





 3T and 3/4L Long Term Plan	Autumn 1 (Geography)	Autumn 2 (History)	Spring 1 (Science)	Spring 2	Summer 1 (Environmental study)	Summer 2 (Science)
	Cornerstones 	Tribal Tales 	Mighty Metals 	Urban Pioneers 	Predator! 	I am Warrior! 
Memorable Experience	Visit 14 US States	Making Sailing Boats	Eureka!	Spray paint/graffiti art	Visit Yorkshire wildlife park	Danelaw- Be a Roman for the day
Innovate/Challenge	Plan a family holiday	Trade Fair	Making sailing boats	Creating metal musical instruments	Design your own predator	Shield making
English	Flat Stanley	Stig of the Dump Stone Age Boy	The Iron Man The Tin Forest	The Firework Makers Daughter	Non – Fiction information texts.	Escape from Pompeii – Christina Balit
Maths Maths Hub	Place Value Addition and Subtraction	Multiplication and Division	Multiplication and Division Money Statistics	Length and Perimeter Fractions Consolidation	Fractions Time	Properties of Shape Mass and Capacity
Science	Year 3 –Plants I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I can 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 I can investigate the way in which water is transported within plants I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Year 3-Animals including humans I can 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 I can identify that humans and some other animals have skeletons and muscles for support, protection and movement	Year 3- Forces and magnets I can compare how things move on different surfaces I can notice that some forces need contact between two objects, but magnetic forces can act at a distance I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles I can predict whether two magnets will attract or repel each other, depending on which poles are facing. I can compare and group together a variety of everyday materials on the basis of whether they are	Year 3 –Light I can recognise that they need light in order to see things and that dark is the absence of light I can notice that light is reflected from surfaces I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes I can recognise that shadows are formed when the light from a light source is blocked by a solid object I can find patterns in the way that the size of a shadow changes.	Year 3-Rocks I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties I can describe in simple terms how fossils are formed when things that have lived are trapped within rock I can recognise that soils are made from rocks and organic matter.	<ul style="list-style-type: none"> Working scientifically

			attracted to a magnet, and identify some magnetic materials			
Art & Design	<p>Native American Dream Catchers; Weaving; Journey Sticks</p> <ul style="list-style-type: none"> •I can talk about some of the great artists, architects and designers in history and describe their work •I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas 	<p>Neolithic art including patterns. ; Sketch Books</p> <ul style="list-style-type: none"> •I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas 	<p>Embossed [pattern and pictures :making jewellery</p> <ul style="list-style-type: none"> •I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work •I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas 	<p>Photography: Graffiti art: observational drawing</p> <ul style="list-style-type: none"> •I can talk about some of the great artists, architects and designers in history and describe their work •I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas 	<p>3D scale models</p> <ul style="list-style-type: none"> •I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work •I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas 	<p>Drawing: sculpture: mosaic: jewellery making</p> <ul style="list-style-type: none"> •I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work •I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas
Computing Rising Stars	<p>We are programmers Programming an animation</p>	<p>We are bug fixers Finding and correcting bugs in programs</p>	<p>We are presenters Videoing performance</p>	<p>We are vloggers Making and sharing a short screencast presentation</p>	<p>We are communicators Communicating safely on the internet</p>	<p>We are opinion pollsters Collecting and analysing data</p>
Design & Technology	<p>Preparing US dishes; Model Making; Totem Pole design</p> <ul style="list-style-type: none"> •I can talk about the different food groups and name food from each group •I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes 	<p>Jewellery and clay beaker making: Tool design</p> <ul style="list-style-type: none"> •I can safely measure, mark out, cut, assemble and join with some accuracy •I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes 	<p>Product evaluation : using research to inform design; selecting materials : making vehicles ; building an iron man</p> <ul style="list-style-type: none"> •I can create designs using exploded diagrams •I can use my knowledge of existing products to design my own functional product •I can safely measure, mark out, cut, assemble and join with some accuracy •I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes 	<p>Graffiti Art Product evaluation</p> <ul style="list-style-type: none"> •I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes 	<p>Selecting and using materials(collage and textiles)</p> <ul style="list-style-type: none"> •I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes 	<p>Shields and helmets :Roman food: Roman deign</p> <ul style="list-style-type: none"> •I can safely measure, mark out, cut, assemble and join with some accuracy

Geography	<p>Using World & US maps; I can identify where countries are within Europe; including Russia.</p> <p>I can use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features Road Trip USA</p> <p>I can understand why there are similarities and differences between places.</p> <p>I can compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.</p> <p>I can identify the physical characteristics and key topographical features of the countries within North America.</p>	<p>Using maps, Settlements; Europe</p> <p>I can use the 8 points of a compass.</p> <p>I can understand the effect of landscape features on the development of a locality.</p> <p>I can understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.</p>			<p>Field work: using maps to locate countries and continents.</p> <p>I can use the 8 points of a compass.</p> <p>I can understand why there are similarities and differences between places.</p>	<p>Comparing Britain and Italy : using maps :locational knowledge :human and physical Geography</p> <p>I can identify the physical characteristics and key topographical features of the countries within North America.</p> <p>I can understand why there are similarities and differences between places.</p> <p>I can understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.</p>
History	<p>Native Americans</p> <p>I can use historic terms related to the period of study. I can use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>I can understand that sources can contradict each other</p> <p>I can explain what I have learned in an organised and structured way, using appropriate terminology.</p> <p>I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Anglo-Saxons and Vikings – Settlement</p> <p>I can describe Britain's settlement by Anglo-Saxons and Scots</p> <p>I can use dates to order and place events on a timeline.</p> <p>I can use a variety of resources to find out about aspects of life in the past (historical enquiry).</p>	<p>The iron age</p> <p>I can use historic terms related to the period of study.</p> <p>I can use historic terms related to the period of study.</p> <p>I can use a variety of resources to find out about aspects of life in the past (historical enquiry).</p>	<p>A local history study</p> <p>I can use historic terms related to the period of study.</p> <p>I can use historic terms related to the period of study.</p> <p>I can use a variety of resources to find out about aspects of life in the past (historical enquiry).</p>		<p>The Roman Empire and its impact on Britain</p> <p>I can use historic terms related to the period of study.</p> <p>I can use a variety of resources to find out about aspects of life in the past (historical enquiry).</p>

