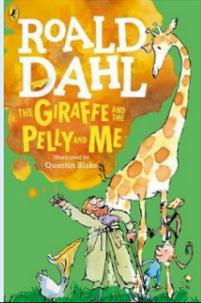
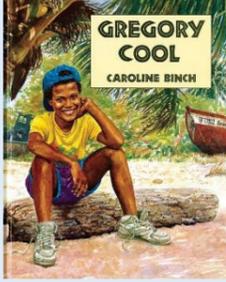
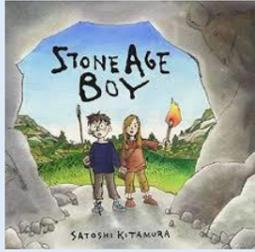
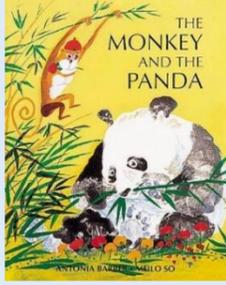
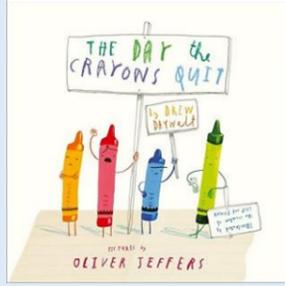
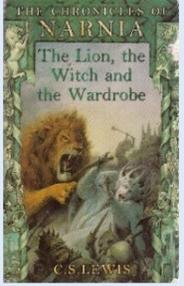


# Warley Road Academy BELLS and Whistles curriculum long term plan

## Year 3



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
						
<b>Other texts</b>	Tell me Dragon- Jackie Morris The Witches- Raald Dahl	Egyptian Adventure- Roderick Hunt The Witches- Raald Dahl	Ug – Raymond Briggs Cat tales – Linda Newbury	The Abominables- Eva Ibbotson	The Creakers- Tom Fletcher	The Creakers- Tom Fletcher
<b>Trips and visitors</b>	Meet the Brain Workshop SCARF Coram Life Education Shibden Park	Bagshaw Museum	Felt Workshop	Climbing wall	Halifax Trail	Doe Park
<b>Writing genres</b>	Narrative Poetry Character description Non- fiction text (giraffes & pelicans)	Narrative with dialogue Character & Setting description Advert (Tobago non-fiction)	Narrative with dialogue Setting description Diary writing Non- chronological report (Skara Brae/Stone Age)	Narrative- Chinese Fables Recipe Instructions Recount	Narrative- setting description (dialogue and endings) Letters Postcards Explanation text	Narrative- story predictions and summary Persuasive writing
<b>Topics</b>	<b>A Passport to France</b>	<b>Let's Make a Mummy</b>	<b>Rollin' Stone Age</b>	<b>Ni Hao China</b>	<b>History on my Doorstep</b>	<b>Eruptions and Explosions</b>

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Understanding the world	<b>Geography</b>	<ul style="list-style-type: none"> <li>- Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on countries, and major cities.</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. (France)</li> </ul>		<ul style="list-style-type: none"> <li>- Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere.</li> </ul>	<ul style="list-style-type: none"> <li>- Use fieldwork to observe, record and present the human and physical features in the local area (Halifax) using a range of methods, including sketch maps and plans.</li> <li>- Use four figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>- Name and locate cities of the United Kingdom (Bradford, Leeds, Manchester, Sheffield, Leicester), geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains).</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and understand key aspects of: physical geography, including mountains, volcanoes and earthquakes.</li> <li>human geography, including land use, food and water.</li> </ul>	
	<b>History</b>		<ul style="list-style-type: none"> <li>- Achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following; Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>- Changes in Britain from the Stone Age to the Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>- A local history study (Halifax).</li> </ul>		
	<b>RE</b>	<ul style="list-style-type: none"> <li>- How do Jews remember God's covenant with Abraham and Moses?</li> </ul>	<ul style="list-style-type: none"> <li>- What do creation stories tell us?</li> </ul>	<ul style="list-style-type: none"> <li>-Who inspires us?</li> </ul>	<ul style="list-style-type: none"> <li>-What are the British values? (To understand about those of different beliefs and values and to understand what is meant by tolerance)</li> </ul>	<ul style="list-style-type: none"> <li>- What do Christians believe about a good life?</li> </ul>	<ul style="list-style-type: none"> <li>- What is Spirituality and how do people experience this?</li> </ul>
Expressive arts and design	<b>Art</b>	<ul style="list-style-type: none"> <li>- Monet- about great artists in history</li> </ul>	<ul style="list-style-type: none"> <li>- Use paint and equipment correctly.</li> <li>- Use ripping as a technique for collage</li> <li>- Shape, form, model and construct from observation.</li> <li>- Work safely.</li> </ul>	<ul style="list-style-type: none"> <li>Create sketch books to record their observations and use them to review and revisit ideas using the context of Cave paintings.</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Improve their mastery of art and design techniques, including drawing and painting of a Halifax landmark.</li> </ul>	

