Oughtibridge Primary School – Long Term Plan 2023-24 – Year 3

	Autumn Term	Spring Term	Summer Term
Theme	**Natural Disasters**	**Stone Age**	**Ancient Egypt**
WOW Days	Kingswood – residential	Creswell Crags school trip	Ancient Egypt workshop – in school
English	**Purpose(s) for Writing** Writing to inform Writing to entertain **Writing Genres** Acrostic poem (volcanoes) Non-Chronological reports (volcanoes) Newspaper articles (Sheffield floods) Information leaflets (earthquakes) Fictional narratives (flood) Storytelling (speaking and listening) Poetry (Christmas) **Class Stories** Fantastic Mr Fox The Twits	**Purpose(s) for Writing** Writing to inform Writing to entertain **Writing Genres** Fictional narrative (365 Penguins) Grammar - direct speech (How to Skin a Bear) Grammar - conjunctions (How to Skin a Bear) Diary writing (How to Skin a Bear) Letter writing (Marcus Rashford) Book week Fictional narrative (Stone Age Boy) Hot seating (Mary Anning) Speech writing and performing (Famous Women) **Class Stories** The Pebble in my Pocket How to Skin a Bear 365 Penguins The Girl Who Speaks Bear	**Purpose(s) for Writing** Writing to inform Writing to persuade Writing to entertain **Writing Genres** Poster (grammatical features) Recount (Egyptian WOW day) Non-Chronological report (Egypt) Recipe writing (Queen's Jubilee) Persuasive writing (healthy eating) Writing to inform (Paralympians) Comic strip (Tadeo Jones) **Class Stories** The House with Chicken Legs Sheep Pig Bastet the Cat

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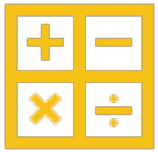
<td> 
Mathematics</td>
<td><u>Number</u>
Place Value
Addition and Subtraction
Multiplication and Division</td>
<td><u>Number</u>
Multiplication and Division
Fractions

<u>Measurement</u>
Length and Perimeter
Mass and Capacity</td>
<td><u>Number</u>
Fractions

<u>Measurement</u>
Money
Time

<u>Geometry</u>
Properties of Shape

<u>Statistics</u>
Tally Charts, Pictograms, Bar Charts and Tables</td>
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<td rowspan="2"> 
Science</td>
<td colspan="3"><u>Working Scientifically</u>
Children will learn to…
• ask relevant questions and using different types of scientific enquiries to answer them
• set up simple practical enquiries, comparative and fair tests
• make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment
• gather, record, classify and present data in a variety of ways to help in answering questions
• record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
• report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
• use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
• identify differences, similarities or changes related to simple scientific ideas and processes
• use straightforward scientific evidence to answer questions or to support their findings</td>
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<td><u>Animals including Humans</u>
Children will learn to...
• use practical scientific methods, processes and skills
• identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food
• identify that humans and some other animals have skeletons and</td>
<td><u>Rocks and Soils</u>
Children will learn to...
• use practical scientific methods, processes and skills
• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
• recognise that soils are made from rocks and organic matter</td>
<td><u>Plants</u>
Children will learn to...
• identify and describe the functions of different parts of flowering plants (e.g. roots, stem/trunk, leaves and flowers)
• explore the requirements of plants for life and growth (air, light, water, nutrients from soil</td>
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	muscles for support, protection and movement Aim: to understand that human and animal bodies are similar/different and how to ensure our bodies stay healthy. **Light** Children will learn to... • 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 an opaque object Aim: understand that light comes from a source and that darkness is the absence of light.	• use practical scientific methods, processes and skills • describe in simple terms how fossils are formed when things that have lived are trapped within rock Aim: to understand how rocks and fossils are formed. **Forces and Magnets** Children will learn to... • compare how things move on different surfaces • notice that some forces need contact between two 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 on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles and predict whether two magnets will attract or repel each other, depending on which poles are facing Aims: To understand that most forces require contact and are affected by different surfaces. To understand that magnetism is a force and that it does not require contact.	and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants Aim: to be able to describe the parts and processes involved within the life cycle of a plant. **Plants** Children will learn to... • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal Aim: to be able to describe how flowers transform into fruits and seeds to perpetuate the cycle of life.

