

HARWELL PRIMARY SCHOOL - LONG TERM PLAN YEAR 3 2021 - 2022

	Term 1	Term 1 (2nd Half)	Term 2	Term 2 (2nd Half)	Term 3	Term 3 (2nd Half)
Project title	Chocolate	Polar Explorers	Vile Victorians	Scrumdiddlyumptious!	Growth and Empire	Around the World
Driving question	How does chocolate go from bean to bar?	How does it feel to discover something for the first time?	Were the Victorians vile or victorious?	What made Roald Dahl so successful?	Did Queen Victoria or has Queen Elizabeth II seen more change in their reigns?	Do children have the same opportunities everywhere?
Trip/hook	Chocolate detectives – identifying ingredients and flavours Trip to Cadbury's World	A great mystery? - Building structures from sugar cubes and marshmallows. - Orienteering around the school to collect objects and cards.	Victorian workhouse - Strict mistress - Schooling - Inspecting hands - Chores - Writing Oxfordshire Museum box loan	Create a new Roald-dahl inspired meal and learn how to spot a witch. Trip to Roald Dahl gallery	Historical enquiry - what do we know so far? - Compare statements - Fact-finding - Establish a basic timeline of both monarchs	Digital tour of a Uk and a international city
Outcome	Persuading adults to purchase chocolate creations by performing adverts – project sharing	Key Stage 2 Singing Concert	A virtual journey back in time. Sharing tales, creations and knowledge.	Scrumdiddlyumptious Cafe	Historical debate	Tour of our new city.
Main curriculum areas	Geography: - Recognising different climates provide different resources - To know and understand key aspects of different types of settlements - Learning about fairtrade Science: – (See below)	PSHE: – Celebrating differences and different celebrations RE: – (See below) Science: – (See below) Geography: - Learning about Antarctic and Arctic areas, including the different climates, the animals that live there and what a day in life of an inuit looks like History: - Who are the most famous polar explorers? - How does it feel to be a polar explorer?	History: – Understanding the key events of Queen Victoria's reign – The impact that had on children, leisure and free time - Learning about the early railway system in the 19th century Geography: - Using maps, atlases or globes to locate cities within the UK - Locate Victorian railways and know the names of cities in the UK - Making links to the local area of Didcot, its Great Western Railway history and how this established Didcot as an important intersection.	History: - Learning about Roald Dahl's life, including his time spent serving in the RAF - Understanding what the RAF is and the role of a fighter pilot in WW2? Design and Technology: - (see below) PSHE: - (see below) Science: – (See below)	History: - Using a range of historical sources – Understand the timeline and growth of the British Empire – Looking at the impact that had on a world scale Geography: – Concentrating on the differences in the North and southern hemispheres. - To make a map of a short route experiences with features in current order (not to scale) - linked to PE lessons. - Key Geographical skills, follow a map	Geography: – To know the counties within the UK - To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods - how have these changed over time since the Industrial Revolution happened? History: - Understanding how the railways changed Britain
PSHE	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Literacy story	Rags to Riches story: 'Charlie and the Chocolate Factory'	Suspense story: 'The Ice Forest' Poetry: Shape poems for Harvest	Historical story/ tragedy: 'The Cotton Mill Girl'	Comedy: 'Hansel and Gretel and the Sticky Witch' Poetry: Poems to perform 'Revolting Rhymes' and Kennings	Adventure story: 'The Magic Portal'	Voyage and return story: 'The Apprentice' Poetry: Calligrams

