

CLOVER LEYS SPENCER - LONG TERM PLAN

Year Group 3

	Autumn Fire! Fire! 13 weeks	Spring Africa 11 Weeks	Summer Flight 12 weeks
Curriculum driver-overarching question <i>Overarching - forming an arch above or CONNECTING everything together.</i>	Who Put out the Great Fire of London?	Would you Want to be Mummified?	How Do Planes Stay up in the Air?
Curriculum areas as main focus	History	Geography	History
High quality texts to support curriculum delivery/ toggle texts			
Identified links to previous and future years learning <i>Students learn best when they are able to integrate new learning with what they already understand.</i>	<p>Significant Individuals and Where They Live [Year1]</p> <p>Events Beyond Living Memory [Year1]</p> <p>Stories from the Past [Year1]</p> <p>The lives of Significant Individuals [Year1]</p> <p>The Tudors [Years 4/5/6]</p>	<p>Map of the Local Environment [Year 1]</p> <p>Where in the World [Year 1]?</p> <p>Places of Interest [Years 2/3]</p> <p>United Kingdom [Years 2/3]</p> <p>Seas and Oceans [Year 2/3]</p> <p>London and Our Locality [Years 2/3]</p> <p>The World [Years 2/3]</p> <p>Locational Knowledge [Years4/5/6]</p> <p>Place Knowledge [Years 4/5/6]</p>	<p>Significant Individuals and Where They Live [Year1]</p> <p>Events Beyond Living Memory [Year1]</p> <p>Stories from the Past [Year1]</p> <p>The lives of Significant Individuals [Year1]</p> <p>Different Types of Transport [Year2/3]</p> <p>Themes in History Inventors [Years 4/5/6]</p>
Retrieval opportunities and links	DT – Design Make and Evaluate – Making Tudors Houses [Years 2/3]	<p>History – Ancient Egypt [Years 2/3]</p> <p>Music – African Percussion [Years 2/3]</p>	Geography – The World from the Air [Years 2/3]

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	<p>Science – Light [Years2/3]</p> <p>Science – Light [Years 4/5/6]</p> <p>Geography – London and Our Locality [Years 2/3]</p> <p>Geography – Locational Knowledge [Years 4/5/6]</p>	<p>DT – Cooking and Nutrition – African Food</p>	<p>History Themes in History – Inventors [Years 4/5/6]</p> <p>History of the Internet and the World Wide Web [Years 4/5/6]</p> <p>DT – Inventions Vehicles [Year 4/5/6]</p> <p>DT – Design, Make and Evaluate a Moving Car [Year2/3]</p> <p>Science – Everyday Materials [Year 2/3]</p>
<p>Hooks/ Visits/ Visitors/ concrete experiences to build knowledge</p>	<p>Trip to local Fire Station – Link into People Who Help Us – Community</p>	<p>Derby Museum</p>	<p>Tatenhill Airfield</p>
<p>Cultural Capital <i>accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence: it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</i></p>			
<p>Potential purposeful writing opportunities leading to a ‘Published Polished Piece’ and learning objectives to be covered</p> <p>Polished piece 1 x 2/3 weeks and to be made and shared</p>	<p>Recounts in Diaries / Autobiographies</p> <p>Discussion / Debating</p> <p>Classic Poetry / Learning by Heart</p>	<p>Stories from Other Cultures</p> <p>Persuasion in Letters</p> <p>Poetry Appreciation</p>	<p>Mystery</p> <p>Folk Tales</p> <p>Non – Chronological – Report</p>

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<p>Writing/SPAG objectives</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Using fronted adverbials</p> <p>Learning the grammar for years 3 and 4 in Appendix 2</p> <p>Using commas after fronted adverbials</p> <p>Indicating possession by using the possessive</p>	<p>Using and punctuating direct speech</p> <p>Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
<p>Reading objectives</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of poetry</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>

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<p>Science</p>	<p>Light</p> <p>Recognise that they need light in order to see things and that darkness is the absence of light [Yr3]</p> <p>Notice that light is reflected from surfaces [Yr3]</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes [Yr3]</p> <p>Recognise that shadows are formed when light from a light source is blocked by a solid object [Yr3]</p> <p>Find patterns in the way that the size of shadows changes [Yr3]</p>	<p>Living Things and Plants</p> <p>Explore and compare the differences between things that are living, dead and things that have been alive [Yr2]</p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other [Yr2]</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats [Yr2]</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different food sources [Yr2]</p> <p>Observe and describe how seeds and bulbs grow into mature plants [Yr2]</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy [Yr2]</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers [Yr3]</p> <p>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 [Yr3]</p> <p>Investigate the way in which water is transported within plants [Yr3]</p> <p>Explore the parts that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal [Yr3]</p> <p>Significant Scientists - Rosalind Franklin - 1920-58 - DNA - Took Photo 51 - first photo of DNA and contributed greatly to this work.</p>	<p>Flight Significant Scientist</p> <p>Significant Scientists - Mae Jemison - https://www.activityvillage.co.uk/mae-jemison (astronaut)</p>