Music Collins Scheme	Environment Building	Sounds Poetry	China Time	In the past Communication	Human Body Singing French	Ancient worlds Food and drink
PE Spiral	Swimming Team Games I can play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending) I can use throwing and catching in isolation and in combination	Swimming Skills for Team Games I can play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending I can use throwing and catching in isolation and in combination	Swimming Gymnastics/Dance I can develop flexibility, strength, technique, control and balance I can perform dances using a range of movement patterns	Swimming Dodge Ball, Cricket, Rounders I can take part in outdoor and adventurous activity challenges both individually and within a team. I can play competitive game modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending)	Swimming Running/Jumping Athletic Style Activities I can use running and jumping in isolation and in combination I can take part in outdoor and adventurous activity challenges both individually and within a team I can play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending	Swimming Outdoor Adventure Invasion Games I can compare my performance with previous ones and demonstrate improvement to achieve my personal best
PSHCE Jigsaw	Being me in my World I recognise my worth and can identify positive things about myself and my achievements I can face new challenges positively, make responsible choices and ask for help when I need it I understand why rules are needed and how they relate to rights and responsibilities I understand that my actions affect myself and others and I care about others feelings I can make responsible choices and take action I understand my action affect others and try to see things from their point of view	Celebrating Differences I understand that everybody's family is different and important to them I understand that differences and conflicts sometimes happen among family members I know it means to be a witness to bullying I know that witnesses can make the situation better or worse by what they do I recognise that some words are used in hurtful ways I can give and receive compliments and know how this feels	Dreams & Goals I can tell you about someone who has faced difficult challenges and achieved success I can identify a dream/ambition this is important to me I can break down a goal into a number of steps and know how others could help me I know that motivation and enthusiasm are strengths which will help me achieve a challenge I can recognise obstacles and manage my feelings of frustration I can evaluate my own learning process and identify how it can be better next time	Healthy Me I understand how exercise affects my body and know why my heart and lungs are such important organs I can tell you my knowledge and attitude towards drugs I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I understand that, like medicines, some household substances can be harmful if not used correctly I understand how complex my body is and how important it is to take care of it	Relationships I can identify the roles and responsibilities of each member of my family and can reflect on the expectations of males and females I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener I know and can use some strategies for keeping myself safe I can explain how some of the actions and work of people around the world help and influence my life I understand how my needs and rights are shared by children around the world and can identify how our lives my by different I know how to express my appreciation to my family and friends.	Changes I understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I can start to recognise stereotypical ideas I might have about parenting and family roles I can identify what I am looking forward to when I am in Y4

RE	<p>What does it mean to be a Jew?</p> <p>How beliefs are expressed through art?</p> <p>Explain the importance of Moses to Jewish people and what they learn from him about God</p> <p>Respond with ideas about qualities they admire in others and how they might follow these influences</p> <p>Respond thoughtfully to some stories of Moses and begin to express their own understanding of God</p> <p>Explore rituals and actions of Pesach and describe the meaning of the festival for Jews today.</p> <p>Respond with ideas about the value of hope and freedom.</p> <p>Explain the importance of Shabbat to Jews and reflect on the value of keeping a 'different' day in the week for family and reflection.</p>		<p>How beliefs are expressed though</p> <p>Explore and describe ways beliefs are expressed through various art forms</p> <p>Suggest reasons why people express their views in these ways</p> <p>Apply ideas of their own beliefs and values through creating a piece of art work.</p>	.	<p>What do creation stories tell us about our world?</p> <p>What do Christians believe about a good life?</p> <p>Retell some well-known parables of Jesus and describe their meaning.</p> <p>Describe how Bible stories influence believers in the way they live their life.</p> <p>Discuss thoughtfully their own priorities in life.</p>	
MFL Primary Languages Network SOL	<p>A new start</p> <p>Ask and answer name Ask and answer simple feelings</p> <p>Ask and answer where you live</p> <p>Count 0-11</p>	<p>The calendar and celebrations</p> <p>Days</p> <p>Months (plus respond to simple question)</p> <p>Asking the day and the month</p> <p>Ask age</p> <p>Ask birthday month</p>	<p>Epiphany</p> <p>Animals I like/ don't like</p> <p>Names of domestic animals</p> <p>Ask and answer a like / dislike</p> <p>Looking for items</p> <p>Have you.....? / I have /</p>	<p>Carnival</p> <p>Colours</p> <p>playground games Easter</p> <p>Colours</p> <p>Ask what colour something is.</p> <p>Giving a response</p> <p>Likes and dislikes</p> <p>Looking for items</p> <p>Have you.....? / I have / haven't</p>	<p>Food we eat everyday – fruit and breakfast foods</p> <p>Fruit and vegetables</p> <p>Breakfast foods</p> <p>Ask and answer likes/dislikes</p> <p>Ask for a food item politely</p> <p>Revisit numbers 0-11</p>	<p>Going on a picnic!</p> <p>Fruits</p> <p>Breakfast foods</p> <p>Foods for a picnic</p> <p>Asking politely</p> <p>Colours</p> <p>Commands</p> <p>0-15</p>