



## Orchard Park Community Primary School Long Term Planning Overview - Year 3

		Literacy	Numeracy	Science	History	Geography	
Autumn	1	<b>Topic: Globe Trotters</b>  <b>Super Start:</b> Magic Show - children to learn magic tricks  <b>Fantastic Finish:</b> Making moving circus (D&T Focus)  <b>Homework Project:</b> Famous magicians from around the world - PowerPoint/poster /sculpture/learn some tricks	<b>Leon &amp; The Place Between</b>  Number -Place Value Number - Addition and Subtraction  Science I can measure, compare, add and subtract lengths, mass volume and capacity I can estimate the answer to a calculation	<b>Plants</b> - 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		-locate the world's countries, using maps to focus on Europe (including the location of Russia) - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country - describe and understand key aspects of: physical geography, including: climate zones, and vegetation belts - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
		<b>Art / D&amp;T</b>	<b>RE &amp; PSHE</b>	<b>PE</b>	<b>Computing</b>	<b>Visits &amp; Visitors</b>	
		<b>Painting</b> Wax Resist Pictures <b>Drawing</b> Pastel work on black paper The Blue Circus by Marc Chagall <b>Construction &amp; Mechanics</b> Moving Circus	<b>RE - Hinduism</b> The Hindu community. Look at Gods, Mandir, Diwali. What does it mean to be a Hindu? <b>PSHE</b> Rights, Rules and responsibilities	<b>DancEd - All Around the World</b>  <b>Swimming</b>	<b>e-Safety</b> I am kind and responsible  <b>My Safe Searching</b> <b>Helping My Plants Grow</b>	<b>DancEd</b>  <b>Magician</b>  <b>Visit a temple</b>	
	2	<b>Topic: Stonking Stone-Age</b>  <b>Super Start: Build Stonehenge</b> - Large scale outside? - Small scale using clay  <b>Fantastic Finish: Camp fire and marshmallows</b>  <b>Homework Project:</b> Tell a story through cave art Recipe for stone age food The wheel - build something that uses wheels Stone age jewellery	<b>The First Drawings</b>  <b>Class Story: Stig of the Dump</b>  Science I can add and subtract amounts of money to give change, using both £ and p in practical contexts I can measure, compare, add and subtract lengths, mass volume and capacity	<b>Rocks</b> - 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 - recognise that soils are made from rocks and organic matter. - Mary Anning	<b>The Stone Age</b> - changes in Britain from the Stone Age to the Iron Age - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -give a broad overview of life in Britain from ancient until medieval times -place events, artefacts and historical figures on a time line using dates -understand the concept of change over time, representing this, along with evidence, on a time line		
		<b>Art / D&amp;T</b>	<b>RE &amp; PSHE</b>	<b>PE</b>	<b>Computing</b>	<b>Visits &amp; Visitors</b>	
		<b>Painting</b> - mix colours effectively - use watercolour paint to produce washes for backgrounds then add detail - experiment with creating mood with colour Stonehenge Silhottes <b>Collage</b> <b>3D Form</b> (Clay Stonehenge) Warren Thompson (Stonehenge Artwork)	<b>RE - How is Christmas celebrated around the world.</b> Include not all celebrate Christmas e.g. Jehovah Witness - how do they celebrate? Create a real timeline, e.g. How does Spain celebrate - presents in January when the 3 Kings arrive. Sweden - Christmas Eve presents. Unpick advent story. Focus question - how does this support their beliefs about God.  <b>PSHE - Diversity &amp; Community</b>	<b>Swimming</b>  <b>Gym</b> <b>Floor Work</b>	<b>Making My Program in Scratch</b>  <b>My Art in Different Styles</b>	<b>Trip to Wandleberry</b>	