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<p>History</p>	<p>The Great Fire of London</p> <p>To study changes in any aspect of social history, including crime and punishment [KS2]</p> <p>To study an aspect or theme in British History that extends chronological knowledge [KS2]</p>	<p>Ancient Egypt</p> <p>To study a non-European society that provides contrasts with British history</p>	<p>The Wright Brothers</p> <p>Aeroplanes</p> <p>Birds and migration</p> <p>Changing roles of woman [Amelia Earhart]</p> <p>WW2</p> <p>Understand changes within living memory [KS1]</p> <p>Understand changes beyond living memory [KS2]</p> <p>Commemorated festivals or anniversaries [KS1]</p> <p>Research the lives of significant individuals who have contributed to national and international achievements [KS1]</p>
<p>Geography</p>	<p>London and Our Locality</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and then use and construct basic symbols in a key [KS1]</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies [KS2]</p>	<p>The World</p> <p>The 7 continents</p> <p>The 5 Oceans</p> <p>Seasons</p> <p>Name and locate countries and cities of the UK, 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 [KS2]</p> <p>Describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water [KS2]</p>	<p>The World from the Air</p> <p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems [GIS] [KS1 / KS2]</p> <p>Use basic geographical vocabulary to refer to physical features such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather [KS1]</p> <p>Use basic geographical vocabulary to refer to human features such as city, town, village, factory, farm, house, office, port, harbour and shop [KS1]</p>

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		Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the Equator and the North and South Poles [KS2]	
Music	<p>Nativity</p> <p>To use voices expressively and creatively by singing songs and speaking chants and rhymes [KS1]</p> <p>Play tuned and un tuned instruments [KS1]</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression [KS2]</p> <p>Listen with attention to detail and recall sounds with increasing aural memory [KS2]</p>	<p>African Percussion</p> <p>To appreciate that music is a universal language [KS1 / KS2]</p> <p>To understand how music is communicated [KS1 / KS2]</p> <p>To understand duration, dynamics, tempo and texture [KS1 / KS2]</p> <p>Play untuned instruments [KS1]</p> <p>To compose music for a range of purposes [KS2]</p>	<p>1940s Music</p> <p>To develop an understanding of the history of music [KS2]</p> <p>To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions [KS2]</p>
Art	<p>Design</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space [KS1]</p> <p>Significant artist – Nicholas Munro – Animals Running Through Fire – 1970 - https://www.tate.org.uk/art/artworks/monro-animals-running-through-fire-p04591 link to collage, fire colours and storytelling through art</p>	<p>African Art</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space [KS1]</p> <p>Create sketch books to record and revisit ideas [KS2]</p> <p>Significant artist – Boris Nzebo – multi-layered paintings and collages using lots of pattern – children to experiment with different ways of making marks/patterns and create drawings which they then fill with colour and pattern</p> <p>Significant artist – Bibi – paintings of groups of people, building pattern</p>	<p>Birds Eye View</p> <p>Significant Artist – Gladys Mgudlandlu – South African artist and educator. Created birds eye view paintings and paintings of birds.</p>
DT	Design/Make/Evaluate – 3D Models – Tudor Houses	Cooking and nutrition – Creating and Tasting Traditional African Food	Design/Make/Evaluate – 3D Models – Flying Kites

