



King Edward Primary School Long Term Plan Year Three

iSubject	Term One	Term Two	Term Three
Theme	Reflect, Repel, Remember	Grow, flow, how high does it go?	We will rock you!
Hook/Wow moments	Victorian child chimney sweep with coal/Mining museum	Plant casualty	Creswell crags
Authentic Outcomes	Christmas gift of photo frame	Perform learnt songs to parents	Present film made in computing to another year group.
Significant people studied	Watson Fothergill—Mansfield Designer Black Coal miners of Nottinghamshire Hanz Zimmer—German Composer Isambard Kingdom Brunel—engineer	Kirsty Lorenz—Scottish Artist Sir Edmund Hillary—Explorer	Beaker people Charlotte Henshaw—Mansfield Paralympian Mary Anning- Palaeontologist
Places visited/visitors coming in	Mining Museum Bike ability (visitors)	River Maun walk with Maun Valley Easter (visitor)	Creswell Crags
Other enrichment activities	Make a daisy chain Go pond dipping Flip a pancake Learn to do a cartwheel		
English	Key Texts - Reading		
	Narrative -Bills New Frock / The Boy Who Grew Dragons Non-fiction- You Wouldn't Want To Be A Victorian Miner Non-fiction – Instructions – Willy's Wonder Recipe Poetry - Dragon Fly Out in the Sun	Narrative - Iron Man by Ted Hughes Non-fiction - Mount Everest – Sangma Francis Non-fiction - Rivers – Simon Chapman Poetry – My Shadow – Robert Louis Stevenson	Narrative – The Stolen Spear – Saviour Pirotta Non-fiction – Hunter Gatherers – Grammasaurus Non-fiction – How Fire Was Made in the Stone Age - Grammasaurus Non-fiction – How Fossils are Formed - Grammasaurus Poetry – Back to The Stone Age - Grammasaurus
	Writing Genres		
	1. Whole School text 2. Narrative – Star in the Jar – retell the story with a different object that falls from the sky.	1. Narrative - Wolves in the walls (JC) <u>Punctuation and Grammar to be taught:</u> Prefixes and paragraphs a and an	1. Narrative - Stone Age Boy (JC unit) - <u>Punctuation and Grammar to be taught:</u> Tenses and prepositions



King Edward Primary School Long Term Plan Year Three

	<p><u>Punctuation and Grammar to be taught:</u> Ready to write – covering aspects from Y to 2 to ensure they are embedded.</p> <p>3. Non-fiction - Traditional tale with a twist The True Story of the Three Little Pigs – Apology letter</p> <p><u>Punctuation and Grammar to be taught:</u> Expanded noun phrases</p> <p>4. Non-fiction – Non-chronological report on aspects of mining linked to Coal Mining Museum visit.</p> <p><u>Punctuation and Grammar to be taught:</u> Adverbs and ready to write</p>	<p>Three paragraphs</p> <p>2. Narrative - The Blue Umbrella (JC) (Literacy Shed) – dialogue with character description</p> <p><u>Punctuation and Grammar to be taught:</u> Determiners and word families Speech punctuation</p> <p>3. Non-fiction – Non-chronological report – Mount Everest Animals</p> <p><u>Punctuation and Grammar to be taught:</u> Conjunctions and prepositions</p> <p>4. Non-fiction - Explanation text linked to Science – Plants</p> <p><u>Punctuation and Grammar to be taught:</u> Sub-ordinate clauses Determiners</p>	<p>2. Narrative: based on Tuesday</p> <p><u>Punctuation and Grammar to be taught:</u> Nouns and adverbs</p> <p>3. Non-fiction – Recount – linked to Creswell Crags trip.</p> <p>4. Non-fiction – Explanation – How To Wash A Woolly Mammoth - Grammasaurus</p> <p><u>Punctuation and Grammar to be taught:</u> paragraphs Tenses – present perfect</p> <p><u>Punctuation and Grammar to be taught:</u> Punctuation and subordination</p> <p>5. Poetry – The Magic Box by Kit Wright.</p> <p><u>Punctuation and Grammar to be taught:</u> Prepositions</p>
Maths	<p>Place Value Addition and subtraction Multiplication and Division</p>	<p>Multiplication and Division Money Statistics Length and Perimeter Fractions</p>	<p>Fractions Time Properties of Shapes Mass and Capacity</p>
Science	National Curriculum Objectives		
	<p><u>Light</u> 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</p>	<p><u>Animals including Humans</u> 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</p>	<p><u>Plants</u> 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</p>



