

Grimsargh St Michael's CE Primary School
Curriculum Long Term Plan 2021/22
Year 3

Overall Theme		Heroes and Heroines		Our Changing World		Unscrew the Lid...Release the Potential	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment	(visit/visitor)	Church - Rocks		Visitor – Volkswagon EV Grimsargh Wetlands Parish Council Representative Orienteering Manchester Sci/Ind Museum		Living History – Romans Roman Visit – Brockholes (Lakes)	
	Kick Start			What can we do to help? Geography Day (link to COP26)		Living History	
English (See English long term plan doc)	Core Text	Paddington Stig of the Dump Polar Express		The Coming of the Iron Man Poem Iron Man Aesop's Fables Star's with Flaming Tails (TRIC)		How to Change the World PlayTime The Enchanted Wood	
	Author Focus	Michael Bond Clive King Chris Van Allsburg		Brenda Williams Ted Hughes Valerie Bloom		Rashmi Sirdeshpande Julia Donaldson Enid Blyton	
Maths		<u>Place Value</u> -count from 0 in multiples of 4, 8, 50 and 100 -find 10 or 100 more or less than a given number - recognise the place value of each digit in a three-digit number (hundreds, tens, ones) -compare and order numbers up to 1000 -identify, represent and estimate numbers using different representations	<u>Addition/Subtraction</u> - add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds - add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction - estimate the answer to a calculation and use	<u>X and ÷</u> - recall and use multiplication and division facts for the 3,4 and 8 multiplication tables - write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using	<u>Statistics</u> - interpret and present data using bar charts, pictograms and tables - solve one-step and twostep questions (e.g. how many more? and how many fewer?) using information presented in scaled bar charts and pictograms and tables <u>Length & Perimeter</u> - measure the perimeter of simple 2D shapes	<u>Fractions</u> - count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one digit numbers or quantities by 10 - recognise, find and write fractions of a discrete set of objected; unit fractions and no-unit fractions with small denominators	<u>Time</u> - tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks - estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock/a.m./p.m.,

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	<p>-read and write numbers up to 1000 in numerals and in words - solve number problems and practical problems - use multiples of 2, 3, 4, 5, 8, 10, 50 and 100.</p>	<p>inverse operations to check answers - solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>X and ÷ - recall and use multiplication and division facts for the 3,4 and 8 multiplication tables - write and calculate mathematical statements for multiplication and division using the multiplication tables that they know</p>	<p>mental and progressing to formal methods - solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects and connected to m objects.</p> <p>Money - add and subtract amounts of money to give change, using both £ and p in practical contexts</p>	<p>- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>Fractions Recap from Y2</p>	<p>- recognise and use fractions as non-unit fractions with small denominators -numbers: unit fractions and recognise and show, using diagrams, equivalent fractions with small denominators - compare and order unit fractions, and fractions with the same denominators - add and subtract fractions with same denominator within one whole - solve problems that involve all of the above</p>	<p>morning, afternoon noon and midnight - know the number of seconds in a minute and the number of days in each month, year and leap year - compare durations of events</p> <p>Properties of Shapes - draw 2D shapes - make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them - recognise angles as a property of shape or a description of a turn - identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle - identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>Mass&Capacity - measure, compare, add and subtract:</p>
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						lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - continue to estimate and measure temperature to the nearest degree using thermometers
Science	<ul style="list-style-type: none"> -identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> - recognise that soils are made from rocks and organic matter 	<ul style="list-style-type: none"> -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 - predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> -identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - 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 -investigate the way in which water is transported within plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> -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 - find patterns in the way that the size of shadows change.

