	Warley Road Curriculum Long Term Plan Year 3					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic Information	Toffee Town/ History on my Doorstep	Beautiful Britain	Rollin' Stone Age	Passport to France	Let's make a Mummy	Eruptions and Explosions
		What is the significance of place names in Britain? What kind of settlements do we have and how have they changed through time?		Why do people visit key countries in Europe? What are the similarities and differences between 2 or more countries in Europe (including England)?		Why do volcanoes and earthquakes occur in certain parts of the world? What is so dangerous about the ring of fire? Would you live near a volcano?
Enquiry Question	How people's lives have changed this nation? (John Mackintosh) What is Halifax famous for? -How has Halifax changed from past to present?		Was Stone Age man simply a hunter- gatherer? How did life change when Stone Age man began to farm? What can we learn about the Stone Age from Skara Brae? Why is it so difficult to find out why Stonehenge was built?		 What is the chronology of Ancient Egypt? What was life like in early Egypt? Did Ancient Egyptians write anything down? How did the River Nile contribute to the power within Ancient Egypt? What did the Ancient Egyptians believe about the afterlife? What were the success of the New Kingdom? Who was Ramses II? How did the Egyptian Empire end? 	
Golden Thread		Society and community Physical and human geography Mapping		Locational knowledge Mapping Physical and human geography		Locational knowledge Mapping Physical and human geography

	Society and community		Society and community Migration, trade, civilisation, settlement and industry		Power Civilisation, trade, settlement, empire, monarchy and rebellion	
Book Led Literacy	STAR TAR	PLACE PERSON	STONE AGE BOY SATOSHI KITAMURA	Paintbrush June Donates Jul Sound	THE TRUE STORY OF THE 3 LITTLE PIGS!	PLOOD Arris F. ville
ROAP Outcome	Children to write a small fact file about John Mackintosh in pairs or small groups to present to year 4 children.					

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		Identify UK seas	Locate and name 5 key
			countries in Europe
		Locate and name 5 key UK cities	
			Describe and understand
		Describe and understand key aspects of	geographical similarities
		human geography, including: types of	and differences through
		settlement and land use	studying the human and
			physical geography of an
		Order types of settlements – hamlet,	area of the United
		village, town, city etc	Kingdom, and of a larger
			area in a contrasting
		Describe the different ways land is used	European country
		in different types of settlements	La opean country
			Begin to ask/initiate own
		Make simple conclusions about locations	geographical questions
		hased on evidence/sources	geographical questions
		Draw a simple sketch man including	Investigate the main
ļq		physical and patural features	foatures and themes of
ō		physical and natural reatures	locations at one lovel (i.e.
е <		Use the 9 points of the compass to	miero or mooro)
t	Ч	describe locations (NW/ SW/ sts)	micro of macro)
ng	rap	Describe focations (NVV, SVV etc)	Mala
ibr	og	Describe features of two locations during	Iviake comparisons
tar	Ge	fieldwork – including digital technology	between places based on
ers		(webcams etc)	several sources of the same
nd			type
			Make simple conclusions
			about locations based on
			evidence/sources
			Draw a simple sketch map
			including physical and
		E duu	natural features
		- Luu	
		1.4.10 A.4	Identify five ordnance
		WITH AC	survey symbols
			Use the 8 points of the
			compass to describe
			locations (NW, SW etc)

Label 7 continents, 5 oceans, the equator and the north and south pole

Describe and understand key aspects of physical geography, including climate zones and biomes and vegetation belts detailing why they differ in one location to another

Explain structure and formation of volcanoes and the cause of earthquakes

Explain the effect of natural disasters on people's lives

Explain the link between climate change & extreme weather

Explain ways that people have adapted to manage extreme weather

Use maps, atlases and globes to interpret basic information and draw simple conclusions about the area being studied (i.e., tree distribution in the Amazon Rainforest in 1950 and modern day)

Use N, E, S, W confidently to build knowledge of the United Kingdom and the wider world



ses for this unit on, trade.
empire,
nd rebellion. This
er how early tarted within
compare the
e period to
Britain, to find
s happening at
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Egyptian