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Spring	1	Topic: Revolting Roald Dahl	The BFG - Roald Dahl	Number - Multiplication and Division Measurement: Money Statistics  <small>Science I can interpret and present data using tables I can make 3D shapes using modelling materials I can interpret and present data using bar charts.</small>	States of Matter (Yr 4) <small>- compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius</small>	History of Chocolate <small>- describe the social, ethnic, cultural or religious diversity of past society</small>	Fair Trade <small>- describe and understand key aspects of human geography, including: types of land use, economic activity including trade links - international food sources - identify the position and significance of the equator (Where are cacao beans grown?) - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Charlie and the Chocolate Factory I can describe the position on a 2D grid as coordinates in the first quadrant. I can add and subtract amounts of money to give change, using both £ and p in practical contexts.</small>
		Super Start: Making and designing chocolate bars and container (D&T Link)	Art / D&T	RE & PSHE	PE	Computing	Visits & Visitors
		Fantastic Finish: Visit the fudge shop in Cambridge or Watch Charlie and the Chocolate Factory	Food <small>-measure ingredients to the nearest gram accurately - follow a recipe (predominantly savoury) - assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking) - know where a variety of ingredients are grown relating to seasons</small>	RE Family Life and who are Jews? Torah (mention) Shabbat and Kosher foods. Planning a party using kosher foods. PSHE Drug Education	Games - Tennis <small>I can identify horizontal and vertical lines, and pairs of perpendicular and parallel lines</small>  Gym Apparatus (Competition) <small>I can identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn</small>	e-Safety I am safe  Make My eBook  Send My eMail	Author Visit
		Homework Project: Collage an Oompa Lumpa Make some sweets Montage of various Roald Dahl characters/books	Printing - Pop Art, Warhol Theobald Still-Life Drawing Chocolate bars/biscuits				
	2	Topic: Rotten Romans	Literacy	Numeracy	Science	History	Geography
		Super Start: Dress Up Explore and draw artefacts from observation Making shields/Be a part of a Roman army/Plan to and invade Yr 4	Escape From Pompeii	Measurement: length and perimeter Number - Fractions  <small>Science I can measure, compare, add and subtract lengths, mass, volume and capacity. I can identify, represent and estimate numbers using different representations.</small>	Forces and Magnets <small>- compare how things move on different surfaces - notice that some forces need contact between 2 objects, but magnetic forces can act at a distance - observe how magnets attract or repel 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 2 poles - predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</small>	The Roman Empire <small>- the Roman Empire and its impact on Britain - give a broad overview of life in Britain from ancient until medieval times -compare some of the time studied with those of other areas of interest around the world -suggest causes and consequences of some of the main events and changes in history -place events, artefacts and historical figures on a time line using dates</small>	Countries, Europe, maps, atlases Locate Countries <small>- describe and understand key aspects of: physical geography, including: volcanoes and earthquakes - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</small>
		Fantastic Finish: Roman Feast	Art / D&T	RE & PSHE	PE	Computing	Visits & Visitors
		Homework Project: Mosaic pictures of Roman collages Adventure story for being on holiday when a volcano erupts	3D Form & Collage Roman wire sculptures  Food Make bread & soup for finishing feast	RE How do people pray? Look at Jews, muslims, Christians and others such as Quakers to compare. PSHE Personal Safety	Games Cricket Coach  OAA	Scan My Code  Evaluate My Animal	



