Ecclesfield Primary School Long Term Plan 2025 Year Group: Y3

LEARNING MINDSETS: RESPECT, RESPONSIBILITY, RESILIENCE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	**Place Value** Represent and partition numbers within 100 Number lines within 100 Represent and partition numbers to 1000 Number lines within 1000 One, ten, hundred more/less Estimate, compare and order numbers within 1000 Count in 50s **Addition and Subtraction** Apply number bonds Add and subtract 1s 10s 100s Add and subtract 2-digit numbers not crossing and crossing tens Add 2 and 3-digit numbers Subtract 2-digit from 3-digit Complements to 100 Estimate answers Inverse operations	**Multiplication and Division** Multiplication, equal groups Use arrays Multiples of 2 Multiples of 5 and 10 Sharing and grouping 3 times table, multiply and divide by 3 4 times table, multiply and divide by 4 8 times table, multiply and divide by 8 Multiply 2-digit by 1-digit no exchange and exchange Divide 2-digit by 1-digit Scaling **Shape** RECAP 2D and 3D shape names and properties Lines of symmetry	**Length and Perimeter** Measure length Compare lengths Equivalent lengths (mm/cm/m) Add and subtract lengths Measure perimeter Calculate perimeter **Money** Pounds/pence Convert pounds pence Add and subtract money Give change **Fractions** Recap half quarter thirds Unit and non-unit fractions Count in fractions	**Fractions** Making a whole Finding tenths Fractions on a number line Making fractions of amounts of objects Equivalent fractions Compare and order fractions Add and subtract fractions	**Time** Months/years Hours in a day Tell the time to the minute Use am and pm 24-hour clock Durations Start and end times Measuring time in seconds **Mass and Capacity** Measure and compare mass Add and subtract mass Measure capacity/volume Compare capacity Add and subtract capacity Compare temperature	**Shape** Turns/angles Right angles Compare angles Horizontal/vertical Parallel/ Perpendicular Recognise and name 2D and 3D shapes **Statistics** Pictograms Bar Charts Tables
	Number Sense and Fluency Range of problem solving and reasoning activities					
English	Reading: Word reading and comprehension Grammar Punctuation Vocabulary Spelling and Phonics (as appropriate)					
	Reading Class Book: Kings of the Wild	Reading Class Book: Egyptian Cinderella The Story of Tutankhamun	Reading Class Book: Ancient Greek Myths	Reading	Reading	

Key Texts
Nonfiction
Poetry
Fiction

Lesser Spotted Animals

The Spacesuit

North American Book

Reading Skills:

Decoding and fluency
Clarifying Vocabulary

Visualising

Relating background knowledge

Comparing and contrasting

Writing

1. Main Written

Non-Chronological Report - Brown Bears

Compositional Focus: subordinating and coordinating conjunctions. (revisit from KS1)

Process focus; - discussing and recording idea

2. Second Written

Book Review- (N American book)

Compositional Focus: conjunctions and expanded noun phrases in a book review.

Process focus; - discussing and recording ideas

4. Practice and Apply

Non-Chronological Report - Salendon

Compositional Focus: subordinating and coordinating conjunctions. (revisit from KS1) including commas

Process focus; - discussing and recording ideas

Reading Skills:

Summarising and sequencing

Inference

Prediction

Reading fluently with intonation and expression

Writing

1. Main Written

Explanation about mumification

Compositional Focus: subordinate clauses, possessive apostrophes.

Process focus; - discussing and recording ideas

2. Oral and written

Oral retelling of story (Egyptian Cinderella)

Written narrative opening.

Oral activities to support composition:
interview the children in Narnia.

Compositional Focus: expanded noun phrases, adverb openers, direct speech and punctuation

Process focus; - composing and rehearsing sentences orally

3. Practise and Apply

Descriptive Poetry- (introduce children to a range including haiku) (oral outcome)

Compositional Focus: expanded noun phrases,

Process focus; - read aloud their own writing, to a group or the whole class, using appropriate

intonation and controlling the tone and volume so that the meaning is clear.

