| **OLIVER’S BATTERY LONG TERM CURRICULUM PLANNING – Year 3 2022-2023** | | | | | | |
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| **Year Group: 3** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Project title | **Living Forest** | **Oliver’s Battery** | **Stone Age vs**  **Iron Age** | **Magnet madness!** | **How to keep myself healthy?** | **Ancient Greeks** |
| Key question | How can we help plants to grow? | Where are we? | What would you need to survive the Stone Age? | Can I play with it? | What makes us feel well? | Were the Ancient Greeks civilised? |
| Driver | Science | Geography | History | Science and DT | Science and DT (food) | History and DT (Textiles) |
| Hook | Explore the outside space around the school. | Digging in the forest | Visit to Butser Hillfort. | Try out some magnetic games | What do athletes eat? | Greek Day |
| Outcome | A Zig Zag book in the style of The Kapok Tree | Non-chronological report about our local area | Exhibition for other classes | Make a magnetic game to play at home | Information display to explain how to look after your body to share with Year 2 | Comic Book about the Ancient Greeks and greek style sandals |
| Key texts | The Kapok Tree  The Greenling | The Street Beneath my Feet  Journey | Stone Age Boy  The Secrets of Stonehenge | The Iron man – ted Hughes  The Three Little Pigs | The Barnabus Project | The Orchard Book of Greek Myths  Who Let the Gods Out? |
| English genre and form | Narrative | Non-chronological report  narrative | Non-Fiction – non-chronological report, recount. narrative | Robot action story – tension, cliff hangers, suspense  newspapers  adverts | non-chronological report | myths, narrative |
| NC objectives | **Science**  Unit Plan:  Plants and their food production  Explore the requirements of a plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.  Investigate the way in which water is transported within plants.  Living Things  (Food chains and classification keys)  Living Things  Living things can be divided into groups based upon their characteristics  **Classification keys** help group, identify and name living things  Animals can be classified as **vertebrates** (having a spine) or **invertebrates** (lacking a spine)  In any habitat there are **food chains** and webs where **nutrients** are passed from one **organism** to another when it is eaten  If the population of one organism in the chain or web is affected, it has a knock-on effect to all the others  **Geography**  Describe some of the characteristics of these geographical areas.  Describe geographical similarities and differences between countries.  **Art and DT**  Select and arrange for a striking effect.  Ensure work is precise.  Use coiling, overlapping, tessellation, mosaic and montage.  **PE**  **Gym – Basic shapes**  Children will perform the basic shapes on floor, and incorporate the use of different levels or different speeds.  **Invasion Games**  To develop different passing techniques – chest pass, strike (football), hit (Hockey), pass (Rugby).  To work in small groups on games tasks that require child to make choices about when and where to pass.  **Computing**  **Word Processing**  Understand that there are a range of applications and devices in order to communicate ideas, work and messages.  . | **Science**  Environmental change  affects different habitats differently.  Human activity significantly affects the environment.  Different organisms are affected differently by environmetal change  **Geography**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features.  Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies  **History**  Describe changes that have happened in the locality of the school throughout history.  Use dates and terms to describe events in the local area.  **PE**  **Dance**  The children will choose actions & link them in response to music. The children will perform with control & co-ordination.  **Tag Rugby**  Children will be taught to pass and catch a rugby ball. They will take part in small-sided games where they will be able to pass and catch whilst moving.  **Art**  Replicate some of the techniques used by notable artists, artisans and designers.  Create original pieces that are influenced by studies of others.  Winchester artist - Don Lavelle  **Computing**  **Internet Safety**  Give examples of the risks posed by online communications.  Understand the term ‘copyright’.  Understand that comments made online that are hurtful or offensive are the same as bullying.  Understand how online services work. | **Science**  Unit Plan:  Light  There must be light for us to see.  Light comes from a **source**.  We need light to see things, even **shiny** things.  Light from the sun can be dangerous and that there are ways to protect their eyes.  **Art/DT** (Science link) – shadow puppets  **History**  Use evidence to ask questions and find answers to questions about the past.  Describe the characteristic features of the pas, including ideas, beliefs, attitudes and experiences of men, women and children.  Place event, artefacts and historical figures on a time line using dates.  -suggest causes and consequences of some of the main events and changes in history.  **Geography**  -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  -use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  -use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  **PE**  **Dance**  The children should talk about a stimulus and use language to describe it, exploring these action words through different movements.  The children will change the speed, strength and flow of their movements, and the way they use space.  **Basketball/Netball**  Children should understand the importance of a warm-up. Children will use different passes to move the ball around while stationary and on the move. Children will apply their skills to small sided games. | **Discrete Unit**  **Science**  Unit Plan:  Magnets  Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  Observe how magnets attract or repel each other and attract some materials and not others.  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.  Describe magnets as having two poles.  Predict whether two magnets will attract or repel each other, depending on which poles are facing.  **DT – making robots**  Design with purpose by identifying opportunities to design.  Make products by working efficiently (such as by carefully selecting materials).  Refine work and techniques as work progresses, continually evaluating the product design.  Use software to design and represent product designs.  Create and combine shapes tocreate recognisable forms (e.g. shapes made from nets or solid materials).  