>	
MUSIC:	Charanga: <ul style="list-style-type: none"> <li>• Let your spirit fly</li> <li>• Three little birds</li> </ul>	Charanga: <ul style="list-style-type: none"> <li>• The Dragon Song</li> <li>• Bringing us together</li> </ul>	Charanga: <ul style="list-style-type: none"> <li>• Glock1</li> <li>• RRR</li> </ul> Year 3 - Wider Ops
R.E:	L2.1 What do different people believe about God? <ul style="list-style-type: none"> <li>• Christians</li> </ul> Muslims	L2.6 Why do some people think that life is like a journey and what significant experiences mark this? <ul style="list-style-type: none"> <li>• Muslim</li> </ul> Hindu	L2.9 What can we learn from religions about deciding what is right and wrong? <ul style="list-style-type: none"> <li>• Christians</li> <li>• Jewish</li> <li>• Non- religious responses</li> </ul>
P.E/GAMES:	Netball - Mr Yates Swimming- Mrs Bell	Football - Mr Yates Dance -	Athletics - Mr Yates Hockey -
SPANISH:			