



Chantry Primary School Long Term Curriculum Planning

Year 3 2022-23







	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	The Stone Age	Volcanoes	Ancient Egypt	Exploring the Seas	Forests	Rainforests
Proposed trips/ special days	Combe Valley Countryside Park Activity	Beach Trip Christmas Church visit	Jerwood Gallery		Manor Barn Gardens	Drusillas
Text	Stone Age Boy Ug: Boy Genius of the Stone Age How to Wash a Woolly Mammoth The Stone Age: Hunters, Gatherers and Woolly Mammoths	The Pebble in my Pocket	Mouse Snake Bird Wolf Ancient Egypt: Gods, Pharaohs and Cats! Marcy and the Riddle of the Sphinx Egyptian Cinderella There's a Pharaoh in Our Bath The Time Travelling Cat and the Egyptian Goddess	Oliver and the Seawigs	The Tin Forest	The Great Kapok Tree
English	Narrative Portal Story Instructions Non-Chronological Report	Poetry Narrative Recount Explanatory Persuasive Leaflet Information Writing Persuasive Letter Historical Recount	Line Poetry and Kennings Creating a descriptive piece about characters and events Persuasive poster Playscript of a new scene	Character profiles. Diary entry. Instructions Leaflets. Information text Narrative	Diary entry Poetry Descriptive Writing Letter writing Book Reviews Creative Writing	Poetry Explanation text Debate Report writing Playscript Extension of a narrative
Grammar	Ready to write Determiners	Conjunctions Autumn assessments	Adverbs Prepositions	Speech Tenses Spring assessments	Nouns Paragraphs	Word families Prefixes Summer assessments
Spellings	Phonics assessments <u>Spelling programme:</u> Revision of Year 2 Suffixes and Prefixes Apostrophes for Contraction Homophones Statutory Spellings Some groups will complete a lower Phonics assessment as needed.	<u>Spelling programme:</u> Revision of Year 2 Suffixes and Prefixes Proofreading Statutory Spellings Some groups will continue through the phonics phases as needed.	<u>Spelling programme:</u> Revision of Year 2 Suffixes and Prefixes Statutory Spellings Some groups continue through phonics phases as needed.	<u>Spelling programme:</u> Prefixes: super-, auto- Homophones Proofreading Statutory Spellings Some groups continue through phonics phases as needed.	<u>Spelling programme:</u> Prefixes, suffixes, Apostrophes for Contraction Rare GPCs Statutory Spellings Some groups continue through phonics phases as needed.	<u>Spelling programme:</u> Sounds spelt 'ou' Homophones Proofreading Statutory Spellings Some groups continue through phonics phases as needed.



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Maths	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Number: Multiplication and Division	Number: Multiplication and Division Measurement: Length and Perimeter	Number: Fractions Measurement: Mass and Capacity	Number: Fractions. Measurement: Money Measurement: Time	Geometry: Shape Statistics Consolidation
Science	<u>Animals including Humans</u> Identify that humans and some animals have skeletons and muscles for support, protection and movement.	<u>Rocks</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.	<u>Forces and Magnets</u> 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.	<u>Animals including Humans</u> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	<u>Light</u> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the sizes of shadows change.	<u>Plants</u> Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. Explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant. Investigate the ways in which water is transported within plants. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Geography	<u>Stone Age to the Iron Age</u> Maps and coordinates Map skills and symbols. Topographical features / land use.	<u>Plate Tectonics</u> How volcanos are formed. How plate tectonics work. Layers of the earth. Identify volcanoes across the world.	<u>Ancient Egypt</u> Map work looking at Egypt in relation to other countries. The River Nile and its importance. Farming & occupations.	<u>Home & Away</u> Locate European countries and capital cities. Maps and coordinates European study. Topographical features / land use. Compass work.	<u>Rainforests</u> Locate the equator and rainforests on world map. Climate and structure/ layers of the rainforest. Learn about the live of tribes in the Amazon – homes, food & daily life. Weather in the rainforest Layers of the rainforest Comparison of Amazon rainforests & UK forest Global warming / deforestation Map skills and symbols. Local area study, including the impact of our environment on an individual or group and vice versa Fieldwork – observation & recording.	