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	<p>To select from and use a range of tools and equipment to perform practical tasks [cutting, shaping, joining and finishing] [KS1]</p> <p>Understand how key events and individuals in design and technology have helped shaped the world [KS2]</p> <p>Technical knowledge</p> <p>To build structures, exploring how they can be stronger, stiffer and more stable [KS1]</p>	<p>Understand where food comes from (KS1)</p> <p>Use the basic principles of a healthy diet to prepare dishes (KS1)</p> <p>Understand and apply the principles of a healthy and varied diet (KS2)</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (KS2)</p> <p>Understand seasonality and know where and how a variety of ingredients are reared, caught and processed (KS2)</p>	<p>https://www.twinkl.co.uk/resource/tp2-d-060-planit-dt-lks2-lets-go-fly-a-kite-lesson-4-designing-lesson-pack</p> <p>To select from and use a range of tools and equipment to perform practical tasks [cutting, shaping, joining and finishing] [KS1]</p> <p>Understand how key events and individuals in design and technology have helped shaped the world [KS2]</p> <p>Technical knowledge</p> <p>To build structures, exploring how they can be stronger, stiffer and more stable [KS1]</p> <p>Apply understanding of how to strengthen, stiffen and reinforce structures (KS2)</p> <p>Exploring materials, including different textiles</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 (KS2)</p>
MFL	<p>French</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others [KS2]</p> <p>Appreciate stories, songs, poems and rhymes in the language [KS2]</p>	<p>French</p> <p>Listen attentively to spoken language and show understanding by joining in and responding [KS2]</p> <p>Describe people, places, things and actions orally [KS2]</p>	<p>French</p> <p>Speak in sentences, using familiar vocabulary [KS2]</p>
Computing	<p>Coding</p> <p>Online Safety</p> <p>Spreadsheet</p>	<p>Touch Typing</p> <p>Email</p>	<p>Branching Databases</p> <p>Simulations</p> <p>Graphing</p>

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<p>Online Safety</p>	<p>Managing Online Information</p> <p>I can use keywords in search engines [Yr2]</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). [Yr2]</p> <p>I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). [Yr2]</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. [Yr2]</p> <p>I can explain why some information I find online may not be true. [Yr2]</p> <p>I can use key phrases in search engines. [Yr3]</p> <p>I can explain what autocomplete is and how to choose the best suggestion. [Yr3]</p> <p>I can explain how the internet can be used to sell and buy things. [Yr3]</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'. [Yr3]</p>	<p>Privacy and Security</p> <p>I can describe how online information about me could be seen by others. [Yr2]</p> <p>I can describe and explain some rules for keeping my information private. [Yr2]</p> <p>I can explain what passwords are and can use passwords for my accounts and devices. [Yr2]</p> <p>I can explain how many devices in my home could be connected to the internet and can list some of those devices. [Yr2]</p> <p>I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. [Yr3]</p> <p>I understand and can give reasons why passwords are important. [Yr3]</p> <p>I can describe simple strategies for creating and keeping passwords private. [Yr3]</p> <p>I can describe how connected devices can collect and share my information with others. [Yr3]</p>	<p>Copyright and Ownership</p> <p>I can describe why other people's work belongs to them. [Yr2]</p> <p>I can recognise that content on the internet may belong to other people. [Yr2]</p> <p>I can explain why copying someone else's work from the internet without permission can cause problems. [Yr3]</p> <p>I can give examples of what those problems might be. [Yr3]</p> <p>Health, wellbeing and lifestyle</p> <p>I can explain simple guidance for using technology in different environments and settings. [Yr2]</p> <p>I can say how those rules/guides can help me. [Yr2]</p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). [Yr3]</p>
<p>RE</p>	<p>1.3 Who is Jewish and what do they believe?</p> <p>L2.7 What does it mean to be a Christian in Britain today? (Part 1)</p>	<p>1.2 Who is a Muslim and what do they believe? (Part 2)</p> <p>L2.5 Why are festivals important to religious communities?</p>	<p>1.4 How can we learn from sacred books?</p> <p>L2.4 Why do people pray?</p>
<p>PSHE / RSE / Wellbeing</p>	<p>PSHE Matters: Being Healthy</p> <p>PSHE Matters Exploring Emotions</p> <p>SEAL: Good to be Me</p> <p>Antibullying Week</p>	<p>PSHE Matters: Being Responsible</p> <p>PSHE Matters: Drug Education</p> <p>Jobs and Careers</p>	<p>PSHE Matters: Relationships</p> <p>SEAL: Relationships</p> <p>PSHE Matters: Difference and Diversity</p> <p>Transition Events</p>

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<p>Cultural diversity links</p> <p><i>the existence of a variety of cultural or ethnic groups within a society.</i></p>	<p>Social history in Tudor Britain – What is different about our society today. Why does multicultural Britain look different?</p>	<p>How artists such as Boris Nzebo make their products accessible and appealing to all – crossing over cultural boundaries.</p>	<p>Why are historical woman such as Emily Earhart not as famous as some men, such as The Wright Brothers? What makes us remember a name or achievement?</p>
<p>Theme Share with parents/community</p>	<p>Forest School session with parents lighting Tudor Houses in the Great Fire of London.</p> <p>Ani Bullying Week</p>	<p>Visitors sharing ideas of Careers</p> <p>Visitors from residents and visits to Africa</p>	<p>Transition</p>