



**Bramley St. Peter's C of E Primary School**  
**Year 3 Curriculum Long Term Plan 2020-2021**



	<b>Autumn 1 2020-21</b> <b>Autumn 1 2021-22</b>	<b>Autumn 2 2020-21</b> <b>Autumn 2 2021-22</b>	<b>Spring 1 2020-21</b> <b>Spring 1 2021-22</b>	<b>Spring 2 2020-21</b> <b>Summer 1 2021-22</b>	<b>Summer 1 2020-21</b> <b>Summer 2 2021-22</b>	<b>Summer 2 – 2020-21</b> <b>Spring 2 2021-22</b>
<b>Topic</b> and <b>Big Question...</b>	<b>The Prehistoric World</b> Would you survive in the Stone Age?	<b>Exploding Earth</b> What lies beneath the Earth?	<b>Marvellous Metals</b> Why is metal marvellous?	<b>Fearless Fighters</b> How rotten were the Romans?	<b>Journeys</b> Would you rather live in Leeds or Rome?	<b>Fantastical Beasts</b> Whose footprint is this?
<b>Key Texts:</b>  We use a range of non-fiction texts to support with the wider curriculum in addition to our key texts.  We have a repeated text library that the children revisit and enjoy all year.  We also have a range of books for dedicated story time.	 By Satoshi Kitamura   By Michelle Robinson   By Sarah Bell	 By Christina Balit   By Philip Pullman   By Meredith Cooper	<p align="center">Ted Hughes the <b>Iron man</b></p>  By Ted Hughes   By Chris Mould   By Ted Hughes	 By Gillian Cross   Non Fiction   Non Fiction	 By Aaron Becker   Roman myths: Romulus and Remus	 By J.M. Robertson   By Jackie Morris
<b>English</b> <b><u>Writing to Entertain</u></b> <b><u>Writing to Discuss</u></b>	<b>Genres:</b> Fiction – setting description -Stone	<b>Genres:</b> Description – volcanic eruption	<b>Genres:</b> Fiction - Eye witness reports What did you	<b>Genres:</b> Fiction – story writing from the	<b>Genres:</b> Poetry – shape, haiku and kennings based	<b>Genres:</b> Descriptive writing- “What’s in the egg?”


























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<p><b>Writing to Inform</b> <b>Writing to Persuade</b></p>    	<p>Age, "When I woke up I ..."</p>  <p>Instructions - How to Wash A...fictional prehistoric beast</p>  <p>Stone Age Survival Guide- Instructional text</p> 	 <p>Fiction - letter from the character's point of view</p>  <p>Fiction – diary from the character's point of view</p>   <p>Poem - descriptive writing about volcanoes, free verse</p> 	<p>see the night the Iron Man fell?</p>   <p>Fiction - Newspaper reports documenting the events of the story of the Iron Man</p>  	<p>perspective of a child 'landing' suddenly in roman times</p>  <p>Non-chronological report - the Roman times</p> 	<p>on "The Journey," and other journeys.</p>  <p>(Speaking and Listening: Would you rather live in Leeds or Rome?)</p>  <p>Non-chronological report (Travel brochure)</p> 	 <p>Newspaper report - Egg found/fossils</p>  
<p><b>Maths</b></p> 	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Place Value</li> </ul> <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Addition and subtraction</li> </ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Addition and Subtraction</li> </ul> <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Multiplication and division</li> </ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Multiplication and division</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Money</li> </ul> <p><b>Statistics</b></p>	<p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Length and perimeter</li> </ul> <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Fractions</li> </ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Fractions</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>Time</li> </ul>	<p><b>Geometry:</b></p> <ul style="list-style-type: none"> <li>Properties of shapes</li> <li><b>Measurement:</b> Capacity and mass</li> </ul>
<p><b>Science</b></p>	<p><b>Animals, including humans</b> <b>How do living things work?</b></p>	<p><b>Rocks</b> <b>Are all rocks the same?</b> Compare and group rocks according to</p>	<p><b>Forces and magnets</b> <b>What can magnets do?</b></p>		<p><b>Light</b> <b>What is the dark?</b> We need light in order to see</p>	<p><b>Plants</b> <b>Do living things need different things to survive?</b></p>