King Edward Primary School Long Term Plan Year Three

	<p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change</p> <p><u>Forces and Magnets</u></p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>Describe magnets as having 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>(air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p><u>Rocks</u></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter</p>
	Factual Knowledge		



King Edward Primary School Long Term Plan Year Three

	<p>Light That dark is the absence of light</p> <p>That light is needed in order to see and is reflected from a surface</p> <p>Know and demonstrate how a shadow is formed and explain how a shadow changes shape</p> <p>When light hits an opaque object, it forms a shadow as it can not pass through.</p> <p>To Know about the danger of direct sunlight and describe how to keep protected</p> <p>Forces and Magnets To know and explain pulling and pushing forces</p> <p>To know and explain how magnets work</p> <p>To know what everyday materials are magnetic and how to categorise these objects/materials</p> <p>To be able to identify the poles of a magnet</p>	<p>Animals including Humans To know the types of nutrition – protein, carbohydrates, fat, vitamins and minerals- and what each type of food group is responsible for.</p> <p>To know the two types of skeletons – endo and exo skeletons</p> <p>To know and explain how muscles work in pairs</p>	<p>Plants To name the parts of a plant- roots, stem/trunk, leaves and flowers</p> <p>To know how seeds are dispersed</p> <p>To be able to see and explain how water moves through a plant (carnation investigation).</p> <p>Rocks To know how soil is made from the weathering of rocks and organic matter.</p> <p>Fossils are made when a plant or animal dies in a watery environment and is buried in mud and silt.</p> <p>To know about and explain the difference between sedimentary, metamorphic and igneous rock</p> <p>To compare and group rocks based on their appearance and physical properties, giving reasons</p> <p>Fossils are remains of living things.</p>
	Knowledge Progression		
	<p>Know that shadows are created from a light source</p> <p>Know how magnetic forces work</p>	<p>Know that plants go through different life stages and that they have different requirements to survive.</p> <p>Know what animals need to survive.</p>	
	Vocabulary		
	<p>Light Absorb, reflect, opaque, translucent, transparent, transmit, light source, shadow</p>	<p>Animals including Humans Carbohydrates, protein, fats, vitamins and minerals, nutrition</p>	<p>Plants Root, Stem, Flower, Leaves, dispersal, seed formation, seed dispersal, wind dispersal, animal dispersal, water dispersal</p>



King Edward Primary School Long Term Plan Year Three

	<u>Forces and Magnets</u> Attract, repel, magnetic and non-magnetic, magnet force, north pole and south pole		<u>Rocks</u> Sedimentary, metamorphic, igneous, fossil , permeable, impermeable
	<u>Skills</u>		
	<u>Light</u> Identify and classify Ask relevant questions Set up simple fair test Make systematic and careful observations Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <u>Magnets and Forces</u> Observing and measuring Set up a comparative test Gather, record, classify and present data in a variety of ways to help in answering questions Use results to draw simple conclusions and suggest improvements and raise further questions	<u>Animals including Humans</u> Set up a simple comparative test Record findings using simple scientific language using a bar chart or a table Make predictions based on a scientific question	<u>Plants</u> Set up a simple comparative test Make careful observation Report on findings from enquiries, including oral and written explanations Record findings using simple scientific language, drawings, labelled diagrams Identify differences, similarities or changes <u>Rocks</u> Set up a simple fair test Set up a comparative test Make predictions based on a scientific question Gather, record and present data Report on findings from enquiries, including oral and written explanations
		<u>Investigations</u>	
	<u>Light</u> Investigation: How would you organise these light sources into natural and artificial sources? Type of enquiry: Identify and Classify	<u>Animals including humans</u> Investigation: Do taller people have the largest skulls? Type of enquiry: Noticing patterns Scientific skill: Making predictions & setting up test	<u>Plants</u> Investigation: Which conditions help seeds germinate faster? Type of enquiry: Comparative Test Scientific skill: Evaluating



