

**Jennett's Park Primary School - Year 3 Long Term Plan 2021-22**

Topic	The Stone Age	Vikings	Under the Canopy
<b>WOW, trips, resources</b>	Stone Age Workshop	Trip to Ufton Court. Create a Viking settlement	Potential visit to: Welly Wednesdays/Wisley
<b>Literacy</b>	<p>Texts: The Iron Man, Ice Palace, A Frosty Morning, Stone Age Tales, <b>Picture Book:</b> Stone Age Boy – Satoshi Kitamura.</p> <p><u>Fiction: Writing to entertain</u> Story opening: From the Iron Man’s point of view- did they know how they got here? Write it in 1<sup>st</sup> person, using features from Ted Hughes’</p> <p><u>Non-fiction: Writing to inform</u> Diary entry: From Hogarth: when he met the Iron man.</p> <p><u>Fiction: Writing to entertain</u> Story ending: What happens to the Iron Man now, writing the alternative ending to a story genre?</p> <p><u>Fiction: Writing to entertain poetry</u> Poem: A sunny evening: own choice of situation and whether How could they do this to describe? Think of the metaphors and the use of repetition. Or adapt it for a different kind of day?</p> <p><u>Non-fiction: Writing to inform</u> Non-Fiction report: Chauvet caves in France</p> <p><u>Fiction: Writing to entertain:</u> Adventure story: Going on an adventure to find</p>	<p>Texts:Beowulf (Young Reading (Series 3): 1 (Young Reading Series 3, 31), Arthur and the Golden Rope.</p> <p><u>Fiction: Writing to entertain</u> Poetry: writing about their beast/ dragon in the style of Kennings poem?</p> <p><u>Fiction: Writing to entertain</u> Action Story: Retell Beowolf, with their own beast and Norse hero</p> <p><u>Non-fiction: Writing to inform</u> Non-chronological report: On a monster that Beowolf has to fight.</p> <p><u>Non-fiction: Writing to inform</u> Instructions: How to trap a mythical beast</p> <p><u>Fiction: Writing to entertain</u> Story: Book for Arthur to find: tale of lands and creatures long forgotten</p> <p><u>Fiction: Writing to entertain</u> Script: From the Dragon’s hoard- put into a script.</p>	<p>Texts: The Story of the Blue Planet - Andri Snaer Magnason The Minpins Picture Book: The Vanishing Rainforest – Richard Platt</p> <p><u>Fiction: Writing to entertain</u> Story opener: setting/character description The Minpins.</p> <p><u>Non-fiction: Writing to inform:</u> Non-chronological report: About the rainforest/ or their own rainforest created similar to Blue Planet.</p> <p><u>Non-fiction: Writing to Entertain</u> Story writing: Change story from in to the forest to into another environment— meeting a new race in the rainforest, that they have created, that need saving.</p> <p><u>Non-Fiction: Writing to persuade</u> Persuade us to look after the rainforest and protect it- how can we do that?</p>

	Ivan's brother—through various landscapes.				
<b>Maths</b>	Place value Addition and subtraction with 3 digit numbers	Multiplication and division	Money Statistics	Length Perimeter Fractions	Fractions Time  Shape Capacity and mass
<b>Science Investigations</b>	<b>Focus Rocks/Soil</b> 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	<b>Focus Light</b> 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 size of shadows	<b>Focus Forces and Magnets</b> Compare how things move on different surfaces.  Notice that some forces need contact between 2 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 and identify some magnetic materials.  Predict whether 2 magnets will repel each other, depending on which poles are facing  Describe magnets as having 2 poles	<b>Focus Animals including humans</b> Identify that animals, including humans, need of nutrition  Identify that humans and some other animals have skeletons and muscles for support, protection and movement	<b>Focus Plants</b>  Identify and describe the functions of different parts of flowering plants  Explore the requirements of plants for life and growth  Investigate the way in which water is transported within plants  Life cycle of flowering plants, including pollination, seed formation and seed dispersal
<b>Living things and their habitats</b>					
<b>Plants</b>					
<b>Animals including humans</b>					
<b>Uses of everyday materials</b>					

<p>Art</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas – self portrait using sketching techniques</p> <p>To improve their mastery of art and design techniques: drawing – cave drawings – how people of the stone age told their stories</p> <p>To improve their mastery of art and design techniques: sculpture – design, build and improve a Christmas decoration</p>		<p>To create sketch books to record their observations and use them to review and revisit ideas – Viking patterns and imagery</p> <p>To improve their mastery of art and design techniques: drawing</p> <p>To improve their mastery of art and design techniques: collage – create sails for Viking boats</p>		<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques: drawing</p> <p>To be taught about great artists, architects and designers in history e.g. Picasso, Klimpt – Study of Georgia O’Keeffes flowers</p>	
<p><b>Computing</b></p>	<p>Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour: identify a range of ways to report concern about content and contact</p>	<p>Programming - Scratch</p>	<p>Digital literacy Publisher Power point</p>	<p>Programming</p>	<p>Information - Kidrex WWW, Google</p>	<p>Animation</p>