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<p><b>Working Scientifically:</b></p> 	<p>Nutrition from food          Human skeleton          Animal skeletons          (Archaeology link to history topic)</p> 	<p>appearance and physical properties.          How are fossils formed?          What is soil made from?</p> 	<p>Compare how things move on different surfaces          Understand magnetic forces          What is attracted to and repelled by a magnet?          Make predictions about magnets</p>  <p>Learn about Isaac Newton and the theory of gravity. (VIPERS content)</p>		<p>Reflected light          Protection from the sun's light          How shadows are formed          How shadows change size</p> 	<p>Identify and describe the function of parts of flowering plants          Explore what plants need to live          Investigate how water is transported within plants          Explore the life cycle of a flowering plant</p> 
<p><b>History</b></p>	<p><b><u>The Stone Age to Iron Age</u></b>  <b>Why is the stone age called the stone age?</b>  <u>Main concepts:</u>  <b>Chronology</b>  <b>Comparison</b>  <b>Impact of change</b>          Understand the chronology of the pre-history period and learn about the every day lives of people in the stone age. Make comparisons to the</p>			<p><b><u>The Romans</u></b>  <b>What did the Romans do for us?</b>  <u>Main concepts:</u>  <b>Sequencing events</b>  <b>Legacy of roman life</b>  <b>Use of sources</b>  <b>Validity of sources</b>          The Roman Empire and its impact on Britain.          Sequence events from Roman times and make comparisons</p>	<p>The Romans cont.</p>	

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	modern day and use a range of sources to select and record information about the changes in Britain during this era and their impact on life today.			between life in the Roman times and life today. Use a range of secondary sources to research information and consider how events are recorded.		
<b>Geography</b>	<p><b><u>Settlements in Early Britain.</u></b>  <b>Where did people live in the stone age?</b>            Types of settlement and land use – <i>understand how some of these have changed over time.</i></p> <p>Stone age settlements e.g. Skara Brae.            Deer bone masks - Star Carr Yorkshire (including some VIPERS content)</p>	<p><b><u>Volcanoes</u></b> - an introduction.  <b>What happened at Pompeii?</b>            Link to science topic, rocks.            What are volcanoes?            How are they formed?            How do they affect the lives of people near them?            What happened at Pompeii?  <b>End product:</b>  <b>Video of describing a volcanic eruption – with the papier mache model or geographical diagram.</b></p>		<p><b><u>Trade links</u></b> in the Pre-roman and Roman era (Links to History)  <b>Who gets what?</b></p>	<p><b><u>Comparison</u></b>  <b>Would you rather live in Leeds or Rome?</b>            Locate the main countries of Europe            Locate England and Italy on a map            Compare physical geographical features found in England and Italy            Compare human geographical features found in England and Italy            Write a tourist book about Leeds or Rome.  <b>End product: use tourist brochure explain 'Would you rather live in Leeds or Rome?'</b></p>	<p><b><u>Local Area Study</u></b>  <b>Where in the world am I?</b>            Use fieldwork to explore the immediate local area, including processes of settlement and change. Locate the area on aerial maps, describe and explore its distinctive features, use maps and field observations to capture key data from different points of view, and use that data to reflect and make presentations on historical and future change.  <b>End product: a short presentation about the past, present and future of Bramley.</b></p>

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<p><b>RE</b></p>    	<p><b>Creation/Fall Unit 2a.1</b>          What do Christians learn from the Creation story?          What is the story of creation?          How do people look after the world?</p>	<p><b>Unit 2a.8 Sikhism</b>          What does it mean to be a Sikh in Britain today?          Core beliefs of Sikhism          The teachings of the Gurus          Sikh values and links to everyone in their own lives</p>	<p><b>Unit 2a.8 Sikhism continued</b>          What does it mean to be a Sikh in Britain today?          (as above)</p>	<p><b>Unit 2a.3 Incarnation/God</b>          What is the Trinity?          Gospels and letters – what is the difference?          What do the texts mean to people in their lives?</p>	<p><b>Unit 2a.2 People of God</b>          What is it like to follow God?          Noah          Covenant          How does this story help us to live in the wider world?</p>
<p><b>Art</b></p>	<p><b>Painting – Stone Age cave paintings</b>          Recap – mix a variety of colours and know which make primary and secondary colours. Experiment with different effects and textures including blocking in colour, washes, thickened paint.          Work confidently in a range of scales – brush size/work size.          Begin to use vocabulary: 'shade' 'tone' etc</p>	<p>Research British sculptors. Including Henry Moore and Barbara Hepworth (local links) Visit to the Yorkshire Sculpture Park.</p>  	<p><b>Observational drawing 3D shapes</b>          Explore different grades of pencil. Use sketchbooks to collect and record visual information from different sources. Introduce the concept of drawing in the 3<sup>rd</sup> dimension. Develop shading skills. Plan, refine and alter drawings as necessary.</p>	<p><b>Drawing and Painting</b>          Observational botanical drawing – plants          Experiment with different grades of pencil. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained amount of time           In the Style of Edith Blackwell Holden Nature diary – add water colour after sketching?</p>	

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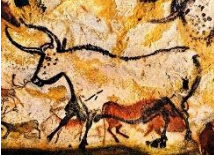