King Edward Primary School Long Term Plan Year Three

	<p>Scientific skill: Asking Questions</p> <p>Investigation: How does the number of layers of transparent plastic affect how much light can pass through?</p> <p>Type of enquiry: Fair Test</p> <p>Scientific skill: Evaluating</p> <p><u>Magnets and Forces</u></p> <p>Investigation: Which materials are magnetic?</p> <p>Type of enquiry: Identify and classify</p> <p>Scientific skill: Observing</p> <p>Investigation: How does the mass of an object affect how much force is needed to make it move?</p> <p>Type of enquiry: Fair Test</p> <p>Scientific skill: Prediction & Evaluating</p>	<p>Investigation: Are long legs best for running fast?</p> <p>Type of enquiry: Comparative test</p> <p>Scientific skill: Recording data</p>	<p>Investigation: What happens to celery when it is left in a glass of coloured water?</p> <p>Type of enquiry: Observing over time</p> <p>Scientific skill: Recording data and communicating results (what have I found out)</p> <p>Scientific diagram</p> <p><u>Research:</u> What are all the different ways that seeds disperse?</p> <p><u>Rocks</u></p> <p>Investigation: How does adding different amounts of sand to soil affect how quickly water drains through it?</p> <p>Type of enquiry: Fair Test</p> <p>Scientific skill: Set up test</p> <p>Investigation: Which soil absorbs the most water?</p> <p>Type of enquiry: Comparative Test</p> <p>Scientific skill: Set up test</p> <p>Investigation: Who was Mary Anning and what did she do?</p> <p>Type of enquiry: Research</p> <p>Scientific skill: Interpreting and communicating results</p>
	National Curriculum Objectives		
History	A local history study		Changes in Britain from the Stone Age to the Iron Age



King Edward Primary School Long Term Plan Year Three

	Mining - Nottinghamshire		
	Factual Knowledge		
	<p>The Victorian era was from 1837 to 1901 when Queen Victoria reigned.</p> <p>Coal mines and factories opened up all across Britain during the Industrial Revolution because coal was needed to power steam engines and machines in factories.</p> <p>Children as young as five worked at jobs that were dangerous and exhausting.</p> <p>At the peak there were over 30 mines in Nottinghamshire. The last one closed in 2015.</p> <p>The Industrial Revolution caused major changes in Mansfield and across the country.</p> <p>The development of trains meant that people were able to travel greater distances</p> <p>Isambard Kingdom Brunel was a Victorian Engineer who designed trains, bridges and boats</p>		<p>The Stone Age started around 3 million years ago when humans began living in Europe.</p> <p>The Stone, Bronze and Iron Age are all named from the materials that were used to create the tools/weapons.</p> <p>During the Stone Age, humans formed communities and domesticated animals for the first time.</p> <p>From stone age to iron age developments were made</p>
	Knowledge Progression		
	<p>Know the similarities and differences between the specific periods of history</p> <p>Know that asking a variety of questions can further their own understanding.</p> <p>Know that some sources are more helpful than others when learning about the past.</p>		<p>Know that there is a definitive, chronological order for the periods studied.</p> <p>Know that small details in artefacts and pictures can reveal clues about the past and be interpreted in different ways</p> <p>Know that similarities and differences help us to make comparisons between specific periods in history.</p>



King Edward Primary School Long Term Plan Year Three

	<p>Know that change can take place quickly or slowly</p> <p>Know that consequences are a result of causes and give examples</p> <p>Know that there can be two versions of the same historical story or event and compare them.</p> <p>Know that technological development moves society forward but can also bring harm.</p>		
	Vocabulary		
	child labour, coal mining, Industrial Revolution , reigned, steam engines , ventilation, Victorians development, local, conditions, invent, textiles		crops, domesticated , flint, hunter-gatherers, nomad tools, weapons artefact, farming, settlement
	Skills		
	<p>Place the period studied on a timeline</p> <p>Sequence several events/artefacts within a historical period</p> <p>Compare different viewpoints of the same event</p> <p>Examine the reliability of some sources</p> <p>Use a wider range of sources such as pictures, photographs stories artefacts, reference books, websites, visits and visitors to find out about the past</p> <p>Observe small details on artefacts and pictures</p>		<p>Place the period studied on a time line</p> <p>Sequence several events/artefacts within a historical period</p> <p>Use dates related to the study units</p> <p>Begin to use complex terms related to the passing of time -ancient, modern, BC, AD, century, decade, ancient civilisations.</p> <p>Stone Age, Bronze Age, Iron Age Find out about the everyday life of people in the past Explain reasons for the actions of people in the past</p> <p>Explain some consequences of actions of people in the past</p>