<p><b>Design Technology</b></p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures – Cardboard street on Cardboard challenge day</p> <p>Understand how key events and individuals in design and technology have helped shape the world -look at designs of Stone Age Homes – compared to current home designs.</p> <p>How</p> <p>Understand how key events and individuals in design and technology have helped shape the world -look at designs of Stone Age Homes – compared to current home designs. Grand designs – look at famous archetects.</p> <p>Design, build, make and evaluate a street from Jennett’s park – Using DT techniques – cutting, joining shaping, on Cardboard challenge day. Select materials, and develop ideas throughout the day.</p> <p>Textiles – Christmas felt decoration</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>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - Vikings boats and shields</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>How:</p> <p>Design, make and evaluate- use cross sectional and exploded diagrams as well as building prototypes of Vikings boats and shields. Peers to evaluate designs and finished product.</p>	<p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Understand and use mechanical systems in their products</p> <p>Apply their understanding of computing to program, monitor and control their products</p> <p>How:</p> <p>Design, make and evaluate a shelter for the playground. Investigate shelters – bus shelters/SHP shelter/ yurts and consider others in public spaces. Look at what their purposes are, investigate appropriate materials to make them with – incorporate lighting.</p> <p>Prepare salads.</p>
<p><b>Cooking and Nutrition</b></p>		<p>Prepare a Viking stew, cover seasonality linked to Viking life and healthy eating.</p>	<p>Prepare a salad</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>
<p><b>Geography Maps and Atlases</b></p>		<p>Describe and understand key aspects of:</p>	<p>Locate the world’s countries, using maps to focus South America – Amazon.</p>

<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>The world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – Location of the Chauvet Caves, France. Locate settlements: Starr carr, Happsburgh, Maiden Castle, Westbury Camp.</p> <p>Look at the local area – learning about the types of housing and streets – relate this area to the proximity of London and other significant cities of England</p> <p>Identify the four countries and capital cities of the UK – in relation to land usage in Stone Age times. Comparison of the physical geography of the local area now and that of the Stone Age times</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 – learn about settlements in Viking times, from the Nordics to the UK</p> <p>Identify the four countries and capital cities of the UK – in relation to land usage in Viking times</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 – compare to the Amazon rainforest</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><b>Place knowledge</b></p>						
<p><b>Human and physical geography</b></p>						
<p><b>History Skills</b></p> <ul style="list-style-type: none"> <li>To use primary resources to make explanations about the past</li> <li>Changes within living memory.</li> <li>Events beyond living memory</li> <li>Lives of significant individuals</li> <li>Significant historical events, people and places in their own locality</li> </ul>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Stone age significant events – timelines</p> <p>Primary sources used to look at the Chauvet caves</p> <p>Stone Age life: food, clothes, homes, transport</p> <p>A local history study/ Jennetts Park comparison from now and then</p> <p>Black History month October – learning about significant black people in history and in the present day</p>		<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Introduction to Ragnor Lodbrok and family.</p>		<p>History of rainforest tribes and their impact in the forests.</p> <p>Changes to the rainforest in living memory – destruction of.</p>	
<ul style="list-style-type: none"> <li><b>Languages</b></li> </ul> <p>Language Angels - Spanish</p>	<p>Fonética (Spanish phonetics)</p>	<p>Yo aprendo Español (I'm learning Spanish)</p>	<p>Puedo (I can)</p>	<p>Los animals (animals)</p>	<p>Canciones infantiles (nursery rhymes)</p>	<p>Las estaciones (the seasons)</p>
<p><b>PE</b></p>	<p>Jasmine Unit 1 - personal skills:</p>	<p>Jasmine Unit 2 - Social skills, working with others</p>	<p>Jasmine Unit 3 - Cognitive skills</p>	<p>Jasmine Unit 4 - Creative</p>	<p>Jasmine Unit 5 - Physical</p>	<p>Jasmine Unit 6 - Health and fitness</p>

	footwork, coordination, balance					
<b>PSHE</b>	Relationships		Health and Wellbeing		Living in the Wider World	
<b>RE</b>	UC- Concept: <b>Creation/ Fall</b> Theme: Link with prehistoric creation Key Question: What do Christians learn from the creation story?	UC- Concept: <b>Incarnation</b> Theme: Christmas Key Question: What is Trinity?	DRE Unit Concept: Celebration Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	UC- Concept: <b>Salvation</b> Theme: Easter Key Question: Why do Christians call the day Jesus died 'Good Friday'?	DRE Unit Concept: God Key Question: How can Brahman be everywhere and in everything?	DRE Unit Concept: Pilgrimage Key Question: Would visiting the river Ganges feel special to a non-Hindu?
<b>Music</b>	Charanga Let your Spirit Fly	Charanga Glockenspiel Stage 1	Charanga Three Little Birds	Charanga The Dragon Song	Charanga Ocarinas Twinkle Twinkle Little Star	Charanga Ocarinas rounds
<ul style="list-style-type: none"> <li>▪ Singing songs and speaking chants and rhymes</li> </ul>						
<ul style="list-style-type: none"> <li>▪ play tuned and untuned instruments musically</li> </ul>						
<ul style="list-style-type: none"> <li>▪ listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>						
<ul style="list-style-type: none"> <li>▪ experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>						