3. Practice and Apply

Book Review- Egyptian Cinderella (HAPs to do different book, unseen, as a challenge)

(Marcia Williams) Usborne's Greek Myths

Playscript - Greeks

Reading Skills:

Reading with intonation and expression

Recalling and sequencing

Clarifying
Fact and opinion

Writing

1. Myth and Legends - **Written narrative section of story**
Oral activities to support composition:

2. Content focus

News package

Oral activities to support composition:

Interview people about the story Icarus who flew too close to the sun

Compositional Focus: Formal language, inverted commas for speech (recap), verb tenses

Process focus; discussing writing similar to that which they are planning to write in order to

understand and learn from its structure, vocabulary and grammar

3. Practise and Apply

Persuasive leaflet- could link to science theme?

Compositional Focus: persuasive features (exaggeration, recap of rhetorical questions, flattery), commands, imperative verbs

Process focus; discussing writing similar to that which they are planning to write in order to

understand and learn from its structure, vocabulary and grammar. composing and rehearsing sentences orally.

4. Main Written

Non-chron report - Olympics

Oral activities to support composition: Orally rehearsing sentences. Pretending speaking report first then writing

Compositional focus: Formal language, time adverbials, facts

Process focus:

5. Secondary Written

Poetry- Haiku about Ancient Greece

Compositional Focus: features of the different poems (and layout), .

Class Book: Journey to the River Sea 4 chapters then reading for pleasure

Reading Skills:
Fact and opinion

Inference

Visualising

Writing

1. Main Written

Poetry- rainforests

Compositional Focus: features of the different poems (and layout), .

Process focus;

assessing the effectiveness of their own and others' writing and suggesting improvements ¤ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

2. Oral and written

Persuasive text - deforestation

Compositional Focus: prepositions, recap of persuasive language (recap flattery, exaggeration, commands)

Process focus: planning and editing

3. Practise and Apply

Setting description

Compositional Focus: adverbs and length of sentences for effect

Process focus: planning and editing

	Summer 1	S
	Prefixes: in-, im-, il-, ir-	cy
r	hap	ei ai st
	Possessive	ai

Class Book: Skeletons and other books linked to science etc

Reading Skills:

Summarising

Using evidence

Writing

1. Main Written

Discussion text- deforestation

Compositional Focus: Words to suggest discussion and balance, paragraphing and organising structure

Process focus; discussing and recording ideas

2b. Second Written

Non-chronological report - Layers of the Rainforest

Compositional Focus: layout features, captions and headings

Process focus; discussing and recording ideas

3. Practise and Apply

Persuasive Letters
Saving the rainforests -

Compositional Focus: conjunctions and adverbs. Possessive apostrophes.

Process focus; composing and rehearsing sentences orally

		Compositional Focus: conjunctions and expanded noun phrases in a book review. Process focus; - discussing and recording ideas -	Process focus; assessing the effectiveness of their own and others' writing and suggesting improvements § proposing changes to grammar and		

Autumn 2	Sp
Suffix: -ous	Suf
Suffix: -ation	Pre re-, ant
medic	Pre mi dif-
history	Pre int
vary	qu
Suffix: -ure	pre

Spring 1	S
Suffix: -th	S -
Prefixes: re-, auto-, anti-	c s
Prefixes: mis-, dis-, dif-	e s
Prefix: inter-	e s
quest	P s s
press	

Spring 2
Suffixes: -ion, -ian
ough letter string
ear letter string
ere letter string
Prefixes: sub-, super-, sur-

Summer 2
cycle
eigh, ei, ey, aigh letter strings
augh letter string
Homophones
extreme

Science	Working Scientifically asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

identifying differences, similarities or changes related to simple scientific ideas and processes

using straightforward scientific evidence to answer questions or to support their findings.

Rocks and Soils

Focus Scientists:

Mary Anning (Fossilist)

Christopher Jackson (geologist)

In science, we will be learning about the different types of rocks and how these are formed. We will then identify and classify a range of rocks using a variety of tests and their properties, linking this to their everyday uses. We will describe the formation of fossils when living organisms that have once lived are trapped between layers of rock. We will then investigate soil as a combination of rock, organic matter and sand.