History	<u>Stone Age to the Iron Age</u> Research the changes in Britain from the Stone Age to the Iron Age. Hunter-gatherers and early farmers. Stone Age Settlements- Skara Brae Prehistoric art and culture.	<u>Plate Tectonics</u> Research Pompeii.	<u>Ancient Egypt</u> Chronological ordering. Ancient Egyptian life Farming & occupations. Pyramids - Tutankhamun		
Art and design Art Process: Investigate, explore, practise, create and evaluate.	<u>Stencils.</u> Create own cave paintings to represent more modern concerns. 	<u>Natural Sculpture</u> Create a sculpture based on work by Michael Grab and Manu Topic 	<u>Masks</u> To create Egyptian masks using clay and papier mache Link to art work of Leger, Hockney. 	<u>Collage</u> Research drawings by Sarah McIntyre Create a collage of Deepwater Bay Create a 'seawig'. 	<u>Painting</u> Rain forest animals in spired by Henri Rousseau or Paul Gauguin Flowers and other plants found in the rainforest.  <u>Collage</u> Layers of the rainforest and biomes in a box 
Chantry Artist Residence	4 sessions to cover • What is street art and how did it originate/ who is Banksy? • Exploring stencil making and spray paint- possible mural creation • Exploring community/protest art.				
Design Technology Design Technology – food	<u>Free Standing Structures</u> (Recapping and building on skills taught in Key Stage 1) Create a woolly mammoth for a local museum. Stone age clothing and jewellery	<u>Mechanical Systems</u> (levers and linkages) Design, make and evaluate a greetings card with moving parts for family or friends.	<u>Structures</u> (shell structures) Design, make and evaluate packaging for a gift for a family member.	<u>Structures</u> (Recapping and building on skills previously taught-free standing structures and shell structures) Design, make and evaluate props for the Year 3/ 4 production.	<u>Mechanical Systems</u> (pneumatics) Design, make and evaluate a moving shadow puppet. <u>Food</u> (healthy and varied diet) Design, make and evaluate a bread-based product with a filling for lunch, such as a wrap, sandwich or a toastie.



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Music	<p><u>Sing up</u> <u>I've been to Harlem</u> Compose a pentatonic ostinato. Sing a call-and-response song in groups Play melodic and rhythmic accompaniments to a song. Listen and identify where notes in the melody of the song go down and up.</p> <p>Viola</p>	<p><u>Sing up</u> <u>Nao chariya de/ Mingulay boat song</u> <u>Sound symmetry</u> Begin to develop an understanding and appreciation of music from different musical traditions. Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment Sing by improvising simple melodies and rhythms. Identify how the pitch and melody of a song has been developed using symmetry.</p> <p>Christmas songs</p>	<p><u>Sing up</u> <u>Latin Dance</u> Compose a 4-beat rhythm pattern to play during the instrumental sections. Sing syncopated rhythms and recognise a verse, chorus structure. Play a one note part contributing to chords accompanying the song Listen to a range of Cuban pieces and describe features using music vocabulary. Invent a drone accompaniment for a song.</p> <p>Hasting Music Festival</p>	<p><u>Sing up</u> <u>'March' from The nutcracker</u> <u>From a railway carriage</u> Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner. Create word rhythm patterns and longer sequences and explore ways to communicate atmosphere and effect.</p> <p>Year 3 and 4 Production</p>	<p><u>Sing up</u> <u>Just 3 notes</u> <u>Samba with Sérgio</u> Invent simple patterns using rhythms and notes Compose music, Notate, read, and follow a 'score'. Recognise and copy rhythms and pitches C-D-E. Perform call-and-response rhythms by ear using word rhythms and transfer rhythms to instruments. Perform vocal percussion as part of a group. Move in time with the beat of music.</p>	<p><u>Sing up</u> <u>Fly with the stars</u> Improvise ('doodle') on-the-spot phrases. Compose rising and falling question-and-answer phrases Sing the syncopated melody confidently and with a sense of style. Listen and copy back stepwise phrases Create rhythmic accompaniments based around arpeggios and crotchet, quaver durations.</p>
P.E.	Invasion Games	Dance	Net and Wall Games	Gymnastics	Striking and Fielding	Athletics
Computing (Purple mash)	Online-Safety Touch Typing	Presenting with PowerPoints	Email / Email Safety	Branching Databases Spreadsheets	Coding	Simulations Graphing
RE	What do Christians learn from the creation story?	What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What kind of a world did Jesus want?	How and why do people try to make the world a better place?
French	Ancient Britain I am...I have...I live...	I am learning French Greeting, numbers & colours	Seasons	Musical Instruments Nouns & Articles	Ice Creams Asking for flavours Masculine/Feminine	Fruits Nouns Singular/Plural

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Discrete PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	RSHE

PSHE Running throughout via Empowerment approach

- **NEUROPLASTICITY. GOALS:** For children to understand the building of the brain and neuroplasticity
- **OUR THREE BRAINS.** For children to understand that we have different parts of the brain that look after our body, our feelings and areas that help us to think and learn at our best.
- **OUR NEEDS.** For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good. To know that we have three different types of needs (linked to Our Three Brains) To know that for each part of the brain we have a range of different needs. To begin to be able to name what these needs are.
- **STRESS RESPONSE.** For children to understand that when are needs are not met, they become stressors and we can experience a stress response. To know the different types of stress response. For children to know that we need strong neural circuits in our learning brain so that we have the 'Control Centre' skills to manage this stressor.

HELPING PEOPLE IN A STRESS RESPONSE. For children to know how we can best help people who are experiencing a stress response.