King Edward Primary School Long Term Plan Year Three

	<p>Recall, select and organise some historical information</p> <p>Understand and use a range of historical terms and vocabulary</p>		<p>Recognise key features within the time studies</p> <p>Compare aspects of the life of people in the past to our life today</p> <p>Identify ways we can find out about the historical periods studied</p> <p>Make comparisons within the time period studied</p> <p>Ask and answer historical questions</p>
	<u>Mining</u>	<u>Mountains and Rivers</u>	<u>Stone Age</u>
Geography	National Curriculum Objectives		
	<p>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</p>	<p>Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics.</p> <p>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.</p> <p>Describe and understand key aspects of physical geography, including rivers and mountains. Human geography, including activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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</p>
	<u>Factual Knowledge</u>		



King Edward Primary School Long Term Plan Year Three

	<p>Teversal, Pleasley and Clipstone are mining villages surrounding Mansfield.</p> <p>There are two types of mining – underground and surface mining.</p> <p>Most coal mines in the Mansfield area were underground mines.</p> <p>Mansfields geographical landscape has changed over time</p>	<p>Mount Everest is the largest mountain in the world.</p> <p>Mount Everest can be found in the Himalayas.</p> <p>Ben Nevis, Mount Snowden and Scafell Pike have the highest summits in Scotland, Wales and England.</p> <p>I know the main features of a mountain.</p> <p>I know the main features of a river.</p> <p>I know the main rivers in the UK. Thames, Trent, Severn and the Ouse.</p> <p>The River Maun is located in Mansfield.</p> <p>I know a canal is man made</p> <p>I know that rivers and canals contribute to trade links.</p>	<p>Stonehenge is a human feature.</p> <p>Skara Brae is located in the Orkney Isles.</p> <p>I know that castles were built on hills for defence.</p> <p>I know where key settlements were located and why they chose that location.</p> <p>Cresswell Craggs were populated during the stone age because of its physical features.</p>
	Knowledge Progression		
	<p>Know the names of local cities and what constitutes as a city.</p> <p>Know local towns/cities/villages combine in a region to make a county and what constitutes as a county.</p>	<p>To know that atlases can be used to locate specific physical features. E.g. mountains and rivers and human features.</p> <p>To know that directions (coordinates) can be used to locate places on a map and these must be read in particular ways.</p> <p>To know that a key provides the names of symbols to avoid having to label each symbol on a map.</p> <p>To know that larger physical features such as, rivers and mountains, can cover multiple regions and locations and can be further labelled with key aspects e.g. parts of a river/mountain.</p>	<p>To know that human features differ between different regions of the world.</p>
Vocabulary			



King Edward Primary School Long Term Plan Year Three

	Coal, underground, surface mine, mining, landscape	mountain, summit, base, valley, peak, mountain range meander, river, mouth, bank, source, canal, trade	defence, settlements , populated, castle
	Skills		
	Identifying human and physical characteristics of a specific place and its key topographical features (including hills, mountains, coasts and rivers), Describe and understand key aspects of: - Physical geography including climate zones, rivers, mountains and the water cycle. - Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Explore a variety of maps, atlases and the globe to locate specific places. Identifying human and physical characteristics of a specific place and its key topographical features (including hills, mountains, coasts and rivers), Describe and understand key aspects of: - Physical geography including climate zones, rivers, mountains and the water cycle.	Explore a variety of maps, atlases and the globe to locate specific places. Describe and understand key aspects of: - Physical geography including climate zones, rivers, mountains and the water cycle. - Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use fieldwork to observe, measure, record and present the human and physical features in our local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Art	National Curriculum Objectives		
	Pupils in KS2 should be taught to:		
	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas		
	Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and psulpture with a range of materials		
	Ar2/1.3 about great artists, architects and designers in history.		
	Drawing - Mansfield Architect – Watson Fothergill	Kirsty Lorenz – Painting Flowers	Sculpture – Clay Artist Study - Beaker People
	Factual Knowledge		
	To know that Watson Fothergill was a Victorian architect who designed building in Mansfield and Nottingham.	To know that Kirsty Lorenz is best known for her observational paintings of flowers. To know the names of a wider range of colours.	To know that the Beaker People (Beaker folk) made pottery in the shape of bells that they used for drinking and storing food.