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RE	<ul style="list-style-type: none"> - Harvest has been celebrated for thousands of years. - Harvest is celebrated by people of all faiths and none. - Harvest is mentioned throughout the Old Testament. - There is a connection between Christian belief and behaviour in relation to celebrating the harvest. - Harvest is celebrated by people of all faiths and none. - Harvest is mentioned throughout the Old Testament. -There is a connection between Christian belief and behaviour in relation to celebrating the harvest. Sukkot 	<ul style="list-style-type: none"> - Christmas is a celebration of the arrival of Emmanuel, who is Jesus God with us. - We (Christians) believe God is with us through his Son, Jesus and the Holy Spirit. - We (Christians) believe that the presence of God changes our lives. 	<ul style="list-style-type: none"> - We (Christians) believe that Jesus has/had the power to change people's lives. - Choosing to follow Jesus is not an easy option. - Lives of people today are transformed by Jesus and they choose to change. 	<ul style="list-style-type: none"> - The events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness. - The church remembers and marks the events of Holy Week in a variety of ways. - The events of Holy Week reveal what Jesus came to earth to do – God's salvation plan. 	<ul style="list-style-type: none"> - The Old Testament contains the stories of the people of God. - Moses rescues the people of God from Egypt and brings the ten commandments down from Mount Sinai. - The commandments are the foundation of Christian and Jewish societies 	<ul style="list-style-type: none"> - Other faiths have rules to follow that have been given to them a long time ago. - Christians try to live out the commandments given by God and Jesus.
Geography	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time 			<ul style="list-style-type: none"> - 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, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 		

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			<ul style="list-style-type: none"> - physical geography, including: volcanoes and earthquakes -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass - 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. 		<ul style="list-style-type: none"> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass - 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. 	
History	<p>Changes in Britain from the Stone Age to the Iron Age. This will include:</p> <ul style="list-style-type: none"> -late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture 				<p>the Roman Empire and its impact on Britain. This could include:</p> <ul style="list-style-type: none"> - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	
Art/DT	<p>Harvest – collage create images and represent textures fruit and veg – Dali/Matisse</p> <p>Stone Age Topic Drawing, NC Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Painting with mud NC Create different effects and textures with paint</p>	<p>Calendars –textiles wool winding/weaving. NC Use a variety of techniques, , weaving to create different textural effects.</p> <p>Card –collage – tree, strips of paper, overlapping and layering NC Experiment with a range of collage techniques such as tearing, overlapping and layering to create</p>	<p>Topic theme – window Local area/home painting/collage water colour pencils add opening window. Jeannie Baker –NC Use collage as a means of collecting ideas and information and building a visual vocabulary.</p> <p>Topic – use old maps for drawing/collage of particular features of local area</p>	<p>Mothering Sunday card Collage – symmetry in shape and form creating flowers NC to create images and represent textures</p> <p>Digital media – plants and flowers using paint programme and cameras. NC Record and collect visual information using digital cameras and video recorders.</p>	<p>Roman topic Drawing/painting Frescoes NC draw for a sustained period of time.</p> <p>Sculpture – NC join clay adequately- oil lamps</p> <p>Mosaic tiles Sculpture NC create surface pattern</p>	<p>Drawing obs – Roman artefacts NC show an awareness of objects having a third dimension</p> <p>Collage – Roman Numerals use collage to NCcreate a visual vocabulary.</p> <p>DT Roman Chariots and catapults NC Use lolly sticks/card to</p>

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	<p>according to what they need for the task.</p> <p>Printing Fossils cave paintings NC Create printing blocks using a relief or impressed method.</p> <p>Card- painting Kandinsky holly. NC Mix and use tints and shades</p> <p>Cave art fossils/rocks Printing create a printing block, Robert Hooke</p> <p>DT RE link Shukkot shelters</p>	<p>images and represent textures.</p> <p>DT Stone Age Man Mechanical levers and pop-up articulated joints</p> <p>DT Science link Create picnic food</p>	<p>/homes/doors painting/printing bricks of own house NC Create repeating patterns.</p> <p>DT Topic link – planters and hanging pots or bird feeder</p>	<p>Easter Card – drawing RE link El Salvadorian crosses NC Use journals to collect and record visual information from different sources.</p>		<p>make levers and linkages.</p>
<p>Computing</p>	<p>Use digital technology safely and show respect for others when working online</p> <p>Explain and understand online protocols, in order to stay safe on the web</p> <p>Use a range of programs on a computer.</p>	<p>Design and write a program using a block language (programs to include movement, dialogue, sound effects, stages, sprites, loops and variables) without user interactions</p> <p>Write a program to produce output on screen.</p> <p>Explain how loops and random numbers are used in a program</p>	<p>Developed their touch-typing skills and understand how to touch type using the home, bottom and top row keys using both hands.</p>	<ul style="list-style-type: none"> - List a range of ways the internet can be used to provide different methods of communication - Exchange email communications - open and respond to an email, altering the size of the font, as well as the formatting of the text. - Evaluate and explain the effectiveness of different methods of communication 	<ul style="list-style-type: none"> - create a table of data on a spreadsheet and can use this to automatically create charts/graphs from data - collect and enter data - enter data on a given number of fields and then present their data as a graph - present information in a range of graphical formats 	<ul style="list-style-type: none"> - add text, pictures and shapes to a slide and format them with tools such as shadows and borders - insert slides into a presentation - use transition effects* between slides and animations* of the objects in slides.