Disciplinary (Working Scientifically) Concepts:

- Recording data
- Interpreting and communicating results

Scientific Enquiry Types:

- Identifying, Classifying and grouping
- Observing over time
- Research using secondary sources

Forces and Magnets

Focus Scientists:

William Gilbert (Magnetism and electricity)

Jyoti Sehdev (Senior civil engineer)

We will begin our science learning by building on our knowledge of push and pull forces using a range of investigations, focussing on movements across surfaces. We will then focus on magnetic forces, how they act at a distance, how we can compare magnet strength and use magnets to sort materials. We will also learn in more detail about a magnet, identifying the poles and predicting outcomes using repel and attract forces.

Disciplinary (Working Scientifically) Concepts:

Setting up tests

Observing and measuring

Recording data

Interpreting and communicating results

Evaluating

Animals including humans

Focus Scientists:

Willhelm Röntgen (Invented the X-Ray)¤

Zubair Haleem¤(Academy physio at Arsenal)

In science, we will start by identifying vertebrates and invertebrates and sub categorising the animals within these groups. We will then identify the skeletons on humans and compare and contrast these to other vertebrates before moving onto labelling the bones of the human body. We will finish our learning by focussing on muscles and how they help us move and how nutrition contributes to the health of animals and correlates with their adaptations to their habitat.

Disciplinary (Working Scientifically) Concepts:

Observing and measuring

Recording data

Interpreting and communicating results

Scientific Enquiry Types:

- Identifying, Classifying and grouping
- Observing over time
- Comparative and fair testing
- Research using secondary sources
- Pattern seeking

TAPS Assessment Activity (ies):

Plants

Focus Scientists:

- Ahmed Mumin Warfa (Somali Botanist)¤
- Maria Sibylla Merian (1647-1717) (Documented the relationship between plants and insects)

We will build on our knowledge of plants to label and then identify the function of each part of a flowering plant. We will look in more detail at the flowering part of a plant and how they help with the process of fertilisation, seed formation, seed dispersal and pollination. We will also discover how water is transported in plants through observing over time. We will then collate our knowledge of a plants requirements for life and growth to identify plants that are adapted to living in extreme climates, linking back to the rainforest and deserts.

Disciplinary (Working Scientifically) Concepts:

Recording data

Interpreting and communicating results

Evaluating

Light

Focus Scientists:

- Ibn al-Haytham (Mathematician and astronomer)
- Patricia Bath (Ophthalmologist and inventor)

We will be recognising dark as the absence of light and then identifying a range of light sources in today's world. We will also learn about the dangers of light from the sun and discuss ways to protect ourselves from these light rays. We will also learn about how light travels and is reflected off surfaces and investigate how shadows are formed, before then tracking the sun's light in shadow formation across a day to identify patterns.

Disciplinary (Working Scientifically) Concepts:

- Making predictions
- Setting up tests
- Observing and measuring
- Interpreting and communicating results

	• Pattern seeking **TAPS Assessment Activity (ies):** • Rocks Report (Review) **Science Trails:** How are rocks used in the world around us?	**Scientific Enquiry Types:** • Identifying, Classifying and grouping • Comparative and fair testing • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** • Balloon rocket (Review) • Car ramps (Do) • Magnet Tests (Plan)	• Skeleton Questions (Plan) **Science Trails:** What kinds of food do shops sell and how can food affect our health?	**Scientific Enquiry Types:** • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources **TAPS Assessment Activity (ies):** • Function of a stem (Review) • Measuring Plants (Do) **Science Trails:** How many types of plants can we find in our local area?	**Scientific Enquiry Types:** • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** Make shadows (Do) **Science Trails:** What is a light source and where can I find one? How do shadows change throughout the day? •

History

Ancient Egyptians

Ancient Egypt
7500BC-5IBC

Dynasty
Settlements
Kingdom
Inventions
Civilisation
Society
Architecture
Government
Religion and Beliefs
Archaeology
Hierarchy
Trade
Rulers
Myths and legends

We will be learning about the significance of the River Nile by conducting an **in-depth** study of the Egyptian settlement and the reasons why they settled there. (Economic, Social History)