King Edward Primary School Long Term Plan Year Three

	<p>To know that pencils have different grades that achieve a different effect.</p> <p>To know that shading is a way of drawing/sketching to show the light and dark.</p>	<p>To know that adding black and white when mixing colours can give you different shades.</p>	<p>To know how to manipulate clay to make a pot.</p>
	Knowledge Progression		
	<p>Know that shading creates light and dark.</p> <p>Know that detail can be added to create effect.</p>	<p>Know that there is a link between colours and feelings.</p> <p>Know that there are a wide range of brush types that give different effects.</p>	<p>Know that specific tools can be used for a specific purpose.</p> <p>Know that artwork from different time periods can differ.</p>
	Vocabulary		
	<p>Pencil Grades, Shade, Cross hatch, Strokes, Direction, Style, Architect, Cultural , Evaluate</p>	<p>Shades Colour descriptors e.g. (scarlet, crimson, emerald, turquoise), Style, Evaluate, observational</p>	<p>Style, Evaluate, Pinching, Thumb/Pinch pots, Texture, pattern</p>
	Skills		
	<p>Experiment with different grades of pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Block colour by applying pencil strokes in the same direction.</p> <p>Control depth of colour by applying different pressures on the pencil tip.</p> <p>Can use different pressure to produce a picture working from light to dark.</p>	<p>Select the brush size and type depending on the task. ·</p> <p>Mix and match a variety of colours and tones for purpose: skin tones, backgrounds.</p> <p>· Begin to develop a wider colour vocabulary. ·</p> <p>Experiment with different effects and textures including blocking in colour, washes, etc. ·</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache. ·</p> <p>Manipulate clay for a variety of purposes, e.g. thumb pots, simple coil pots and models. ·</p> <p>Plan, design and make models from observation or imagination</p>
DT	National Curriculum Objectives		
	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Understand and use mechanical systems in their products</p>	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>



King Edward Primary School Long Term Plan Year Three

	Factual Knowledge		
	<u>Bridges</u> To know that structures need to be made stable and strong for it to free stand To know that some structures are made stable by having a wide base To know there is a range of ways of making structures stable.	<u>Iron man</u> To know that levers and sliders can be used to create movement. To know that holes can be made in materials in a variety of ways. To know that materials can be accurately joined together in a variety of ways	<u>Healthy smoothie</u> To know the difference between a fruit and a vegetable To know the nutritional benefits of different fruit and vegetables To know the base ingredients of a smoothie
	Knowledge Progression		
	Understand how well products have been created. Identify a purpose and establish criteria for a successful product. Start to order the main stages of making a product. Know to make drawings with labels when designing.	Know that we need to safely use a wider range of tools and equipment to perform practical tasks.	Start to use research to develop design criteria Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
	Vocabulary		
	Purpose, Stable, structure, Free-standing, Stiffen, Strengthen, Frame,, Reinforce	Join, Fixed, Flexible, Levers, Sliders, Mechanical	Fruit, vegetable, smoothie, taste, texture, nutrients, vitamins
	Skills		
	Measure and cut accurately to avoid mistakes To join materials To investigate other products before designing. To evaluate end product against original design criteria.	Use appropriate materials Work accurately to make cuts and holes Join materials in a variety of ways. To create mechanisms that is fixed and flexible	carefully select ingredients use equipment safely prepare dishes safely and hygienically grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing,
Music	National Curriculum Objectives		
	Play and perform in ensemble contexts, using voices and playing musical instruments ☑ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Improvise and compose music for a range of purposes using the interrelated dimensions of music ☑ Use and understand staff and other musical notations Improvise and compose music for a range of purposes using the inter-related dimensions of music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory



King Edward Primary School Long Term Plan Year Three

	Listen with attention to detail and recall sounds with increasing aural memory	Develop an understanding of the history of music.	
	Singing Listening & Appraising	Composition Listening & Appraising	Playing instrument – untuned percussion/body percussion Listening & Appraising
	Factual Knowledge		
	<p>Hans Zimmer is a composer of film music.</p> <p>A motif is a short musical idea.</p> <p>Keep your shoulders down when you are singing and your chin level.</p> <p>Warm ups for singing are important so you don't strain your chords.</p> <p>Major key – sounds happy Minor key – sounds sad There are different types of music such as a waltz, rock and roll and the blues.</p>	<p>The pulse is the heartbeat to the song and the rhythms stays in time with the pulse.</p> <p>Crotchet = 1 beat</p> <p>Quaver = ½ beat</p> <p>2 quavers = 1 crotchet</p> <p>A rest means you don't play.</p>	<p>Pitched percussion are instruments that can play different notes, such as xylophones, glockenspiels and chime bars.</p> <p>Unpitched percussion, such as drums, shakers and tambourines, do not play notes.</p>
	Knowledge Progression		
	<p>To know performing is sharing music with other people, an audience.</p> <p>To know why you must warm up your voice</p> <p>To know that singing in a group can be called a choir</p>	<p>Songs can make you feel different things, eg happy, sad, energetic</p> <p>It involves communicating feelings, thoughts and ideas.</p> <p>To know that a composition is something created by you and is kept in some way.</p>	<p>To know and be able to talk about the instruments used in class</p> <p>To know the difference between tuned and untuned instruments</p> <p>To know performing is sharing music with other people, an audience.</p>



King Edward Primary School Long Term Plan Year Three

	<p>The leader or conductor is the person the choir or group follows</p> <p>When you perform you must have planned and practiced so you can perform with confidence</p> <p>It is planned and different for each occasion</p>	<p>A composition can be played or performed again to your friends</p> <p>To know there are different ways of recording compositions (letter names, symbols, graphic scores, etc)</p>	
	Vocabulary		
	note, pitch, score, pitched percussion, unpitched percussion, motif	perform, ensemble, major, minor, genre	note, pitch, score, pitched percussion, unpitched percussion, motif
	Skills		
	<p>To sing in unison, becoming aware of pitch.</p> <p>To think about others while performing.</p> <p>To explore and comment on the ways sounds can be used expressively.</p> <p>To listen with attention and begin to recall sounds.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>To begin to understand how different musical elements are combined and used to create an effect.</p> <p>To begin to recognise simple notations to represent music, including pitch and volume.</p> <p>To create simple rhythmical patterns that use a small range of notes.</p> <p>To comment on the effectiveness of own work, identifying and making improvements.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p> <p>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>To explore and comment on the ways sounds can be used expressively.</p> <p>To comment on the effectiveness of own work, identifying and making improvements.</p>
Computing	National Curriculum Objectives		



King Edward Primary School Long Term Plan Year Three

	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Select, use and combine a variety of software to design and create media to accomplish given goals. Use and combine a variety of software to collect, analyse, evaluate and present data and information	Write and debug programs that accomplish specific goals, Solve problems by decomposing them into smaller parts Use repetition in programs Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
	Factual Knowledge		
	Digital Literacy Know the difference between a belief, an opinion, and a fact. Know what it means to 'know someone' online and why this might be different from knowing someone in real life. Know that technology – including the internet – has positive aspects and risks.	Green screening and Garage Band Know that a green screen can be used to change the background of a photo or video Know that the video which they record may need to be trimmed or edited before they are complete. Know how the use of loops can be used to create a song	Coding – Code.org Know how repetition (loops) makes code more efficient and how to use it.
	Knowledge Progression		
	Know that there are risks to one's safety and well-being when communicating with others online.	Know that green screens are used to add scenery or backgrounds to a video clip.	Know that algorithms make use of repetition (loops) and that these allow an algorithm to work in the most efficient way possible.
	Vocabulary		
	Internet, password, private, fact, opinion, content, contact (verb) , acceptable, unacceptable, respectfully, responsible, risks, online safety	Video clips , effect, green screen image , loops, record, transition, trim	Algorithm, bug, debug/debugging, input, loop , output, selection
	Skills		