<p>Non-fiction</p>	<p>Persuasive text: Writing a persuasive advert and slogan for a new chocolate product. 'Wonka's Whizz Bubbling Wonderbar!'</p>	<p>Information text: Non-chronological report 'Polar Bears'</p>	<p>Recount text: Diary entry 'A Dreadful Day at School'</p>	<p>Instruction text: 'How to Recognise a Witch'</p>	<p>Discussion text: Balanced argument</p>	<p>Explanation text: 'How do magnets work?'</p>
<p>Whole class reading text</p>	<p>Charlie and the Chocolate factory An animal poem for every day of the year - Tiger, Tiger Burning Bright!</p>	<p>Charlie and the Chocolate factory Shackleton's Journey</p>	<p>Stig of the Dump You Wouldn't Want To Be: A Victorian Schoolchild: Lessons You'd Rather Not Learn</p>	<p>Stig of the Dump The Witches</p>	<p>The Iron Man The Witches</p>	<p>The Egyptian Cinderella</p>
<p>Maths links</p>	<p>Number recognition: - Compare and order numbers to 1000 - Place value: - Adding in 4's 8's, 50's & 100's Addition & Subtraction: - 2- & 3-digit numbers – mentally and formally Solve number problems and practical problems involving these ideas</p>	<p>Estimation: - Estimate the answer to a calculation, use inverse operations to check Multiplication and Division: - 3, 4 & 8 times tables - Multiply and divide 2-digit and 1-digit numbers together - Mentally and formally, plus the inverse Solve problems including missing number problems</p>	<p>Multiplication and Division: - 3, 4 & 8 times tables - Consolidation of multiply and divide 2-digit and 1-digit numbers together - Mentally and formally, plus the inverse Measurement: - Money - Add and subtract amounts of money to give change, using both £ and p in practical contexts Statistics: - Interpret data using bar charts, pictograms and tables</p>	<p>Measurement: - Length and perimeter Number - Fractions: - Consolidating previous knowledge - Equivalent values Solving problems that involve all of the above Consolidating previous Spring knowledge</p>	<p>Number - Fractions: - Tenths - Addition and subtraction using the same denominator Measurement - Time: - Time facts - seconds in minutes, minutes in hours, hours in days, days in a year - Tell and write the time from an analogue clock - Using 12-hour, a 24-hour and roman numerals clocks Solve number problems and practical problems involving these ideas</p>	<p>Geometry: - Drawing 2d shapes - Making 3d shapes - Recognise angles as a property of a shape - Identify horizontal and vertical lines and pairs of perpendicular and parallel lines Measurement: - Mass and capacity - Volume - Weights Consolidating previous Summer knowledge</p>
<p>Science Lines of enquiry Observing over time, Researching, Comparative/Fair testing, Pattern seeking, Identifying/Classifying/Grouping</p>	<p>Plants: – requirements of light and growth and how that varies from plant to plant Researching – Describe the functions of different parts of the flowering plants Identifying/Classifying/Grouping – Explore the life cycle of a plant - pollination, seed formation and seed dispersal Researching – investigate the way water is transported within plants Comparative/Fair testing</p>	<p>Light: – Need for light – Dark is the absence of light – Light reflects off surfaces – Shadows Researching Forces and Magnets: – Magnetic north pole Comparative/Fair testing</p>	<p>Rocks and Fossils: – Compare and group different kinds of rocks – How fossils are formed, making links to the famous Victorian fossil hunter and palaeontologist Mary Anning – Recognise that soils contain rocks and organic matter Researching Identifying/Classifying/Grouping Observing over time</p>	<p>Animals including Humans: – Identify that Animals, including Humans, need food and water – Recognise that they have to get nutrition from what they eat – Identify that they have skeletons and muscles for support and movement. Researching Identifying/Classifying/Grouping</p>	<p>Forces and Magnets: – Compare how things move on different surfaces - 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 - Observe that some magnets attract or repel each other Comparative/Fair testing Researching Identifying/Classifying/Grouping</p>	<p>Forces and Magnets: – Notice that some forces need contact but magnetic forces can act at a distance – Describe magnets as having two poles - Predict whether 2 magnets will attract or repel each other, depending on which poles are facing Comparative/Fair testing Pattern seeking Identifying/Classifying/Grouping</p>