We will explore how their religious beliefs and architecture influenced their culture and achievements. (Cultural, Social History) We will also look at the ways in which the Ancient Egyptians lived and the impact of rulers and their responsibilities to the slaves and servants in ancient Egypt. (Cultural, Social History, Political History) We will explore how mummification was an integral part to Egyptian lifestyles but also why they stopped following this practice. (Cultural, Social History) We will look into why the Egyptian pyramids have formed an important part of uncovering the past lives of the Ancient Egyptians. (Cultural, Social History, Famous People)

What modern day inventions are an Egyptian legacy?
Communication
Maths
Astronomy
Medicine
Egyptian Legacy

Finally, we will investigate how the Ancient Egyptian civilisation came to an end and the reasons why, focussing on Cleopatra. (Cultural, Social History, Famous People)

(NC: Achievements of earliest civilisations – depth of study)

Concepts: Significance, Sequence, Cause and Consequence, Interpretation, Duration, Culture, Chronology, Similarity and Difference, Civilisation

Strands: Famous People, Social History, Economic, political

Key Concepts - Disciplinary

Ancient Greeks

3500BC-AD1500

Settlements
Kingdom
Inventions
Civilisation
Society
Democracy
Architecture
Archaeology
Trade
Rulers
Myths and legends

We will be learning about how the ancient Greek civilisation has influenced our lives today by considering the various takes on leadership across the city states. (Cultural, Social and Political History) We will carry out an **in-depth** study on how ancient Greek religious beliefs and architecture influenced their culture in comparison to the ancient Egyptians. (Cultural, Social History) We will debate if the Battle of Troy actually took place by examining a range of sources. (Cultural, Social, Environmental History)

We will look into how the Ancient Greeks' achievements have changed over time using the Olympics as an example study. (Cultural, Political and Social History) Finally, we will explore how the findings of famous Greeks such as Archimedes and Hippocrates have both influenced science of the time and modern-day science (physics and medicine) (Famous People)
(NC: Ancient Greece – a study of Greek life and achievements)

Concepts: Chronology, Cause and Consequence, Significance, Interpretation, Change and continuity, Culture

Strands: Famous People, Social History, Political

Key Concepts-Disciplinary

Chronology

Sequence, duration and chronology-important dates Ancient Greece start/end and key events
Classical Greece Hellenisitic Grecce and Roman Greece start/end and key events
Explain variations in Greek Life in different places over time-dates/period labels

Position Ancient Greece on a timeline

Similarities and Differences (same historical period)

How was life different/same between Sparta and Athens?
How was Society structured?
Comparisons between schools in Athens and Sparta two city states (laws, money, rulers).

Chronology

Egyptian dynasty start/end and key events Old kingdom Middle Kingdom New Kingdom
Sequence, duration and chronology-important dates Egyptian dynasty start/end and key events

Old kingdom Middle Kingdom New Kingdom

Similarities and Differences (same historical period)

Comparisons between lifestyles based on hierarchy (pharaohs, nobleman, farmers, slaves)

Was religion important for all Ancient Egyptians?
Many gods and goddesses- all AE lived their lives dictated by gods and goddesses.

Historical Enquiry-Evidence and Sources

ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of

How did historians think that religion affected life in Ancient Egypt?

How do historians explain how the Egyptian civilisation adapted to the needs of Egyptian Life?

Change and Continuity-across periods

Investigate changes over time-technological advances/building knowledge/scientific achievements- mathematics, geometry, surveying, metallurgy, astronomy, accounting, writing, paper (communication) medicine, the ramp, the lever, the plough, and mills for grinding grain, what is thew legacy of the Egyptians? What is the role of the River Nile today?

Interpretation of History

Interpretation- **Do historians agree about how the pyramids were built?**
interpreting and analysing a range of sources - work of an archaeologist, Egyptian artefacts, wall paintings/monuments hieroglyphs/archaeological sites/ primary/secondary sources/historians views

Story of Rameses

Which show how Egyptian past was represented.

Historical Terms

Use a wide vocabulary of historical terminology

Significance

Why was the River Nile important?

Historical Enquiry-Evidence and Sources

What do artefacts reveal about life in Ancient Greece? See interpretations of History too

Achievements
What can historians tell us about how the Ancient Greeks governed?
Why do historians believe that Alexander the Great was great?

