

HARWELL PRIMARY SCHOOL - LONG TERM PLAN YEAR 3 2022 - 2023

	Term 1 (Autumn)	Term 2 (Spring)	Term 3 (Summer)
Project title	Victorian revolution	Victorian travel and leisure	Victorian explorers and inventors
Driving questions	What was it like for children in the Victorian times? How did the industrial revolution changed society?	How was life in Victorian Harwell? Would you prefer to go on a seaside holiday in the Victorian times or now?	What did Victorians do for us?
Trip/hook	Victorian classroom (daily classroom activities); Victorian paintings - what do they tell us about daily life in those times?	Walk around Harwell; Brighton pier trip (?)	Visit Oxford botanical garden, Ashmolean and Pitt River museums;
Outcome	Interactive carousel : handwriting; decoupage; cross stitch; a child's life in the cotton mill story board;	Victorian seaside and toys interactive exhibition; Victorian Harwell exhibition;	Victorian museum; Strings concert;
Main curriculum areas	<p>History:</p> <ul style="list-style-type: none"> - 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 - to place events onto a timeline - how did working lives change through the Victorian age? 	<p>History:</p> <ul style="list-style-type: none"> -local history study (Victorian Harwell); -to understand how the railways changed Britain (link to the growth of technology) - leisure and free time - how did working lives change through the Victorian age? <p>Geography:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> •to know the name of cities within the UK. (link to victorian Railways) •to know the name of counties within the UK •to know the significance of equator, northern and southern hemisphere <p>Human and Physical</p> <ul style="list-style-type: none"> •to know and understand key aspects of: -types of settlements 	<p>Geography:</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> •yo use maps, atlases or globes: to locate cities within the UK locate counties within the UK to identify the position of the equator, northern and southern hemisphere •to begin to match boundaries (e.g. find same boundary of a county on different scale maps). •to use some OS symbols on maps to name geographical regions and understand the importance of a key. •to use the 8 points of a compass •to 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 (pictogram), and digital technologies: Follow a route on a map with some accuracy •to try to make a map of a short route experiences, with features in current order (not to scale). <p>Locational knowledge:</p> <ul style="list-style-type: none"> •to know the name of cities within the UK. (link to victorian Railways) •to know the name of counties within the UK •to know the significance of equator, northern and southern hemisphere
PSHE	Being Me in my World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me
Literacy story	The Cotton Mill Girl; Arkwright and the Industrial Revolution;	The price of bread; The fossil woman;	Emily's bees; The East and the West;
Non-fiction	Persuasive letter - campaign against children working in the cotton mill; Instruction text - How to trap the Iron Man	Recount - Newspaper report about the rising price of bread; Information text - Poster about T-Rex;	Discussion text - Are bees important? Poetry

<p>Whole class reading text</p>	<p>Charlie and the Chocolate factory The Iron Man</p>	<p>Stig of the Dump</p>	<p>Stig of the Dump</p>
<p>Maths links</p>	<p>Number - Place value: - Compare and order numbers to 1000 - Place value: -Counting in 4's 8's, 50's & 100's</p> <p>Number - Addition & Subtraction: - 2- & 3-digit numbers – mentally and formally Solve number problems and practical problems involving these ideas Estimation: - Estimate the answer to a calculation, use inverse operations to check</p> <p>Number - Multiplication and Division: - 3, 4 & 8 times tables - Multiply and divide 2-digit and 1-digit numbers together - Mentally and formally, plus the inverse</p> <p>Solve problems including missing number problems</p>	<p>Number - 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</p> <p>Measurement - Length and Perimeter</p> <p>Number - Fractions</p> <p>Measurement - Mass and Capacity</p>	<p>Number - Fractions: - Tenths - Addition and subtraction using the same denominator</p> <p>Measurement - Money</p> <p>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</p> <p>Geometry - Shapes - 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</p> <p>Statistics</p>
<p>Science</p> <p>Lines of enquiry</p> <p>Observing over time, Researching, Comparative/Fair testing, Pattern seeking, Identifying/Classifying/Grouping</p>	<p><u>Plants:</u> – 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><u>Animals including Humans:</u> – 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;</p>	<p><u>Rocks and Fossils:</u> – 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><u>Forces and Magnets:</u> – 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</p>	<p><u>Light:</u> – Need for light; – Dark is the absence of light; – Light reflects off surfaces; – Shadows; Researching</p> <p><u>Plants:</u> – 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;</p>