Include texture that conveys feelings, expression or movement  **PE**  **Gym – Apparatus**  Children will be able to create a sequence with a clear beginning and end. They will use different ways of getting on and off the apparatus, and travelling between pieces.  **Football/Hockey**  Children will be able to control the ball by dribbling and using the stick. Begin to identify and use tactics to help them keep the ball.  **Computing**  To code using Scratch | **Science**  Unit Plan:  Animal skeletons and movement.  All **vertebrates** have internal **skeletons** that protect **vital organs**.  **Invertebrates** have **exoskeletons** that protect **vital organs**.  Skeletons support the weight of land animals.  Stronger bones can **support** a greater **mass.**  Bones are **connected** (but can move relative to each other) at joints.  **Muscles** connect to bones and move them when they **contract**.  Stronger bones can **anchor** stronger muscles.  PE  **Net/Wall**  To be able to serve a ball/shuttle underarm.  To be able to get ready to receive a ball/ shuttlecock.  **Athletics**  Children will learn effect techniques in running, jumping and throwing. Children will become more body aware and show more control in movements.  Circuit Training to link with Computing.  **Computing**  **Data Logging**  To collect data and record using graphs on the Computer. | **Science**  Discrete Unit  Mixtures and separating them  A **substance** is an object with the same properties throughout.  A **mixture** is when more than one substance is present in the same container.  When a substance is added to a liquid the substance can disappear- this is called **dissolving**  A mixture of a substance that has dissolved in a liquid is called a **solution**  Not every substance can dissolve in water.  Mixtures can be separated if the substances have different properties  This is because the substances in the mixture are still present and are unchanged.  There are different techniques for separating mixtures.  PE  **Swimming**  The children should learn to swim on their front and back, using arm and leg actions together with smooth coordination. They should be able to control their breathing and be comfortable on the surface and under water, swimming fluently and with control when using back crawl, front crawl and breaststroke.  **Striking and Fielding**  Children will learn how to bat in cricket, and play in a competitive situation to score runs. Children will be taught how to field, using their throwing and catching skills previously learnt. Apply same tactics for Rounders, but use a tennis bat. |
| RE | Divali – Good and Evil | Angels | Making choices - temptation | Paschal Candle - Rituals | Hindu worship - devotion |  |
| PSRE | **Rights and responsibilities (LWW)**  • know that rules are agreed statements which people are expected to follow  • know that we use rules to ensure fairness and safety  • know that lots of people make rules eg: parents, teachers, councillors  • know that there are lots of places where we use rules eg home, school, places of work  • know that the term ‘right of the child’ means an agreed list of rights all children should have eg: food, shelter, education  • know responsibility (in a school context) means that children are equipped and ready to learn, following the school rules  • know that conflict means a differing point of view  • know that conflicts can be resolved in different ways eg  talking | **Anti-bullying (R)**  **•** Know that bullying is a repeated negative behaviour eg. name calling, hitting  **•** Know that bullying has consequences eg can make victims feel sad, helpless, lonely  **•** Know that bullying can manifest itself in different forms: physical, verbal, emotional, cyber  **•** Know the High Five strategy  **•** Know reasons why bullying may happen eg jealousy, ignorance, differences, learnt behaviours  **•** Know where to get help from eg a friend, trusted adult  **•** Know that a bystander is someone who can react/help/support someone in a bullying situation or just watch and do nothing  **•** know that differences and similarities between people arise from a number of factors, including  family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability but that regardless of these differences everyone is equal | **Friendship (R)**  •Know that positive behaviours eg encouragement, kindness, support impact positively on our mental well being  • Know a range of emotions eg happy, sad, excited and the ways in which emotions are displayed, eg facial expression or body language  • know that there are different types of friendship eg child and child/ adult and adult/ within families and neighbourhoods  • know that friendships can change eg through aging, changing interests, life direction  • know that conflicts can be solved by talking, listening and agreeing on future actions and this enables us to value our differences  **•** Know that stereotypes can lead to pre-judging and how to challenge these  thinking traps | **Diversity (LWW)**  • Know that we are all different/ similar to each other eg through our interests, religion, place of birth, family set up  • Know that we should show respect for different opinions eg by listening and acknowledging our differences and similarities  • Know that diversity means a ‘range/mix’ of differences eg different education, lifestyle, beliefs  • Know that GB is a diverse country – that we are a mix of different people and that we respect the values and customs of people around the world | **Role Models (H&W)**  • Know that we should not judge someone on looks alone  • Know that advertising is a way of selling a product  • Know that a role model is someone who people look up to  • Know that role models can  have a positive or negative impact on people eg by behaving in a certain way, how they treat people | **Community – (LWW)**  • Know that charities raise money for people/ organisations eg children in need, the blue cross, water aid  • Know that charities operate with many volunteers (people who give up their time for free)  • Know that democracy is a system of fairness, where people have a chance to be heard and listen to others before making judgements on important issues  • Know that a vote is a chance to show their opinion on an issue |
| MFL | * Start to understand cultural similarities and differences and how festivals are celebrated * Respond to simple questions with support from a spoken model or visual clue * Respond to spoken instructions | * Recognise numbers 1–20 * Colours | * Begin to know some key vocabulary e.g. body parts * countries and towns. | Investigate weather patterns of select country. | * Research additional vocabulary using a dictionary | * Remember a sequence of spoken words * Speak clearly and confidently Initiate a conversation when working with a partner |