Geography	Children will learn to... • locate the capital cities and countries in the UK (using maps, atlases, globes and digital mapping) • name the continents and oceans of the world • compare our location to where natural disasters happen around the world • describe and show an understanding of volcanoes (relating this to key places) • use maps and atlases to locate and describe countries across the world • use the four points of a compass to build knowledge of the United Kingdom and the wider world • describe the magnetic poles of Earth Aim: to be able to describe the locations of significant geographical landmarks incorporating this into wider writing around volcanoes, Mount Fuji and the Sheffield Floods.	Children will learn to... • use the four points of a compass to build knowledge of the United Kingdom and the wider world • use digital and computer mapping to locate countries and describe the features studied (Skara Brae) • use atlases to locate countries and describe the features studied • describe and show an understanding of some climate zones (linked to Ice Age) • describe the geographical similarities and differences through the study of human (how food eaten has changed over time due to environmental changes) and physical geography (linked to fossil finding) Aim: to be able to confidently use maps, atlases and digital technologies and to recognise the significance of physical features in certain locations, building on their knowledge of Skara Brae (Stone Age Homes) and Lyme Regis (Mary Anning study).	Children will learn to... • use atlases to locate countries and describe features studied relating to Ancient Egypt (River Nile and Pyramids) • use digital and computer mapping to locate countries and describe the features studied • describe the geographical similarities and differences through the study of human and physical geography of contrasting regions Aim: to understand and describe the location, climate and key landmarks of Egypt using maps, atlases and digital technologies and describe the significance of the River Nile to Ancient Egyptian society.

History	Children will learn to... • describe historical events of significance from the local area • describe events from the past including the dates they occurred • use various sources of evidence to answer questions • research and write about a specific event from the past • use various sources to gather information about a period in history Aim: to undertake a study of the Sheffield Floods in 2007 and 1864, focusing on families who were affected and how infrastructure improvements have been made to prevent future flooding.	Children will learn to... • describe events from the past, using dates when things happened • use a timeline within a specific time in history to set out the order in which things may have happened • begin to picture what life would have been like for the earliest settlers • recognise the part that archaeologists have had in helping us to understand more about what has happened in the past • use various sources of evidence to answer questions Aims: To understand the significant changes in the history of Britain and in particular, how humans settled during the Stone Age (e.g. homes, food, animals, tools and clothing that were available at the time). To understand the importance of Mary Anning and the impact that her work has had on developing humanity.	Children will learn to... • recognise the achievements of the earliest civilisations, specifically the Ancient Egyptians • use a timeline within a specific time in history to set out the order in which things may have happened • use mathematical knowledge to work out how long ago events in history happened • recognise the part that archaeologists have had in helping to understand more about what has happened in the past • use various sources of evidence to answer questions • research and write about a specific event from the past Aim: to understand that historical civilisations were not restricted to British soils and in particular, the study of Ancient Egyptians and what life was like for people in Ancient Egypt, comparing this to life in the late Stone Age in Britain.
Design and Technology	Using the TASC wheel, children will learn to… • take inspiration from design throughout history by identifying some of the great designers in all areas of the study (including pioneers in horticultural techniques), improving upon existing designs (giving reasons for choices), and by disassembling products to understand how they work • identify the task • generate ideas and design products with purpose by identifying opportunities to design • decide on a final design, using software to design and represent product designs • make a product by working effectively (such as by carefully selecting materials) • make a product, refining work and techniques as work progresses, continually evaluating product designs • evaluate the product • communicate with others about the product • learn from the experience (e.g. What went well? What could be improved next time?)		