King Edward Primary School Long Term Plan Year Three

	<p>I can identify the different ways that I might contact someone</p> <p>I can explain some risks of communicating online with others</p> <p>I can agree sensible e-safety rules for the classroom.</p> <p>I can give reasons why I should only share information with people I know personally and choose to trust</p>	<p>I can create a green screen clip</p> <p>I can trim and cut video clips</p> <p>I can create and edit purposeful music compositions combining loops within GarageBand</p>	<p>I can use repetition (loops) in my coding</p> <p>I can debug programs of increasing complexity</p> <p>I can produce a simple program that completes a given task</p>
MFL	National Curriculum Objectives		
	Phonics 1 and I am learning French	Animals	Fruits
	Meets Objectives: 1, 3, 4, 5, 6, 7, 9, 10	Meets Objectives: 1, 3, 4, 5, 6, 7, 9, 10, 11, 12	Meets Objectives: 1, 3, 4, 5, 6, 7, 9, 10, 12
	<i>Please see MFL national curriculum document for reference</i>	<i>Please see MFL national curriculum document for reference.</i>	<i>Please see MFL national curriculum document for reference.</i>
	Factual Knowledge		
	<p>To know that France is in Europe.</p> <p>To know that the capital of France is Paris.</p> <p>To count to ten.</p> <p>To know how to say my name is.</p> <p>To know five colours.</p> <p>Know Head, Shoulders, knees and toes in French</p>	<p>To know five animals.</p> <p>To count to ten.</p> <p>To know how to say 'I am' in French</p>	<p>To know five fruit nouns with the correct determiner</p> <p>To know how to say 'I like'</p> <p>To know how to say 'I do not like'</p>
	Skill Progression		
	Communicate with others using simple words and short phrases that have been taught.		



King Edward Primary School Long Term Plan Year Three

	Communicate with others using simple words and short phrases that have been taught.		
	Vocabulary		
	<p>1 to 10 – <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i></p> <p>Red - <i>rouge</i></p> <p>Blue - <i>bleu</i></p> <p>Yellow - <i>jaune</i></p> <p>Green - <i>vert</i></p> <p>Purple - <i>violet</i></p> <p>Hello - <i>Bonjour</i></p> <p>Goodbye – <i>Au revoir</i></p> <p>My name is – <i>Je m'appel</i></p> <p>Grammar: To know how to pronounce/say 'oi' 'ch' 'ou' 'on' in French.</p>	<p>A (masculine and feminine) – <i>un or une</i></p> <p>Horse – <i>un cheval</i></p> <p>Sheep – <i>un mouton</i></p> <p>Cow – <i>une vache</i></p> <p>Pig – <i>un cochon</i></p> <p>Rabbit – <i>un lapin</i></p> <p>I am</p> <p>1 to 10 – <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i></p> <p>Grammar: To know that nouns in French can have different articles based on their gender (masculine and feminine nouns) and to begin using this by using un and une.</p>	<p>Apple – <i>une pomme</i></p> <p>Orange – <i>une orange</i></p> <p>Banana – <i>une banane</i></p> <p>Strawberry – <i>une fraise</i></p> <p>Pear – <i>une poire</i></p> <p>I like – <i>J'aime</i></p> <p>I do not like – <i>Je n'aime pas</i></p> <p>The - <i>les</i></p> <p>Grammar: To know that the plural indefinite article/determiner is 'les' in French and is not affected by gender and there is only one plural option.</p>
RE	<p>Locally Agreed Syllabus:</p> <p><u>Worship and Sacred Places:</u></p> <p>Where, who and why do people worship?</p> <p>3.3</p> <p>To be taught Autumn 1</p>	<p>Locally Agreed Syllabus:</p> <p><u>Beliefs and questions:</u></p> <p>Pentecost and Easter</p> <p>3.1</p> <p>To be taught Spring 1 & 2</p>	<p>Locally Agreed Syllabus:</p> <p><u>Inspirational people from the past:</u></p> <p>Religious leaders – Moses, Jesus and Muhammad</p> <p>3.4</p> <p>To be taught Summer 1 & 2</p>
	Factual Knowledge		
	<p><i>Key Question – Where, how and why do people worship?</i></p> <ul style="list-style-type: none"> A mandir is a Hindu place of worship. A church is a Christian place of worship. A mosque is an Islamic place of worship For religious believers, the aim of worship is to show that god has more worth than anything or anyone else. 	<p><i>Key Question – What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?</i></p> <ul style="list-style-type: none"> Christians believe God created the world in 7 days. The challenges of commitment for a Christian person. Easter is important to Christians as it is a time to remember the sacrifice of Gods son for forgiveness. 	<p><i>Key Question – What can we learn from inspiring people in sacred texts and in the history of religions?</i></p> <ul style="list-style-type: none"> Christians follow the teachings of Jesus, the Son of God. Muslims follow the teachings of their holy prophet, Muhammed. Moses was the servant of God.