Change and Continuity-across periods

Investigate changes over time- schools

What changed and what stayed the same?
Development of Governments
laws
Schools
Buildings
Communication
Olympic Games

What impact on modern day living did Greeks have?

How does AE and AG compare?

Interpretation of History

How do historians know about Ancient Greece?

Interpretation-interpreting and analysing a range of sources - Greek artefacts/primary sources and primary and secondary sources statues/pottery/monuments hieroglyphs/archaeological sites/ friezes

which show how Ancient Greece past was represented.

Historical Terms

Use a wide vocabulary of historical terminology

Significance

Which period of ancient Greece was the most significant?

Classic age was most significant period of Greek Civilisation reasons - art architecture theatre and philosophy developments and democracy and sport

evaluating the significance of the sources and the legacy of the ancient civilization.

The importance of the Egyptian achievements - Olympic Games

Who was a significant Greek Figure? Alexander the Great-why was he great? Pythagoras

	The significance of the River Nile within their culture. Why was the discovery of the pyramids and texts important? E.g. Farming, settlements, trade, transportation. evaluating the significance of the sources and the legacy of the Ancient civilization. The importance of the Egyptian achievements https://scoopempire.com/ancient-egyptian-inventions-that-are-still-used-today/ bowling, 365 Calendar, sail boats, toothpaste ink, make up, paint surgical instruments high heels hair combs door locks **Cause and Consequence** **Trade, Water travel** Reasons for the Egyptian civilisation wax and wane **loss of military power, lack of natural resources and conflicts, economic and rise of the Roman empire.**	**Cause and Consequence** **Why did Ancient Greece come to an end?** Reasons for the end of the Ancient Greece era -drought, Alexander the Great's death.	
	Key Skills: Develop a chronologically secure knowledge and understanding of British, local and world history Establish clear narratives within and across the periods they study Note connections, contrasts and trends over time Develop the appropriate use of historical terms Address and devise historically valid questions about change, cause, similarity and different and significance		

	Construct informed response involving thoughtful selection and organisation of relevant historical information Understand that our knowledge of the past is constructed from a range of sources			
Geography	North America/Native American Creation Stories/ **Fieldwork** Where is North America's place in the world? What countries are there in North America? What do you know about Jamaica/Mexico/Canada/Alaska? What are the most common Livelihoods in Mexico Jamaica Canada? How do these jobs affect the environment? What projects are in place to improve the environment In Mexico/Jamaica? How has Mexico changed over time- physical and chemical affects?	Egypt-History Orientation lessons Egypt Focus on River Nile Locate-continent surrounding countries, oceans and seas Importance of the Nile -Nile facts How the Nile supports employment? What does Egypt produce-world trade? How the impact of flooding on the River Nile has improved?	Greece Map of North America and its countries Use Globes/Photographs Atlases to locate places in NA Using 4 figure coordinates to locate features Using maps and aerial views to discuss NA Use zoom function to locate places and at different scales Add photographs to specific locations • Where is Greece in the world? • What do you know about the capital of Greece- Athens? • What does Greece produce-world trade? • What is Athens doing about the Pollution issues? • What has changed in Athens over time? • Pollution issues	South America and Rainforests **Books** The Great Kapok Tree The Rainforest Grew all around Susan Mitchell Fieldwork Botanical Garden visit medicinal plants? Map of North America and its countries Use Globes Photographs Atlases to locate places in NA Using 4 figure coordinates to locate features Using maps and aerial views to discuss NA Use zoom function to locate places and at different scales Add photographs to specific locations Relate measurement on maps to outdoors Make scale drawings • What is the scale of the SA rainforests? • Where is South America? • Where is the SA Rainforest? • What is a climate Zone? • What is a biome? • What are the different characteristics of a rainforest biome? • What are the names and functions of the different rainforest layers? **Brazil** • Population • Official Languages • Major Religions • Famous People • Popular Food • Festivals **Rainforest** • Indigenous people