	Food Technology Children will learn to... • prepare ingredients hygienically using appropriate utensils • measure ingredients • follow a recipe Aim: to design, make and evaluate flapjack, using a recipe and appropriate ingredients and utensils.	**Materials** Children will learn to... • cut materials safely by selecting appropriate tools • measure and mark out • apply appropriate cutting and shaping techniques • select appropriate joining techniques Aim: to design, make and evaluate a product incorporating a variety of measuring, cutting and joining techniques.	**Construction** Children will learn to... • choose suitable materials to construct products • strengthen materials using suitable techniques Aim: to design, make and evaluate a pyramid, linking to our Ancient Egypt topic.
 **Art**	**Painting** Children will learn to... • use different brush techniques when painting to produce shapes, textures and lines • mix colours effectively • use powder paint to add detail • use primary and secondary colours • create original pieces that are influenced by others Aims: To produce a piece of artwork in the style of Hokusai, recreating his artistic works 'Thirty-Six Views of Mount Fuji'. To create Christmas cards in a pointillist style, based on the work of Seurat.	**Collage** Children will learn to... • select and arrange materials for a striking effect • use coiling, overlapping, tessellation, mosaic and montage Aim: to produce a piece of art displaying a flower, linking to the plants topic in Science. **Sculpture** Children will learn to... • use clay and other mouldable materials • add materials to provide interesting detail Aim: to create their own Stone Age home inspired by Skara Brae.	**Drawing** Children will learn to... • sketch lightly (understanding there is no need to use a rubber to correct mistakes) • use shading to show light and shadow • use hatching and cross hatching to show tone and texture • use layers of two or more colours • replicate patterns observed in natural or built environments Aims: To sketch and shade Tutankhamun's mask. To create a stamp and print a natural environment repeatedly in the style of Andy Warhol.

Modern Foreign Languages	Children will learn to... • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes • begin to engage in conversations Aims: To understand basic Spanish greetings and words (e.g. expressing feelings, numbers to 10, colour names, basic classroom instructions, days of the week). To listen to, learn and respond to Spanish rhymes, songs and stories and write a new version of a familiar story in Spanish.	Children will learn to... • engage in conversations and answer questions • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation and present ideas orally • read carefully and show understanding of words, phrases and simple writing, including an understanding of basic grammar (masculine/feminine) Aims: To know the names of some animals in Spanish and begin to use adjectives to describe them. To be able to write basic Spanish sentences with the understanding that some words change depending on if the word is masculine or feminine. To extend knowledge of Spanish numbers to 31 and beyond and develop a basic vocabulary using nouns and adjectives.	Children will learn to... • extend vocabulary and develop an ability to understand new words • write phrases from memory, and adapt these to create new sentences Aims: To understand the names for some Spanish shapes, numbers and colours, using adjectives to describe them. To understand the names of some Spanish foods and express opinions about them. To perform songs with actions and read simple stories in Spanish.

Computing

Computing Systems and Networks

Children will learn to…

- explain how digital devices function
- identify input and output devices
- recognise how digital devices can change the way we work
- explain how a computer network can be used to share information
- explore how digital devices can be connected
- recognise the physical components of a network

Aim: to develop an understanding of digital devices and find the benefits of connecting devices in a network.

Creating Media

Children will learn to…

- recognise how text and images convey information
- choose appropriate page settings in desktop publishing
- add content to a desktop publishing publication
- consider how different layouts can suit different purposes

Aim: to create a magazine front cover.

Programming

Children will learn to…

- explain that a program has a start
- recognise that a sequence of commands can have an order
- change the appearance of a project
- create a project from a task description

Aim: to create sequences in a block-based programming language to make music.

Data

Children will learn to…

- create questions with yes/no answers
- identify the object attributes needed to collect relevant data
- create a branching database
- identify objects using a branching database
- understand why it is helpful for a database to be well structured
- compare the information shown in a pictogram with a branching database

Aim: to build and use branching databases to group objects using yes/no questions.

Creating Media

Children will learn to…

- explain that animation is a sequence of drawings or photographs
- relate animated movement with a sequence of images
- plan and create an animation
- evaluate the impact of adding other media to an animation

Aim: to use a range of techniques to create a stop-frame animation on an iPad.

Programming

Children will learn to…

- adapt a program to a new context
- develop a program by adding features
- identify and fix bugs in a program
- create a project from a task description

Aim: to write algorithms and programs that use a range of events to trigger sequences of actions.