<b>STEM</b>	<b>DT</b>	<ul style="list-style-type: none"> <li>- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures creating Eiffel Tower Structures</li> <li>- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Select from and use a wider range of tools and equipment to perform practical tasks to make Clay Canopic Jars, mummifying a tomato and Death Masks.</li> <li>- Select from and use a wider range of tools and equipment to perform practical tasks according to their functional properties and aesthetic qualities.</li> </ul>	-	<ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups creating Chinese fashion clothing.</li> <li>- Understand and apply the principles of a healthy and varied diet looking at a Chinese banquet.</li> <li>- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>		<ul style="list-style-type: none"> <li>- Select from and use a wider range of tools and equipment to perform practical tasks making a papier mache volcano.</li> <li>- Select from and use a wider range of tools and equipment to perform practical tasks according to their functional properties and aesthetic qualities.</li> </ul>
	<b>Musi c</b>	To be developed with a music specialist as part of the school development plan →					
	<b>Science</b>	<u>Animals including humans</u> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<u>Light</u> <ul style="list-style-type: none"> <li>- Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>- Notice that light is reflected from surfaces.</li> <li>- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>- Find patterns in the way that the size of shadows change.</li> </ul>	<u>Forces and Magnets</u> <ul style="list-style-type: none"> <li>- Compare how things move on different surfaces.</li> <li>- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>- Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>- 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.</li> <li>- Describe magnets as having two poles.</li> <li>- Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<u>Plants</u> <ul style="list-style-type: none"> <li>- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>- 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.</li> <li>- Investigate the way in which water is transported within plants.</li> <li>- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<u>Rocks</u> <ul style="list-style-type: none"> <li>- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>- Recognise that soils are made from rocks and organic matter.</li> </ul>	← Working Scientifically →

Computing	- Design and write programs that accomplish specific goals, including controlling or simulating physical systems.	- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	- Use logical reasoning to explain how some simple algorithms work.	- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	- Use search technologies effectively, appreciate how results are selected and ranked.	- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		
	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognize their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>			<p><b>Swimming and water safety (KS2)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations</li> </ul>				
Physical development	PE	Outdoor	Football	Dance (indoors)	Tennis	Cricket	Hockey	Basketball/netball
		Indoor	Swimming					
Whistles	PSHCE Following SCARF	Me and My Relationships Meet the Brain Workshop SCARF Coram Life Education	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing	
	i-challenge	<ul style="list-style-type: none"> <li>Introduce I-challenge</li> <li>DT – Eiffel towers group challenges (Build a tower)</li> <li>English – preparing poems to read aloud and to perform &amp; writing setting and character description</li> <li>Art- Clay making- cartouche and canopic jars</li> <li>Sian- making Bronte mini books</li> <li>Science— Light and shadows experiments</li> </ul>	<ul style="list-style-type: none"> <li>Art- create sketch books- to look at cave paintings</li> <li>Art- felt workshop</li> <li>Baking- preparing and cooking a variety of dishes</li> <li>DT- look and design innovative clothing</li> <li>Identifying trees</li> </ul>	<ul style="list-style-type: none"> <li>DT- papier mache volcano</li> <li>Art- draw and create Halifax landmarks</li> <li>Geography- use of fieldwork and observation</li> <li>English - Speaking and listening - Interviewing mayor</li> </ul>	<p>← Building confidence, building relationships, building teamwork →</p>			



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