	<p>Researching</p> <p>Identifying/Classifying/Grouping</p>	<p>Researching</p> <p>Identifying/Classifying/Grouping</p> <p><u>Forces and Magnets:</u></p> <ul style="list-style-type: none"> - 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; <p>Comparative/Fair testing</p> <p>Pattern seeking</p> <p>Identifying/Classifying/Grouping</p>	<p>Researching</p>
<p>ICT</p>	<p>E- Safety:</p> <ul style="list-style-type: none"> - Staying safe online - Gooseberry Planet Playground level <p>Multimedia:</p> <ul style="list-style-type: none"> - Using Google Docs - 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>Multimedia:</p> <ul style="list-style-type: none"> - 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>Online:</p> <ul style="list-style-type: none"> - Select and use search engines to gain factual information about various topics - 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>E- Safety:</p> <ul style="list-style-type: none"> - Gooseberry Planet Playground level <p>Data:</p> <ul style="list-style-type: none"> - Choose information to put in a data table - Design a questionnaire to collect information <p>Online:</p> <ul style="list-style-type: none"> - Log into an email account, open, create and send an email 	<p>Programming:</p> <ul style="list-style-type: none"> - Understand the Scratch programme and its functions - Use Scratch programme to produce own game <p>Online:</p> <ul style="list-style-type: none"> - Blogging, navigate the view their class blog, understand how it can be updated from a range of devices, comment on class blog <p>Multimedia:</p> <ul style="list-style-type: none"> - 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>	<p>Introduce sketch book</p> <p>Drawing:</p> <ul style="list-style-type: none"> - Using pencils to mark, creating light and shading - Showing perspective and depth - Using sketching to help aid painting <p>Collage/Decoupage:</p> <ul style="list-style-type: none"> - Create collages from a variety of media (plants) - Christmas Decorations 	<p>Colour mixing:</p> <ul style="list-style-type: none"> - 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>Drawing:</p> <ul style="list-style-type: none"> - Using pastels to draw different types of rocks, focusing on details, light and shadow <p>Line:</p> <ul style="list-style-type: none"> - 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>Printing - Study of an artist 'William Morris'</p> <ul style="list-style-type: none"> - 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>Print simple pictures using different printing techniques: relief and impressed printing recording textures/patterns monoprinting colour mixing through overlapping colour prints</p> <p>Textiles:</p> <ul style="list-style-type: none"> - Show an awareness of different fabrics and where they come from - Using different fabrics to create art - Show an awareness and name a range of different fabrics. - Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects - Apply decoration using beads, buttons, feathers etc. - Explore using paste resist/batik.

			<ul style="list-style-type: none"> - Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. <p>Form and Sculpture:</p> <ul style="list-style-type: none"> - Create forms and sculptures from varies different materials - Learn how bonding different materials help to build up shapes - Create models and structures
DT	<p>Levers and linkages:</p> <ul style="list-style-type: none"> - Using levers to help build 3d cards <p>Structures:</p> <ul style="list-style-type: none"> - Understand the principles of how to build a spinning frame 	<p>Models:</p> <ul style="list-style-type: none"> - Design and create models of steam engines and trains using various materials - Junk modelling pieces <p>Food/ Models:</p> <ul style="list-style-type: none"> - 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>Food - Healthy and Varied:</p> <ul style="list-style-type: none"> - Understand and apply the principles of a healthy and varied diet - Creating and making a healthy dip 	
RE	<p>Hinduism:</p> <ul style="list-style-type: none"> - Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? <p>Christianity:</p> <ul style="list-style-type: none"> - Has Christmas lost its true meaning? 	<p>Hinduism:</p> <ul style="list-style-type: none"> - How can Brahman be everywhere and in everything? <p>Christianity:</p> <ul style="list-style-type: none"> - Could Jesus heal people? Were these miracles or is there some other explanation? 	<p>Christianity:</p> <ul style="list-style-type: none"> - What is good about good Friday? <p>Hinduism:</p> <ul style="list-style-type: none"> - Would visiting the River Ganges feel special to a non-Hindu?
Music	<p>Violins and Cellos</p> <p>Harvest festival songs</p> <p>Key Stage 2 singing concert</p>	Violins and Cellos	<p>Violins and Cellos</p> <p>Strings concert (Year 3 and Year 5)</p>
PE	<p>Swimming</p> <p>Netball:</p> <ul style="list-style-type: none"> - Developing ball skills, different types of passing - Moving with speed - Awareness of space, how to create and deny - Learning rules <p>Circuits:</p> <ul style="list-style-type: none"> - Warm up and cool down - Comparing fitness levels between sessions and noting improvements - Documenting and monitoring progress <p>Health and Fitness:</p>	<p>Dance:</p> <ul style="list-style-type: none"> - Creating a dance as an individual, as a pair, as a small group and as a whole class - Remember routines and patterns of dance <p>Gymnastics:</p> <ul style="list-style-type: none"> - Understand the need for warm up and cool down - Understand some muscle groups used in Gymnastic activities - Create a sequence 	<p>Swimming</p> <p>Orienteering:</p> <ul style="list-style-type: none"> - Following maps and instructions correctly - Moving from one location to another - safely - Working as part of a team and showing good teamwork skills such as, communication <p>Athletics:</p> <ul style="list-style-type: none"> - Running, jumping and combining those actions together - Relays - Throwing a variety of objects with accuracy and distance