

# Ashbrook Junior School Long Term Plan - Year 3

Concept	Identity & Diversity	Community	Sustainable Development	Perseverance	Equality & Fairness	Creativity
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Name of unit	Stone Age to Iron Age	Light	Sustainability	Roman Empire	Ancient Greeks	Inspiring People
Big Question	How does the world shape our identities?	What are the similarities between different communities in Derby?	How are we making our mark on the planet?	How do we cope when faced with challenges?	Who is in charge?	What can we learn from the achievements of others?
	<p>How to wash a woolly mammoth</p>  <p>Stone Age boy</p> 	<p>The Story of Rama and Sita</p>  <p>Ludicrous Light</p> 	<p>The Rhythm of the Rain</p>  <p>Flotsam</p> 	<p>Escape from Pompeii</p> 	<p>Usborne Illustrated stories from the Greek Myths</p> 	<p>Little People Big Dreams Treasury</p>  <p>Fantastically Great Women that changed the world</p> 
Hook	Gathering- forest school	Festival of light experience	Litter picking in the local area	Challenging activities linked to Romans - chance for reflection on how we coped.	Greek Olympics	Dress up as someone that inspires them
<b>Fieldwork</b>	Investigating types of rocks on the school grounds	Follow a map in Derby and Borrowwash	tally activity, sketching and litter picking			
<b>Enrichment</b>	Stone Age day	Visit to Normanton & Hindu Temple	Visit to see the river and trees at Elvaston	Derby museum	Portals of the past	Guest visitors from the local area speaking about their achievements
<b>Oracy Outcome</b>	Talk like an expert - The Stone Age	Performing the story of Rama and Sita	Rivers poetry performance	What did the Romans do for us? Speech	Athens vs Sparta debate	'My inspiration' presentation on a person who is your biggest influence
<b>Authentic Written Outcomes</b>	Narrative Instruction	Playscript Information text	Narrative Poetry	Narrative Explanation text	Persuasive	Biography
Driver	History	RE	Geography	History	History	RE

Enhancer	Art	Science & Geography	Science	PSHE	DT	History, Art, music
Curriculum Links						
Science	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>-compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>-describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>-recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>Working scientifically</b></p>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>-recognise that they need light in order to see things and that dark is the absence of light</li> <li>-notice that light is reflected from surfaces</li> <li>- recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>-recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>- find patterns in the way that the size of shadows change.</li> </ul> <p><b>Working scientifically</b></p>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>-investigate the way in which water is transported within plants</li> <li>-explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>Working scientifically</b></p>	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>- asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate,</li> <li>- taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written</li> <li>- explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>- identifying differences, similarities or changes related to simple scientific ideas and</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>-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</li> <li>-identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Working scientifically</b></p>	<p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>-compare how things move on different surfaces</li> <li>-notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>-observe how magnets attract or repel each other and attract some materials and not others</li> <li>-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</li> <li>-describe magnets as having two poles</li> <li>-predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Working scientifically</b></p>

				<p>processes</p> <ul style="list-style-type: none"> <li>- using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>		
Geography		<p><b>Maps and symbols</b></p> <ul style="list-style-type: none"> <li>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the eight points of a compass, four and six-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</li> </ul>	<p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>-describe and understand key aspects of: rivers and the water cycle</li> </ul>		<p><b>Britain and Greece comparison</b></p> <ul style="list-style-type: none"> <li>-locate the world's countries, using maps to focus on Europe</li> <li>-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</li> </ul>	
History	<p><b>Stone Age</b></p> <ul style="list-style-type: none"> <li>- changes in Britain from the Stone Age to the Iron Age</li> </ul>			<p><b>Roman Empire</b></p> <ul style="list-style-type: none"> <li>- the Roman Empire and its impact on Britain</li> </ul>	<p><b>Ancients Greece</b></p> <ul style="list-style-type: none"> <li>- a study of Greek life and achievements and their influence on the western world</li> </ul>	<p><b>How Britain has influenced and been influenced by the wider world</b></p>
Art	<p><b>Sketching-Stone Age art</b></p> <ul style="list-style-type: none"> <li>-to improve their mastery of art and design techniques, including drawing</li> </ul>		<p><b>Abstract art recycled materials</b></p> <ul style="list-style-type: none"> <li>-sculpture with a range of materials</li> </ul>			<p><b>Inspiring artist</b></p> <ul style="list-style-type: none"> <li>- about great artists in history</li> </ul>
DT		<p><b>Sewing stockings</b></p> <ul style="list-style-type: none"> <li>-use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>-generate, develop, model and communicate</li> </ul>		<p><b>Roman aqueduct model</b></p> <ul style="list-style-type: none"> <li>- about great architects in history</li> <li>-use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul>	<p><b>Moving objects</b></p> <ul style="list-style-type: none"> <li>-use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>-generate, develop, model and communicate their ideas</li> </ul>	

		<p>their ideas through discussion, annotated sketches</p> <p>-select from and use a wider range of tools and equipment to perform practical tasks</p> <p>-select from and use a wider range of materials and components, including textiles</p> <p>-investigate and analyse a range of existing products</p> <p>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p>-generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p>-select from and use a wider range of tools and equipment to perform practical tasks</p> <p>select from and use a wider range of materials and components, including construction materials</p> <p>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>-understand how key events and individuals in design and technology have helped shape the world</p>	<p>through discussion, annotated sketches</p> <p>-select from and use a wider range of tools and equipment to perform practical tasks</p> <p>select from and use a wider range of materials and components, including construction materials</p> <p>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>-understand how key events and individuals in design and technology have helped shape the world</p>	
Music						
RE	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 Why are festivals important to religious communities?	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.9 What can we learn from religions about deciding what is right and wrong?	World religions	L2.3 Why is Jesus inspiring to some people?
French	France, conversations, numbers, instructions, colours and sentences	Family, DOTW, Months, dates and numbers, pets, introductions	Weather, food, drink, parts of the body	Clothes, actions, hobbies, where I live, sentences	My house, holidays incl previous taught vocabulary	Traditional stories, translation, creating a story in French
<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p> <p>read carefully and show understanding of words, phrases and simple writing</p>						

	<p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally* and in writing</p>					
Computing	Basic computing skills	Creating media based on festival of light	Data logging linked to sustainability	Presentation skills- PPT about Romans	Coding (scratch-repetition in games Teach Computing)	Project- internet research, photos and presentation skills based around an inspiring person
PSHE	<p>Can everyday things affect our feelings?</p> <p>How can you deal with varied emotional responses?</p>	<p>How is a community created?</p> <p>Are all communities the same?</p>	<p>Do the choices we make affect our physical health?</p>	<p>How does bullying impact people?</p> <p>Are all families the same?</p>	<p>How can we keep ourselves safe in an unfamiliar environment? (rail, water, road etc.)</p>	<p>Can we believe everything that we read online?</p> <p>Why are there rules for how we use the internet?</p>