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| **Jennett’s Park Primary School - Year 3 Long Term Plan 2025-26** | | | | | | |
| **Topic** | The Stone Age | | Vikings | | Under the Canopy | |
| **WOW, trips, resources** | Stone Age Workshop | | Trip to Ufton Court.  Create a Viking ship | | Potential visit to: Welly Wednesdays  The living Rainforest | |
| **Literacy** | Texts: The Iron Man, Ice Palace  Fiction: Writing to entertain  Creating a character description based on the Iron Man  Non-fiction: Writing to inform  Diary entry: From Hogarth: when he met the Iron man.  Fiction: Writing to entertain:  Adventure story: Going on an adventure to find Ivan’s brother—through various landscapes.  Non Fiction: Writing to inform:  Newspaper report: Ivan’s brother is missing, Ivan gives exclusive interview. | | Texts: Beowulf (Young Reading (Series 3): Fiction: Writing to entertain  Traditional tale Norse inspired  Fiction: Writing to entertain  Action Story: Beowulf inspired story  Non-fiction: Writing to inform  Non-chronological report: On the Vikings  Non-fiction: Writing to inform  Instructions: How to trap a mythical beast | | Texts: The Story of the Blue Planet - Andri Snaer Magnason Non-fiction: Writing to inform:  Non-chronological report: About the rainforest/ or their own rainforest created similar to Blue Planet.  Non-fiction: Writing to persuade  Letter writing to the local MP about sustainability  Fiction: Writing to Entertain  Rainforest setting description  Fiction: Writing to entertain  Short burst writing, adding text to a wordless book-Journey | |
| **Maths**  **Mental Maths, Decimals** | Place value  Addition and subtraction with 3 digit numbers  Multiplication and  division | | Statistics  Fractions  Length  Perimeter  Fractions  Capacity and mass | | Fractions  Time  Shape  Money | |
| **Science**  **Investigations** | **Focus Plants**  Identifying different types of Trees  Explore the requirements of plants for life and growth | **Focus Light**  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 the size of shadows are form | **Focus**  **Rocks**  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 | **Focus Forces and Magnets**  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 | **Focus Plants**  Identify and describe the functions of different parts of flowering plants    Investigate the way in which water is transported within plants  Life cycle of flowering plants, including pollination, seed formation and seed dispersal | **Focus Animals including humans**  Identify that animals, including humans, need of nutrition  Identify that humans and some other animals have skeletons and muscles for support, protection and movement |
| **Living things and their habitats** |
| **Plants** |
| **Animals including humans** |
| **Uses of everyday materials** |
| Art | To create sketch books to record their observations and use them to review and revisit ideas – self portrait using sketching techniques  To improve their mastery of art and design techniques: drawing – cave drawings – how people of the stone age told their stories  To improve their mastery of art and design techniques: sculpture – design, build and improve a Christmas decoration | | To create sketch books to record their observations and use them to review and revisit ideas – Viking patterns and imagery  To improve their mastery of art and design techniques: drawing  To improve their mastery of art and design techniques: collage – create sails for Viking boats | | To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques: drawing  To be taught about great artists, architects and designers in history e.g. Picasso, Klimpt – Study of Georgia O’Keeffes flowers | |
| **Computing** | Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour: identify a range of ways to report concern about content and contact | How to use laptops, typing club | Programming  Micro bits | Digital literacy  Publisher  Power  point | Animation- stop motion | Information -  Kidrex  WWW, Google Animation |
| Design Technology | Apply their understanding of how to strengthen, stiffen and reinforce more complex structures –Cardboard challenge day  Using DT techniques – cutting, joining shaping, on Cardboard challenge day. Select materials, and develop ideas throughout the day.  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.  Textiles – Christmas felt decoration | | 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  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 | | Design, and create outdoor shelters, using natural resources. Make them weather proof  Design and create a rainforest shadow box, focus on using different textures to create leaves, plants and vines. Experimenting with different joining techniques and creating miniature animals out of clay. | |
| **Cooking and Nutrition** |  | | Prepare a Viking bread, link to cooking skills such as kneading and stretching  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed  understand and apply the principles of a healthy and varied diet | |  | |
| **Geography**  **Maps and Atlases** | 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,  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  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  Orienteering- Mapping the outdoor areas, Using and creating keys to identify areas.  Learning how to read/use a compass | | 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 – learn about settlements in Viking times, from the Nordics to the UK  Orienteering | | Locate the world’s countries, using maps to focus South America – Amazon.  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  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) | |
| Locational knowledge  * The world’s seven continents and five oceans |
| * name, locate and identify characteristics of the   four countries and capital cities of the United Kingdom  and its surrounding seas |
| Place knowledge |
| Human and physical geography |
| **History**  **Skills**   * To use primary resources to make explanations about the past | Changes in Britain from the Stone Age to the Iron Age  Stone age significant events – timelines  Stone Age life: food, clothes, homes, transport  Black History month October – learning about significant black people in history and in the present day | | Britain’s settlement by Anglo-Saxons and Scots.  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. | | History of rainforest tribes and their impact in the forests.  Changes to the rainforest in living memory – destruction of the rainforest. | |
| * Changes within living memory. |
| * Events beyond living memory |
| * Lives of significant individuals |
| * Significant historical events, people and places in their own locality |
| * **Languages**   Language Angels - Spanish | Greetings | Numbers  Colours | Transport | Nursery rhymes | Los animals - jungle(animals) | Under the sea |
| **PE** | Tag Rugby  Fundamentals Y3/4 | Ball Skills Y3/4  Athletics | Dodgeball  Gymnastics | Netball  Fitness | Cricket  Sports Day Practice | Rounders |
| **PSHE** | Relationships | | Health and Wellbeing | | Living in the Wider World | |
| **RE** | UC- Concept:  **Creation/ Fall**  Theme: Link with prehistoric creation Key Question: What do Christians learn from the creation story? | UC- Concept:  **Incarnation**  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:  **Salvation**  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? |
| **Music**   * Singing songs and speaking chants and rhymes | I’ve been to Harlem | Sound symmetry | Latin/Salsa | From a railway carriage | Create a Rainforest Soundscape  -Layering sounds | Learning to play the Ocarina   * Reading music |
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| * play tuned and untuned instruments musically |
| * listen with concentration and understanding to a range of high-quality live and recorded music |
| * experiment with, create, select and combine sounds using the inter-related dimensions of music |
| Climate and Sustainability Education | Recycling focus  -Reduce  -Reuse  -Recycle  Attitude towards reducing consumption and usage. ( Food, water, resources, energy etc)  Important Climate activists | | Food Miles- How sustainable is your packed lunch? Fairtrade produce  Biodiversity- How can we have an impact on our outdoor environment? | | Impact of climate change and sustainability in our local environment.  Deforestation.  Our impact on the world around us (Linked to Rainforests) | |
| Outdoor Learning | Geography- Mapping and orienteering skills.  Science- Plants, identifying types of trees | Science- Light/Shadows | PSHE- Healthy body, growing food  Science- Rocks and Fossils | PSHE- Healthy body, growing food  Science- Plants, how plants operate | Music- Creating rainforest sound scapes, using natural materials.  Science- Forces and Magnets | Forest school-  Art focused  Art- Outdoor artists |