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	RE	- How do Jews remember God's cou	venant with Abraham and Moses?	- What do creation stories tell us?	-Who inspires us?	-What are the British values? (To understand about those of different beliefs and values and to	- What do Christians believe about a good life?	- What is Spirituality and how do people experience this?
						understand what is meant by tolerance)		
	MFL				Spanish- Language Angels			
d design	Art	Artist – Hilary Pecis American - Contemporary Line Focus/ Drawing & Sketchin Still life	ng	Artist — Claude Monet French - Impressionism Painting	Artist – Andy Warhol American - Pop Art Printmaking	Artist – Henri Matisse French - Fauvism Collage/textiles	Artist – Joan Miro Spanish – Surrealism Form/ Sculpture Paper mâché/Modroc	Inspired by the National Gallery's Take One Picture programme
Expressive arts and	DT	Materials Use appropriate materials Work accurately to make cuts and holes Join materials Measure carefully to avoid mistakes Make a strong, secure structure Ensure product is strong and fit for purpose		Food and nutrition 1 Explain how to be safe/hygienic 3 Think about presenting product in interesting/attractive ways 6 Understand ingredients can be fresh, pre-cooked or processed 7 Begin to understand about food being grown, reared or caught in the UK or wider world 7 Describe eat well plate and how a healthy diet = variety/balance of food and drinks 8 Explain importance of food and drink for active, healthy bodies 6 Prepare and cook some dishes safely and hygienically 6 Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking 6		I extiles Join different textiles in different ways Choose textiles considering appearance and functionality Think about user when choosing textiles Think about how to make product strong Begin to devise a template Explain how to join things in a different way Understand that a simple fabric shape can be used to make a 3D textiles project		
Music		Calderdale Music Services						
STEM	Science	Animals including humans 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.	Light Recognise that light from the sun can b (Light) Recognise that they need light in order Notice that light is reflected from surfac Recognise that light from the sun can b Recognise that shadows are formed wh object.	e dangerous and that there are ways to protect their eyes. to see things and that dark is the absence of light. es. e dangerous and that there are ways to protect their eyes. hen the light from a light source is blocked by an opaque	Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Rocks) Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Rocks) 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. Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	Plants Identify and describe the functions of diffestem/trunk, leaves and flowers. Explore the requirements of plants for lifesoil, and room to grow) and how they var Investigate the way in which water is tran Explore the part that flowers play in the lif pollination, seed formation and seed disp Identify variables: independent, depende Choose a question to answer in a scientifi Conduct a range of scientific enquiries with Make predictions Take measurements using a range of sci Collect and present scientific data with di Use this to answer scientific enquiry quest Make a simple conclusion about what the Identify things that help to make scientific	erent parts of flowering plants: roots, e and growth (air, light, water, nutrients from y from plant to plant. sported within plants. fe cycle of flowering plants, including ersal. (Plants) nt and controlled fic enquiry based on the above th scaffolded support/investigation frames entific equipment agrams and labels, tables and bar charts stions e test shows e data valid	 Forces and magnets 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. (Forces and magnets) 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. Identify variables: independent, dependent and controlled Choose a question to answer in a scientific enquiry based on the above





								Conduct a range of scientific enquiries with scaffolded support/investigation frames
								Make predictions Take measurements using a range of scientific equipment
								Collect and present scientific data with diagrams and labels, tables and bar charts
								Use this to answer scientific enquiry questions
								Make a simple conclusion about what the test shows Identify things that help to make scientific data valid
		•			Working Scientifically			
	-	Online safety		Online safety	Online safety	Online safety	Online safety	Online safety
	Computing	-Touch Typing		- Presenting with Google Slides	- Coding	- Email safety	- Spreadsheets	- Simulations and Graphing
Physical Development	PE	Pupils should continue to a collaborating and competi Pupils should be taught to: • use running, jumpin • play competitive ga defending • develop flexibility, s • perform dances usi • take part in outdoo • compare their perfect Swimming and water safe Pupils should be taught to: • swim competently, • use a range of strok	apply and develop a broad ing with each other. They s or ing, throwing and catching ames, modified where app strength, technique, contra- ing a range of movement p or and adventurous activity formances with previous or ety (KS2) or , confidently and proficient kes effectively [for example rescue in different water-ba	er range of skills, learning how to use the hould develop an understanding of how in isolation and in combination ropriate [for example, badminton, baske ol and balance [for example, through ath patterns r challenges both individually and within hes and demonstrate improvement to ac cly over a distance of at least 25 metres e, front crawl, backstroke and breaststro ased situations	em in different ways and to to improve in different phys etball, cricket, football, hocke nletics and gymnastics] a team chieve their personal best	link them to make actions ar sical activities and sports and ey, netball, rounder's and te	nd sequences of movement. d learn how to evaluate and nnis], and apply basic princi	. They should enjoy communicating, recognize their own success. ples suitable for attacking and
		Indoor					1	
		Swimr	ming					
		Outdoor	.h all		Terrete	Cuich at	Hackey	Peebeth all/n ath all
		Foot	.van	Dance (indoors)	I ennis	Cricret	поскеу	DasRetDaii/netDaii
Whistles	PSHE/ SCARF	Me and My R Meet the Brain SCARF Coram I	xeiationships in Workshop Life Education	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing

Conduct a range of scientific enquiries with scaffolded support/investigation frames Make predictions Take measurements using a range of scientific equipment Collect and present scientific data with diagrams and labels, tables and bar charts Use this to answer scientific enquiry questions
Make a simple conclusion about what the test shows Identify things that help to make scientific data valid

Enrichment/ Trips &Experiences	River Calder Halifax trail/visit town hall	Climbing wall Camp fire/ cooking with Maureen Maureen	Museurr Haworth				
	 Introduce I-challenge DT – Eiffel towers group challenges (Build a tower) 	 Art- create sketch books- to look at cave paintings Art- felt workshop 	DT- po Art- d				
ge	• English – preparing poems to read aloud and to perform & writing setting and character description	 Baking- preparing and cooking a variety of dishes 	• Geogr				
enε	• Sian- making Bronte mini books	• DT- look and design innovative clothing	• Englis				
i-chall	• Science— Light and shadows experiments	Identifying trees	• Art- C				
	Building	Building confidence, building relationships, building teamwork					
	•						



m workshop th residential	Doe Park				
oapier mache volcano					
draw and create Halifa	x landmarks				
raphy- use of fieldwork	raphy- use of fieldwork and observation				
sh - Speaking and listening - Interviewing mayor					
lay making- cartouche and canopic jars					