King Edward Primary School Long Term Plan Year Three

	<ul style="list-style-type: none"> Worship can take many forms: singing, dancing, praying, and helping others. Religious artefacts and buildings connect many religious beliefs and are treated with respect by believers. 	<ul style="list-style-type: none"> Pentecost is when God sends the Holy Spirit to help spread Gods word. The Holy Spirit is Gods power and love inside people. Trinity means God as the Father, Son and Holy Spirit. 	<ul style="list-style-type: none"> Jesus told parables, which were stories with a moral message. Pesach (Passover) is a festival that remembers the exodus of the Israelites from Egypt. God gave Moses the Ten Commandments The lives of religious people in Jewish, Christian and Muslim stories describe challenges they faced. Moses, Jesus, Muhammad are all inspirational people to faith believers.
	Vocabulary		
	Hindu, Muslim, Christian, worship, church, mosque, mandir , Allah, gods and goddesses, spiritual, sacred , commitment	Religion, Christian, spiritual, Easter, Pentecost , commitment, Holy Spirit, creation, trinity , Messiah.	Muslim, Jewish, Christian, Prophet, Law-giver, Messiah, Allah, Qur'an, New Testament, inspirational, role-model , values, Jesus, Moses, Muhammed
	Knowledge Progression		
	Know that there are different types of belief (individual, family, community, and world).		Know that there are similar and different viewpoints in responding to questions about: belonging, meaning, purpose, truth, just and fair.
	Locally Agreed Syllabus: <u>Religion, Family and Community: Prayer 3.2</u> To be taught Autumn 2		
	Factual Knowledge <i>Key Question – How do religious families and communities practice their faith? The example of prayer.</i> <ul style="list-style-type: none"> Islam uses music for the call to prayer and the reciting of the Qur'an. Muslims pray 5 times a day. Muslims wash themselves before Prayer. 		.



King Edward Primary School Long Term Plan Year Three

	<ul style="list-style-type: none"> Muslims can pray anywhere but they must face in the direction of Mecca while praying. The Lord's Prayer is a Christian prayer. For religious believers, praying is a way of talking to god. 		
	<u>Vocabulary</u>		
	Religion, Muslim, Islam, mosque, Qur'an, Christian, ritual , prayer .		
	Knowledge Progression		
	Know that there are similar and different symbols for religious families, what they represent and know that they can be used in acts of worship and prayer.		
PHSE	Talking Points: Consent unit – What if I don't like it? What are my relationship rights and responsibilities? How do I raise my concerns? What's a community? How can we be different? Who else lives in my region? Who else lives in the UK?	Talking Points: What can affect my health? What is a balanced lifestyle? What is Health and Safety? How does smoking damage my health? Who can help me be safe? What is restorative justice?	Talking Points: What are my rights and responsibilities? What happens if I break a rule? Why should I tell the truth? What does honesty really mean? What do I do when my friend is sad? Who do my actions affect? RSE To identify that people are unique and to respect those differences To consider appropriate and inappropriate physical contact and consent To explore different types of families and who to go to for help and support
	Knowledge Progression		
		Know that there are different ways to keep safe. Know that there are many things that affect my physical health.	



King Edward Primary School Long Term Plan Year Three

		<p>Know that there are also things that damage my physical health. (smoking)</p> <p>Know how to keep my mind healthy.</p> <p>SRE- Body differences and personal space</p> <p>Know what is meant by a balanced lifestyle.</p>	
PE	<p>Fundamentals (Year 3/4 Unit)</p> <p>Ball Skills (Year 3/4 unit)</p> <p>Gymnastics (Year 3 unit)</p> <p>Football (Year 3/4)</p>	<p>Fitness (Year 3/4 unit)</p> <p>Net & Wall (Tennis year 3 unit)</p> <p>Basketball (Year 3/4 unit)</p> <p>Striking and fielding (Cricket Year 3/4 Unit)</p>	<p>Swimming (Water meadows)</p>