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Music	<p><u>Glockenspiels</u></p> <ul style="list-style-type: none"> - To play notes on an instrument clearly, including steps and leaps in pitch. - To improvise and use call and response within a group using 1 or 2 notes. - To show some control when playing musical instruments so that they begin to sound as they should. - To compose and perform melodies using 3 notes. 		<p><u>Three Little Birds</u></p> <ul style="list-style-type: none"> - To sing songs from memory, following the tune (melody) well, with accurate pitch and use of expression. - To use voice to maintain a part within an ensemble. - To perform with others, singing in unison and following instructions from a leader 		<p><u>Y3/4 Play</u></p> <ul style="list-style-type: none"> - To sing songs from memory, following the tune (melody) well, with accurate pitch and use of expression. - To use voice to maintain a part within an ensemble. - To perform with others, singing in unison and following instructions from a leader 		<p><u>Bringing Us Together</u></p> <ul style="list-style-type: none"> - To identify the rhythm and beat in music - To recognise changes in timbre, dynamics and pitch. - To internalise the pulse in music. - To know the difference between pulse and rhythm. - To listen carefully to music, recognising the build-up of layers, including the use of different instruments. - To improve performance. 			
PE	<p><u>Net/Wall</u></p> <p>Children will learn to develop skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent.</p>	<p><u>Gymnastics</u></p> <p>Children will focus on improving the quality of their movement. They will learn how to plan and perform actions and sequences, and develop flow by linking actions smoothly.</p>	<p><u>Invasion Games</u></p> <p>Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching and will learn new invasion game sport specific techniques.</p> <p><u>Dance</u></p> <p>Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social</p>		<p><u>OAA</u></p> <p>Children will take part in orientation activities using maps and diagrams. Working on their own and in small groups children will learn to use simple maps and follow simple trails.</p> <p><u>Striking and Fielding</u></p> <p>Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down</p>		<p><u>Swimming</u></p> <p>Children learn to enjoy being in water and become more confident. They learn how to keep afloat and move in the water. Children then focus on swimming more fluently, improving swimming strokes, and learning personal survival techniques.</p> <p><u>OAA</u></p> <p>Children will take part in orientation activities using maps and diagrams. Working on their own and in small groups</p>		<p><u>Swimming</u></p> <p>Children learn to enjoy being in water and become more confident. They learn how to keep afloat and move in the water. Children then focus on swimming more fluently, improving swimming strokes, and learning personal survival techniques.</p> <p><u>Athletics</u></p> <p>Children should concentrate on developing good basic running, jumping and throwing techniques.</p>	