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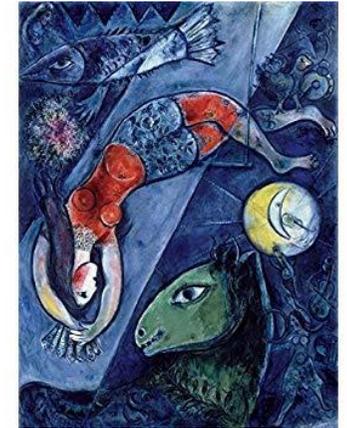
		Literacy	Numeracy	Science	History	Geography	
Summer	1	<b>Topic:</b> Captivating Cambridge  <b>Super Start:</b> Visit around Cambridge  <b>Fantastic Finish:</b> Visit one of the colleges and gardens	<b>The Mysteries of Harris Burdick</b>  Science I can recognise angles as a property of a shape or description of a turn I can identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn. I can identify whether angles are greater or less than a right angle. I can identify horizontal and vertical lines, and pairs of perpendicular and parallel lines.	<b>Number - fractions Measurement: Time</b>  Science I can recognise angles as a property of a shape or description of a turn I can identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn. I can identify whether angles are greater or less than a right angle. I can identify horizontal and vertical lines, and pairs of perpendicular and parallel lines.	<b>Light</b> <b>E-Luminate Festival</b> - 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 a solid object - find patterns in the way that the size of shadows change	<b>Local History</b> History of Cambridge and Orchard Park A local lady (Boudicca)  -Describe changes that have happened in the locality of the school throughout history. -Place events, artefacts and historical figures on a time line using dates. -Understand the concept of change over time, representing this, along with evidence, on a time line. -To investigate an area of interest	- 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
		<b>Art / D&amp;T</b>	<b>RE &amp; PSHE</b>	<b>PE</b>	<b>Computing</b>	<b>Visits &amp; Visitors</b>	
		<b>Textiles</b> - shape and stitch materials - use basic cross stitch and back stitch - quilt, pad and feather fabric - understand the need for a seam allowance - join textiles with appropriate stitching - select the most appropriate techniques to decorate textiles <i>Cambridge Badge - Design own version, sewing and quilting</i>	<b>RE</b> <b>How can we make a difference in our world today?</b> Don't have to be religious to make a difference e.g. children in need, red crescent (Islam), Red Cross, Christian aid, 5 pillars, some religions say they have to give money away.  <b>PSHE</b> Healthy Lifestyles	<b>Games</b> <b>Tennis (Competition)</b>  <b>Archery</b>	<b>e-Safety</b> <b>I am healthy</b>  <b>Showing My Device Time</b>  <b>Bounce My Scratch Jr</b>	<b>Cambridge</b>	
	2	<b>Topic:</b> The Human Machine  <b>Super Start:</b> Mini sports day  <b>Fantastic Finish:</b> Trip to Olympic Park	<b>The Day I Swapped My Dad for Two Goldfish</b>  Science I can recognise, find and write fractions of a discrete set of objects I can recognise and use fractions as numbers I can recognise and show equivalent fractions with small denominators	<b>Geometry - Properties of Shapes Measurement: Mass and Capacity</b>  Science I can recognise, find and write fractions of a discrete set of objects I can recognise and use fractions as numbers I can recognise and show equivalent fractions with small denominators	<b>Animals including humans</b> - 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	<b>History</b>	Where famous athletes come from around the world. - Locate the world's countries, using maps to focus on Europe and N/S America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Link to World Cup Countries (or current sporting events)
		<b>Art / D&amp;T</b>	<b>RE &amp; PSHE</b>	<b>PE</b>	<b>Computing</b>	<b>Visits &amp; Visitors</b>	
		<b>Food</b> Design and prepare a range of meals and snacks each week that vary in nutritional value  <b>Still-Life Drawing</b> Fruit Bowl, sketching and shading  Cezanne - Fruit Bowl	<b>RE - Sacred Writings</b> Look at Torah and Bible. What are similarities between them?  <b>PSHE</b> Managing Risks Sex & Relationships	<b>Games</b> <b>Cricket (Competition)</b>  <b>Athletics</b>	<b>Showing My Teeth</b>  <b>Open Ended Challenge</b>	<b>The Olympic Park</b>	

Suggested Art Activities

Autumn 1



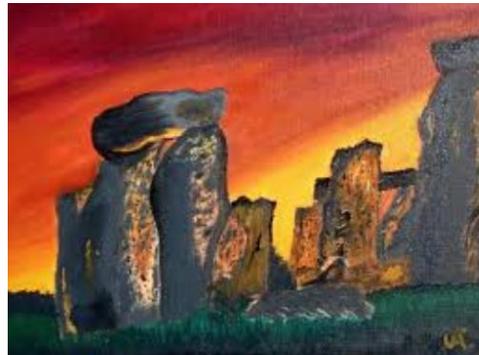
Spinning Circus



The Blue Circus by Marc Chagall

Autumn 2

Stonehenge silhottes (watercolours/collage)



Painting by Warren Thompson

Spring 1



Andy Warhol Chocolate Pop Art



Chocolate Monoprints



Summer 1



Cambridge badge quilt – children could all make their own square/patch linked to Cambridge

Summer 2



Cezanne artwork