 **Personal, Social and Health Education**	**<u>Relationships</u>** Children will learn to... • understand that families can change and it is not their fault • discuss different emotions (link to bereavement) and know it is not their fault • appreciate that there are many differences between families and all families are unique • understand that within families, there are far more similarities than there are differences • understand there is no one set family structure • appreciate that any type of family can provide love and support • appreciate that we have responsibilities to our friends • acknowledge that other people's emotions are important • understand that our actions can affect other people's feelings • understand what we can do to maintain healthy relationships Aim: to understand how family structures vary and how to be a good friend by understanding differences.	**<u>Living in the Wider World</u>** Children will learn to... • improve their understanding of the value of money Aim: to learn how to recognise the value of coins and notes, calculate amounts of money and calculate change. **<u>Online Safety</u>** Children will learn to... • use search engines safely, and know what to do if inappropriate content appears on screen • understand how copyright affects online content and how creators use copyright to protect their work • recognise how to ask for help online • understand how limiting screen time to appropriate lengths is important for health • keep themselves safe in online environments • use search engines safely, and know what to do if inappropriate content appears on screen • understand how copyright affects online content and how creators use copyright to protect their work Aim: to be able to use search engines safely and to independently find answers to any questions (linked to lessons studying the Stone Age).	**<u>Health and Wellbeing</u>** Children will learn to... • recognise what makes a balanced diet • seek opportunities for making choices with food • describe what influences food choices and habits Aim: to understand about healthy diets and how to look after their bodies. **<u>Community</u>** Children will learn to... • recognise bullying in all forms • maintain positive and healthy relationships • understand how actions affect others within the community Aim: to be able to maintain friendships and understand how actions may have consequences.

 **Physical Education**	Children will learn to… • change direction. Show an increase and decrease in speed. • demonstrate balance when performing other fundamental skills. • link jumping and hopping actions. • jump and turn a skipping rope. Aim: In Fundamentals (Y3/4), children will know how to effectively accelerate and decelerate. Children will also understanding that balance, combined with jumping and landing helps build momentum in movement. Children will learn to… • apply sending and receiving skills within the rules of a game • explore dribbling the ball abiding by the rules of the game under some pressure. • develop using space as a team. • develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. • develop tracking opponents to limit their scoring opportunities Aim: In Football, children will know that pointing their foot towards a target when releasing the ball increases accuracy. They will begin to describe the roles of attackers and defenders in invasion games. Children will learn to… • explore throwing at a moving target.	Children will learn to… • explore matching and contrasting shapes. • explore point and patch balances and transition smoothly into and out of them. • develop the straight, barrel, and forward roll. • develop stepping into shape jumps with control. Aim: In Gymnastics, children will know that using tension improves their shapes in performance, as well as how to create more interesting or complex balances, jumps and rolls. Children will learn to… • send a ball with accuracy and increasing consistency to a target. • catch a range of objects with increasing consistency. • track a ball not sent directly. • dribble a ball with hands and feet with control. Aim: In Ball Skills (Y3/4), children will build on prior knowledge from the Autumn Term that "pointing their foot towards a target when releasing the ball increases accuracy". They will be able to understand that dribbling helps them move away from a defender or towards a goal/target. Children will learn to… • apply sending and receiving skills within the rules of a game • explore dribbling the ball abiding by the rules of the game under some pressure.	Children will learn to… *Building on skills taught earlier in the year* • explore matching and contrasting shapes. • explore point and patch balances and transition smoothly into and out of them. • develop the straight, barrel, and forward roll. • develop stepping into shape jumps with control. Aim: In Gymnastics, children will know that using tension improves their shapes in performance, as well as how to create more interesting or complex balances, jumps and rolls. Children will learn to… • explore returning a ball using shots such as the forehand and backhand. • explore rallying using a forehand. • consistently use and return to the ready position in between shots Aim: In Tennis, children will know that pointing their racket/hand in the intended direction of travel increases accuracy. They will also learn that standing centrally on the court maximises the space that they can cover in-game. Children will learn to…

