

Jennett's Park Primary School - Year 3 Long Term Plan 2021-22						
Topic	The Robots are Coming	Through the Wardrobe	The Stone Age	Light and Dark	Vikings and Dragons	Under the Canopy
WOW, trips, resources						
Literacy	<p>TEXT 1 Narrative</p> <p>Iron Man: Ted Hughes</p> <p>TEXT 2 Narrative</p> <p>Ice Palace: Robert Swindells</p> <p>Writing to inform:</p> <p>Diary entry</p> <p>Writing to entertain:</p> <p>Story writing</p> <p>Guided Reading</p> <p>The Iron Man</p>	<p>TEXT 1 Narrative</p> <p>The Lion, the Witch and the Wardrobe: CS Lewis</p> <p>TEXT 2 – Poetry</p> <p>A Frosty Morning: Enid Blyton</p> <p>Poetry - exploring the language of seasons changing</p> <p>Guided Reading</p> <p>Winter Magic – Abi Elphinstone</p> <p>Writing to entertain:</p> <p>Poetry to describe frost.</p> <p>Writing to inform:</p> <p>Newspaper report</p> <p>Writing to entertain:</p> <p>Story</p>	<p>TEXT 1 Narrative</p> <p>Stone Age Boy - Satoshi Kitamura</p> <p>TEXT 2 - Non chronological Report</p> <p>History of the Stone Age</p> <p>Writing to inform:</p> <p>Recount of their trip to Stonehenge for newsletter</p> <p>Writing to entertain:</p> <p>Story: Our pupils travel back in time to the stone age.</p> <p>Writing to persuade</p> <p>Persuading others to visit Stone Age centre leaflet, or advert?</p> <p>Guided Reading</p> <p>Stig of the Dump – Clive King</p> <p>Savage Stone Age (Horrible Histories) – Terry</p>	<p>TEXT 1 - Narrative</p> <p>Picture book: ‘The dark’- Lemony Snicket- writing prompt</p> <p>SHORT! A Book of Very Short Stories- Kevin Crossley-Holland</p> <p>TEXT 2</p> <p>Picture book: Switch on the Night – Ray Bradbury</p> <p>Writing to inform:</p> <p>Explanation text about light. Can link to explain how shadows are formed</p> <p>Writing to inform:</p> <p>Write up a scientific investigation.</p> <p>Writing to entertain:</p> <p>Read up to just before Lazlo goes down the stairs. What does he see? What happens next? Then they end the story.</p> <p>Writing to entertain:</p>	<p>TEXT 1 - Narrative</p> <p>How to Train your Dragon – Cressida Cowell</p> <p>TEXT 2 - Persuasive Texts</p> <p>Viking Blood (My Story) – Andrew Donkin</p> <p>Writing to persuade</p> <p>Letter persuading the Viking leader (whoever that is). That you want to join their clan and become a Viking. Or a job advert for a Viking- you need a new member for your clan!</p> <p>Writing to inform</p> <p>non-chron report on their own dragon</p> <p>Writing to Entertain:</p> <p>Character description of their dragon or Viking- show character by describing them through a scene (can create warning posters as a prelude</p>	<p>TEXT 1</p> <p>The Story of the Blue Planet - Andri Snaer Magnason</p> <p>TEXT 2 Narrative</p> <p>The Great Kapok Tree – Lynne Cherry - Stories from another culture</p> <p>The Vanishing Rainforest – Richard Platt</p> <p>Writing to entertain:</p> <p>Setting description of the rainforest, or create their own rainforest and describe it- in a similar written style to the one in the Blue Planet Could describe it as you explore it or reflect on what it is like: e.g. activities the natives do/ the creatures do, the difference in light and dark in the rainforest</p> <p>Writing to inform:</p> <p>Fact file about the</p>

						them to review and revisit ideas
Computing	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour: identify a range of ways to report concern about content and contact	Programming - Scratch	Digital literacy Publisher Power point	Programming	Information - Kidrex WWW, Google	Animation

<p>Design Technology levers, sliders, wheels and axles</p>	<p>Focus –</p> <p>Evaluate –</p> <p>Design and Make–</p> <p>Technical knowledge</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Understand and use mechanical systems in their products</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p>Focus –</p> <p>Evaluate –</p> <p>Design and Make–</p>	<p>Focus –</p> <p>Evaluate –</p> <p>Design and Make–</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Focus –</p> <p>Evaluate –</p> <p>Design and Make– Build a lighthouse with a working lightbulb</p> <p>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</p>	<p>Focus –</p> <p>Evaluate –</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Design and Make– Viking boats and Shields</p> <p>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</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example,</p>	
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					<p>cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products</p>	
Cooking and Nutrition	Focus –	Focus -	Focus -	Focus –	<p>Focus – Prepare a salad</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>Focus – Prepare a vegetable soup</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>
Geography Maps and Atlases	Focus –		Focus –	Focus –	Focus –	

Locational knowledge <ul style="list-style-type: none"> The world's seven continents and five oceans 						
<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 		Focus – Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic	Locational knowledge Locate the world's countries, using maps to focus on Europe Name and locate counties and cities of the United	Focus – Geographical Locational Knowledge Locate the world's countries, using maps to focus on Europe Name and locate counties and cities of the united Kingdom,

Place knowledge						
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Human and physical geography			<p>Focus –</p> <p>Describe and understand key aspects of: 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</p>	<p>Focus –</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Focus –</p> <p>Locational knowledge Locate the world's countries, using maps to focus on Europe</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coast and rivers) and land use patterns: and understand how some of these aspects have changed over time</p> <p>Human geography and physical</p> <p>Describe and understand key aspects of: Physical geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,</p>	<p>Focus –</p> <p>Geographical Locational Knowledge Locate the world's countries, using maps to focus on Europe Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers, and land use patterns: and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich meridian and time zones (inc night and day) Human and Physical Geography</p>
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					<p>food, minerals and water.</p> <p>Use maps, atlases, gloves and digital/computer mapping to locate countries and describe features studied</p>	<p>Describe and understand key aspects of:</p> <p>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.</p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork</p> <p>Use the eight points of a compass, four and six figure grid reference, symbols and key to build their knowledge of the United Kingdom and the wider world</p>
<p>History Skills</p> <ul style="list-style-type: none"> To use primary resources to make explanations about the past 	<p>Focus – Timeline</p> <p>Place the emergence of computers/robots in context on a timeline</p>		<p>Focus –</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>Focus –</p> <p>-</p>	<p>Focus –</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p>	

the inter-related dimensions of music						
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