ICT	<p>E- Safety: – Staying safe online – Gooseberry Planet Playground level</p> <p>Multimedia: – Using Google Docs to create and present a poster advert. – Improve typing skills and using shortcut buttons; eg Copy & Paste - Amend text by highlighting & using SELECT/ DELETE & COPY/ PASTE. - Get quicker at typing with both hands. Use a variety of font sizes, styles and colours.</p>	<p>Multimedia: - Improve typing skills and using shortcut buttons; eg Copy & Paste - Amend text by highlighting & using SELECT/ DELETE & COPY/ PASTE. – Use different programs to record information</p>	<p>Online: – Select and use search engines to gain factual information about life in a Victorian school - Use the internet to gain information that is relevant and correct - question the validity of what they see – Add websites to a favourites list - Blogging, navigate the view their class blog, understand how it can be updated from a range of devices, comment on class blog</p> <p>E- Safety: – Gooseberry Planet Playground level</p>	<p>Data: – Choose information to put in a data table – Design a questionnaire to collect information</p> <p>Online: – Log into an email account, open, create and send an email</p>	<p>Programming: – Understand the Scratch programme and its functions – Use Scratch programme to produce their own journey-based game</p> <p>Online: - Blogging, navigate the view their class blog, understand how it can be updated from a range of devices, comment on class blog</p>	<p>Multimedia: - Take a series of pictures to form an animation. - Move items within their animation to create movement on playback. - Edit and improve their animation.</p>
Art	<p>Introduce sketch book</p> <p>Drawing: – Using pencils to mark creating light and shading – Showing perspective and depth – Using sketching to help aid painting</p>	<p>Collage: – Create arctic sunset collages from a variety of media – Christmas Decorations</p>	<p>Colour mixing: – Using colour combinations to create pictures and shapes - Understanding how colour is used by companies to make products, such as trains, appealing to consumers – Use light and dark within pictures – Painting using various instruments</p> <p>Drawing: - Using pastels to draw different types of rocks, focusing on details, light and shadow</p>	<p>Line: - Experiment with the potential of various grades of pencil and other implements to draw different forms and shapes - Works of famous artists: 'Quentin Blake' illustrator study - Line drawing inspired by the artist - Compare line-making materials and line as a record of gesture</p>	<p>Printing - Study of an artist 'William Morris' - Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Print simple pictures using different printing techniques: relief and impressed printing recording textures/patterns monoprinting colour mixing through overlapping colour prints</p>	<p>Textiles: – Show an awareness of different fabrics and where they come from – Using different fabrics to create art</p> <p>Form and Sculpture: – Create forms and sculptures from varies different materials – Learn how bonding different materials help to build up shapes – Create models and structures</p>
DT	<p>Shell structures: – Creating boxes for chocolates - 2D to 3D shapes</p> <p>Food: - Designing, creating and making their own handmade chocolates</p>	<p>Levers and linkages: – Using levers to help build 3d cards</p> <p>Structures: – Understand the principles of how to build an igloo</p>	<p>Models: – Design and create a new toy train for a Victorian child - Junk modelling pieces</p> <p>Food/ Models: - Create an edible model rock museum to explain and understand how rocks are formed, and discover how the shapes of some solid materials can change - Using bread and hard sweets to make a model replica of a fossil</p>	<p>Food - Healthy and Varied: - Understand and apply the principles of a healthy and varied diet - Creating and making a healthy dip</p>		<p>Models: – Design and create models of steam engines using various materials</p>
RE	<p>Hinduism: - Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p>	<p>Christianity: – Has Christmas lost its true meaning?</p>	<p>Hinduism: - How can Brahman be everywhere and in everything?</p>	<p>Christianity: – Could Jesus heal people? Were these miracles or is there some other explanation?</p>	<p>Christianity: – What is good about good Friday?</p>	<p>Hinduism: - Would visiting the River Ganges feel special to a non-Hindu?</p>

Music	Violins and Cellos Harvest festival songs	Violins and Cellos Key Stage 2 singing concert	Violins and Cellos Learning songs from the musical 'Oliver!' in class	Violins and Cellos	Violins and Cellos	Violins and Cellos
PE	Swimming Netball: – Developing ball skills, different types of passing – Moving with speed – Awareness of space, how to create and deny – Learning rules	Dance: – Creating a dance as an individual, as a pair, as a small group and as a whole class - Remember routines and patterns of dance	Circuits: – Warm up and cool down - Comparing fitness levels between sessions and noting improvements - Documenting and monitoring progress	Health and Fitness: Gymnastics: – Understand the need for warm up and cool down – Understand some muscle groups used in Gymnastic activities – Create a sequence	Swimming Orienteering: – Following maps and instructions correctly – Moving from one location to another - safely	Swimming Athletics: – Running, jumping and combining those actions together – Relays - Throwing a variety of objects with accuracy and distance