	• begin to catch whilst on the move. Aim: In Dodgeball, children will begin to know how to throw a ball to hit a moving target. They will also be able to use a 'ready' position to react to a moving ball. Children will learn to… • create actions in response to a stimulus individually and in groups. • use dynamics effectively to express an idea. • use direction to transition between formations. • develop an understanding of formations. • perform short, self-choreographed phrases showing an awareness of timing. Aim: In Dance, children will begin to build an awareness of how to collaborate with others in dance for ideas and timing. They will also know that different dynamics, movements and spaces can help to articulate mood in dance.	• develop using space as a team. • develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. • develop tracking opponents to limit their scoring opportunities Aim: In Hockey, children will know that pointing their stick towards a target when releasing the ball increases accuracy. They will continue to describe the roles of attackers and defenders in invasion games. Children will learn to… • develop the sprinting technique and apply it to relay events. • develop technique when jumping for distance in a range of approaches and take off positions. • explore the technique for a pull throw. Aim: In Athletics, children will be able to describe or demonstrate body shapes that increase / decrease speed when running. They will also be able to describe or demonstrate how to change the outcome of a jump or throw. Children will also learn the rules of specific Athletics events	• discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task. • identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. • follow and give instructions and accept other peoples' ideas. Aim: In OAA, children will know how to hold a map to match placed items. Children will also know that trying ideas helps competitors to create strong solutions Children will learn to… *Building on skills taught earlier in the year* • create actions in response to a stimulus individually and in groups. • use dynamics effectively to express an idea. • use direction to transition between formations. • develop an understanding of formations. • perform short, self-choreographed phrases showing an awareness of timing. Aim: In Dance, children will begin to build an awareness of how to collaborate with others in dance for

			ideas and timing. They will also know that different dynamics, movements and spaces can help to articulate mood in dance.

Religious Education	**What can we learn from the story of Joseph?** Children will learn to... • retell stories • discuss concepts like jealousy, forgiveness and family • empathise with how others feel Aim: to understand what we can learn from the story of Joseph. **What is important about the Nativity story for Christians?** Children will learn to… • show where Nazareth is on a map • explain who Mary and Joseph were • make an angel • use a route planner to answer simple questions based on Mary and Joseph's route from Nazareth to Bethlehem • create a stable scene • use a storyboard to make an animation about the shepherds • write about the wise men by filling in some simple missing words on an information sheet • explain who King Herod wanted to find Aim: to be able to understand the importance of the nativity story for Christians.	**How do Hindu families live out their faith?** Children will learn to... • name the main Hindu deities and symbols • identify where Hindus worship • retell one of the stories celebrated during a special Hindu festival Aim: to describe how Hindu symbols, cultures and beliefs are represented through their faith. **What is the importance of Easter to Christian communities?** Children will learn to... • sequence images of the Easter story • reflect on positive things they could do for a friend • write a prayer which says sorry • discover facts about Maximilian Kolbe • combine their knowledge of the events with artistic skills to express both the sadness of the crucifixion of Jesus and the happiness of the resurrection • explore how Easter eggs link to new life Aim: to focus on the good words in the Easter story and what it teaches Christians.	**How did the journey of Judaism start?** Children will learn to... • explain that Abraham founded Judaism • explain that Jews believe there is only one god • describe the ten key rules that Jews live by • identify key objects of a synagogue • name the key festivals in the Jewish calendar • discuss the holy book for Jews and its importance to them • name and explain the meanings of Jewish symbols Aim: to begin to understand the practices of Judaism and how Jewish people live their lives. **How do Muslims families live out their faith?** Children will learn to... • create a map to show where Islam was founded • explain who they key prophet was • list the main Muslim beliefs • know that many Muslims worship in a Mosque • explore the main festivals in the Muslim calendar • discuss the Muslim holy book and its importance to their faith Aim: to be able to explain how Muslim families live out their faith through practices, beliefs and day to day life.

 **Music**	Children will learn to... • play and perform in solo and ensemble contexts as part of their violin lessons, using increasing accuracy, fluency, control and expression (John Lyon) • listen and recall sounds • appreciate and understand a wide range of high quality live and recorded music drawn from different traditions • follow and create a beat • read and understand notation Aims: To listen and recite a given rhythm and beat. To appreciate different styles of music.	Children will learn to... • play and perform in solo and ensemble contexts as part of their violin lessons, using increasing accuracy, fluency, control and expression (John Lyon) • listen with some attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians • begin to use and understand musical notations Aims: To appreciate music from around the world. To practise and prepare for performance.	Children will learn to... • play and perform in solo and ensemble contexts as part of their violin lessons, using increasing accuracy, fluency, control and expression (John Lyon) • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians • use and understand musical notations Aims: To be able to compare music throughout the world. To be able to perform music from within these genres and form and give reasons for opinions around preferred music choices.