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	  		(VIPERS content)	Link to drawing artefacts.		 
<b>Music</b>						
<b>DT</b>	<p><b><u>Stone Age Food.</u></b>          Research, prepare, eat and evaluate Stone Age food.</p>	<p><b><u>Papier mache volcanoes</u></b>          Plan, design and make a model to demonstrate a volcanic eruption. Explore shape, space and form.</p>	<p><b><u>3D Metal Sculpture</u></b>          Generate ideas considering purpose and user. Explore, develop and communicate design proposals by modelling ideas. Evaluate similar products. Design the product using labelled drawings. Select tools and techniques.</p>			

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			<p>Measure, mark out, cut, score and assemble components. Work safely. Make changes to improve the model if required. Use finishing techniques to strengthen and improve the appearance of the model using a range of equipment. Evaluate the product against original design. Does it meet the intended purpose?</p>			
<p><b>Computing</b></p> 	<p><b><u>We Are Programmers</u></b></p> <p>Programming an animation Create an algorithm for an animated scene in the form of a storyboard.</p>		<p><b><u>We Are Bug Fixers</u></b></p> <p>Finding and correcting bugs in programs Develop a number of strategies for finding errors in programs.</p>		<p><b><u>We Are Communicators</u></b></p> <p>Communicating safely on the internet Develop a basic understanding of how email works.</p>	

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<p><b>PSHE</b></p> 	<p><b>Drug, alcohol and tobacco education</b></p> <p>Tobacco is a drug</p>		<p><b>Keeping safe and managing risk</b></p> <p>Bullying - See it, Say it, Stop it.</p>		<p><b>Mental health and emotional wellbeing</b></p> <p>Strengths and challenges</p>		<p><b>Identity, society &amp; equality</b></p> <p>Celebrating difference</p>		<p><b>Careers, financial capability and economic wellbeing</b></p> <p>Saving, spending &amp; budgeting</p>		<p><b>Physical health &amp; wellbeing</b></p> <p>What helps me choose?</p>	
<p><b>MindMate</b></p> 	<p><b>Life Changes</b></p> <p><b>Life in KS2</b> <b>New faces/ new routines</b> I am learning to handle changes</p>		<p><b>Friends and Family</b></p> <p><b>Unkind behaviours</b> I understand that when I am unkind it impacts on others</p>		<p><b>Strong emotions</b></p> <p><b>Introducing strong emotions, including anger</b> I know it's ok to feel strong emotions sometimes</p>		<p><b>Feeling good &amp; being me</b></p> <p><b>Goals &amp; aspirations</b> I'm good at.... &amp; I am going to try &amp; be better at...by setting myself a simple target</p>		<p><b>Being the same and being different</b></p> <p><b>Differing opinions</b> I accept that my friends and I might have different opinions</p>		<p><b>Solving problems/ Making it better</b></p> <p><b>Dealing with difficult situations</b> I can work with different people in my class</p>	
<p><b>PE</b></p>  <p>One lesson <b>indoors</b> and one lesson <b>outdoors</b> per week</p>	<p><b>Invasion: Basketball</b></p>	<p><b>Athletics: Running</b></p>	<p><b>Gymnastics: Symmetry &amp; Asymmetry</b></p>	<p><b>Invasion: Handball</b></p>	<p><b>Dance: Wild Animals</b></p>	<p><b>Health and Fitness: Circuits</b></p>	<p><b>Net and Wall games: Tennis</b></p>	<p><b>Invasion games: Tag Rugby skills</b></p>	<p><b>Dance: Weather</b></p>	<p><b>OAA: Problem Solving</b></p>	<p><b>Athletics: Competitions Bramley Olympics</b></p>	<p><b>Striking &amp; Fielding: Rounders / Cricket</b></p>
<p><b>Spanish (KS2 only)</b></p>	<p>Numbers 0-10 Greetings – asking and saying how you are Los dias del muertos</p>		<p>Ask for and give name Revision of numbers 0-10 Colours Christmas</p>		<p>Colours Names of fruit</p>		<p>Revision of names of fruit Easter</p>		<p>Days of the week Months of the year</p>		<p>Classroom instructions Revision of days of the week Months of the year</p>	
<p><b>Curriculum enhancement and experiences</b></p>	<p>Stone Age Visitor workshop</p>				<p>Trip to Yorkshire Sculpture Park</p>		<p>Sikh Temple Visit</p>		<p>Mad Science - Lights On Workshop</p> 		<p>Sketching plants and flowers in forest garden/flower beds</p>	

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<p><b>Global Links</b></p> 	 <p>Black History Month</p> 	<p>Fifa Fever Workshop</p>   <p>Why does Fair Trade Matter?</p>  <p>International week</p>	<p>WORLD BOOK DAY</p> 	<p>COMIC RELIEF</p> 	<p>15 LIFE ON LAND</p> 	<p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>  <p>(Electricity)</p>

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