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			and/or historical dances.		children will learn to use simple maps and follow simple trails.	Children will develop their technical understanding across all areas of athletics.
French	<p>Can say a greeting. Can attempt a question about name and feelings Can listen and respond to a question about feelings and name. Can remember and say most numbers from 1 to 10. Can say at least four colours.</p>	<p>Can recognise and say most months of the year. Can recognise and say days of the week. Can attempt to copy-write accurately a day of the week. Can attempt to write accurately an important month of the year.</p>	<p>Can remember and say animal nouns. Can say a simple sentence to say their favourite animal.</p>	<p>Can read and say adjectives of colour Is aware and can recognise a French indefinite article Can take part in a simple dialogue about themselves, using familiar questions and answers. Can say numbers between 11 and 20</p>	<p>Can say and write at least four fruit nouns accurately.</p>	<p>Can ask the question "Where do you live?" and give an answer. Can take part in a simple dialogue about themselves, using familiar questions</p>
PSHE/Value	<ul style="list-style-type: none"> - Explain why we have rules; -Explore why rules are different for different age groups, in particular for internet based activities; - Suggest appropriate rules for a range of settings; -Consider the possible consequences of breaking the rules. - Define the term 'community'; - Identify the different communities that they belong to; - Recognise the benefits that come with belonging to a community, in particular the benefit to 	<ul style="list-style-type: none"> - Identify the different skills that people can bring to a group task; -Demonstrate how working together in a collaborative manner can help everyone to achieve success. - Recognise that there are many different types of family; - Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' - Explain that people living in the UK have different origins; - Identify similarities and differences between a diverse range of people from varying national, 	<ul style="list-style-type: none"> - Understand what is meant by the term body space (or personal space); - Identify when it is appropriate or inappropriate to allow someone into their body space; - Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; - Recognise how different surprises and secrets might make them feel; - Know who they could ask for help if a secret made them feel 	<ul style="list-style-type: none"> - Define what is meant by the environment; - Evaluate and explain different methods of looking after the school environment; - Devise methods of promoting their priority method. - Define what a volunteer is; Identify people who are volunteers in the school community; - Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. - Identify key people who are responsible for 	<ul style="list-style-type: none"> - Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); - Describe how food, water and air get into the body and blood. - Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; - Explain what is meant by the term 'balanced diet'; - Give examples what foods might make up a healthy balanced meal. 	<ul style="list-style-type: none"> - Describe some of the changes that happen to people during their lives. - Use the correct terminology for parts of the human body that are private. - Identify different types of relationships; - Recognise who they have positive healthy relationships with.

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	<p>mental health and wellbeing.</p> <ul style="list-style-type: none"> - Express opinions and listen to those of others; - Consider others' points of view; - Practise explaining the thinking behind their ideas and opinions. - Define and demonstrate cooperation and collaboration; - Identify qualities of friendship; - Suggest reasons why friends sometimes fall out; - Rehearse and use, now or in the future, skills for making up again . - Identify people who they have a special relationship with; - Suggest strategies for maintaining a positive relationship with their special people - Rehearse and demonstrate simple strategies for resolving given conflict situations. - Explain what a dare is; - Understand that no one has the right to 	<p>regional, ethnic and religious backgrounds;</p> <ul style="list-style-type: none"> - Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. - Explain why some groups of people are not represented as much on television/in the media . - Reflect on listening skills; - Give examples of respectful language; - Give examples of how to challenge another's viewpoint, respectfully. 	<p>uncomfortable or unsafe.</p>	<p>them to stay safe and healthy;</p> <ul style="list-style-type: none"> - Suggest ways they can help these people. - Understand the terms 'income', 'saving' and 'spending'; - Recognise that there are times we can buy items we want and times when we need to save for items; - Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) 	<ul style="list-style-type: none"> - Demonstrate their understanding of health and wellbeing issues that are relevant to them; - Empathise with different view points; - Make recommendations, based on their research. - Identify their achievements and areas of development; - Recognise that people may say kind things to help us feel good about ourselves; - Demonstrate how working together in a collaborative manner can help everyone to achieve success; - Understand and explain how the brain sends and receives messages through the nerves - Explain some of the different talents and skills that people have and how skills are developed; - Recognise their own skills and those of other children in the class 	
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	<p>force them to do a dare;</p> <ul style="list-style-type: none">- Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.- Recognise that repeated name calling is a form of bullying;- Suggest strategies for dealing with bullying- Understand and explain some of the reasons why different people are bullied;- Explore why people have prejudiced views and understanding what it is				<ul style="list-style-type: none">- Explain how some infectious illnesses are spread from one person to another;- Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;- Suggest medical and non -medical ways of treating an illness .	
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