

	Greatham Year 3 Long Term Plans					
	1.1.	1.2.	2.1.	2.2.	3.1.	3.2.
	Stone Age to Iron Age	Amazing Me!	Volcanoes and earthquakes		Full Steam Ahead	Plant Power
Art	Drawing Explore chalk and charcoal. Drawings inspired by cave paintings. Learn about the work of Thierry Noir. Create large chalk drawings on the walls around the playground based on the head designs by Thierry Noir KQ = What were the first drawings like? Butser Workshop Workshops on trip to Butser – techniques and materials will depend on workshops chosen KQ = To improve mastery of art and design techniques	Drawing Considering proportion and detail when drawing faces Draw self-portrait KQ = What do I look like?	Painting Volcanic landscapes Focus TBC	No Unit of work	No Unit of work	Collage picture inspired by Vincent Van Gogh's Sunflowers series KQ = Who was Van Gogh?
Computing	Computer Systems NCEE Y3 Unit 1	Stop Frame Animation NCEE Y3 Unit 2	Sequencing Sounds NCEE Y3 unit 3	Data and information – branching database NCEE Y3 Unit 4	Creating Media- Photo Editing NCEE Y3 Unit 5	Programming B NCEE Y3 Unit 6
D & T	No D & T unit	Technical knowledge Learn how to use small saws to cut wood accurately to make a picture frame. KQ = How can I display a photo?	No D & T unit		Cooking Watercress Scones Cooking for helpers as extra	Make Sewing – a sports mascot KQ = which stitch is best for joining
Geography & History	History- Stone Age to Iron Age HISTORY- Develop knowledge of chronology of time periods. Understand significant discoveries and way of life in each of these time periods KQ = Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	Geography- Brazilian Fairtrade KQ = Where does chocolate come from? Brazil - Free Trade.	Geography- Earthquakes & Volcanos GEOGRAPHY- Use atlas and digital mapping to locate countries and describe physical features studied. KQ = How and why do volcanoes and Earthquakes occur? KQ – How do Earthquakes and Volcanoes affect the world? No History unit		History- Full Steam Ahead Be able to understand the impact of the railway and be able to explain what changed and what stayed the same. KQ = How did the Watercress Railway Line change life for Hampshire farmers?	History- British History- DDay What happened at DDay?
Music	Hall of the Mountain King Duration, dynamics, tempo		Volcanoes Pitch, structure		Mystic Moments Texture, Timbre (Playing)	
PE	<u>Gymnastics</u>	<u>Dance</u>	<u>Gymnastics</u>	<u>Dance</u>		<u>Athletics</u>

	<u>Netball</u>	<u>Tri-Golf</u>	<u>Football</u>	<u>Handball</u>	<u>Athletics</u> <u>Tennis Skills</u>	<u>Cricket</u>
PSHE	Cooperation Caring friendships (includes respectful relationships)	Keeping myself healthy Celebrating and developing my skills	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Recognising and respecting diversity Being respectful and tolerant	Relationships Keeping safe
RE	Trees The significance of trees across different religions.	Angels What are Angels?	Authority What is authority and what is the Torah?	Love How can emotions change?	Sacred Special places of worship	Belonging as identity Within Jewish Traditions
Science	What magnets do Magnets don't need to touch Magnets attract and repel Substantive Knowledge (key ideas) • Magnets exert attractive forces on some metals • Each end of a magnet is called a pole, opposite poles are called north and south. • Magnets exert attractive forces on each other when the poles facing each other are north and south (opposites). • Magnets exert repulsive forces on each other when the poles facing each other are the same. KQs Are all metals attracted to magnets? How far away does a magnet need to be before it attracts a magnetic material? What happens when you put two like poles of magnets together? Which magnets are the strongest? What happens when you put circular magnets together on a pole?	Animals, skeletons and movement Substantive Knowledge (key ideas) • All vertebrates have internal skeletons that protect vital organs. Invertebrates have exoskeletons that protect vital organs. KQs = How does the length of a bone affect its bending strength?	Light Substantive Knowledge (key ideas) • There must be light for us to see. • Light comes from a source. • We need light to see things, even shiny things. • If an object is transparent light will go through it and we will be able to see through it. • If an object is opaque, it will block the light and no light will get through. • If an object is perfectly reflective light will bounce back off it and we will see reflections of objects. • If the material is translucent, it will allow light through, but we won't be able to see through it. KQs = Which objects or things are sources of light and which reflect light? Which materials are opaque?	Rocks Substantive Knowledge (key ideas) • rock is a solid material made up of minerals forming part of the surface of the Earth • Rocks are exposed on the surface at cliffs, hills and mountains but are also under the surface. • Some rocks, called ores contain metals • Some rocks are made of grains squashed together and can contain the remains of long-dead organisms, called fossils. This type of rock is called • sedimentary rock, an example would be limestone, sandstone or mudstone • Some rocks are made of crystals that are locked tightly together. These are called igneous and metamorphic rocks; an example of igneous rock is granite, and an example of metamorphic rock is slate KQ = Which rocks are metamorphic, sedimentary or igneous?		Plants and their food production Substantive Knowledge (key ideas) • Plants do not eat food so have to make their own. • This food provides them with energy, and materials to grow • To make the food (sugar) plants need water from the ground, carbon dioxide from the air and light from the sun. The water is taken up through the roots from the soil. The carbon dioxide is taken in through the leaves • As well as food, plants also make oxygen which is given out back into the air through the leaves KQ- How do plants make their food?
Spanish	Numbers and Sounds	Dates	Colours	Semana Santa	Food	About me- the class