				• Population • Official Languages • Major Religions • Famous People • Popular Food • Festivals • How are climate/ plants and animals interconnected? • How does the rainforest support indigenous people's homes, livelihood? • How are the supply chains of resources from the rainforest which provide food and medicine protected? • Who has and what has affected the rainforest over time and why?
	Skills Develop a chronologically secure knowledge and understanding of British, local and world history Establish clear narratives within and across the periods they study Note connections, contrasts and trends over time Develop the appropriate use of historical terms Address and devise historically valid questions about change, cause, similarity and different and significance Construct informed response involving thoughtful selection and organisation of relevant historical information Understand that our knowledge of the past is constructed from a range of sources			
Music				

PE						

ART & Design	Drawing	3D form	Painting
	Research: Pencil artists Compare and contrast how a range of artists have used the same media to create different effects. Which ones do you prefer and why? What were their intentions? Developing skills: Understanding pencil grades Line Shape Tone (shading) Texture Tones: https://classroom.thenational.academy/lessons/exploring-shadows-and-tone-6hjk0t Bringing drawing to life: https://classroom.thenational.academy/lessons/how-can-we-bring-our-drawings-to-life-64vkee NSEAD (experimenting with tone): https://www.nsead.org/resources/units-of-work/uow-experimenting-with-tone/ Applying skills: Creating an observational drawing of Tutankhamun's death mask Evaluation:	Research: Greek architecture Developing skills: Model making Mixed media experimentation (card, clay) Using tools Shape Form Papier mache? Clay? Working with clay: https://classroom.thenational.academy/lessons/an-introduction-to-clay-work-slabbing-and-joining-74r62d Working with clay 2: https://classroom.thenational.academy/lessons/pinching-and-coiling-adding-details-cmtk0t Applying skills: Design and form own Greek building in the style of the Parthenon - papier mache/clay Evaluation: How does their model compare to other Greek architecture? Similar components? How did they achieve these effects? What skills have they developed?	Research: Henri Rousseau Developing skills: Colour mixing Blocking colour Washes Thickened paint Hue, shade, tones, tints Colour mixing: https://classroom.thenational.academy/lessons/mixing-colours-workshop-68r62c?activity=video&step=1 Applying skills: Progressing to create 'Rainforest scene' in the style of Henri Rousseau Evaluation: Art Gallery; Children to discuss and evaluate skills; Chn to discuss composition. What went well? How could we improve the final piece? How does it compare to Henri Rousseau's? Formal Elements: Line Shape Form Colour

	Children to evaluate how well they were able to apply their pencil skills to form line, shape, tone and texture. How have your skills developed? How could you improve their pencil drawing? Formal Elements: Line Shape Tone Texture **Y3 RETRIEVAL PRACTICE AUTUMN TERM** • I can begin to sketch lines and shapes based on what I have seen • I can experiment with a range of media when drawing lines and shapes (pencils, crayons, pens etc) • I can begin to use hatching, scumbling and stippling to create texture/patterns Following completion of Unit of Work (Drawing Gaps): • I can experiment with different pencil grades • -I can create different tones by shading • -I can create different textures using hatching, cross-hatching, scumbling, stippling	Formal Elements: Line Shape Form Space Texture **Y3 RETRIEVAL PRACTICE SPRING TERM** • I can mix colours using primary colours • I can use different brushes to create different effects • I am confident in picking the correct brush for what I am painting Following completion of Unit of Work (Painting Gaps): • I can manipulate paint in different ways (to create washes and to create thickened paint) • I can experiment with hues-I can experiment with shades • I can experiment with tones • I can experiment with tints	Texture **Y3 RETRIEVAL PRACTICE SUMMER TERM** I can manipulate clay to create different shapes I can use materials to reinforce the clay/structure (sticks, pipe cleaners etc.) I can experiment with tools to create different textures Following completion of Unit of Work (3D Form Gaps): I can manipulate the materials to create symmetry and intricate details (to meet the brief)

Design and technology	Mechanisms:	Food/Nutrition	Structure
	To design and make a moving toy for a toddler. **Skill retrieval from previous years**: Hinges, levers and Sliders, Strengthening and stiffening, free standing structures **NC: Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]** **Investigate, disassembly, evaluate** • Investigate a variety of familiar objects that use air to make them work. • Examine, sketch, label and/or describe a variety of these kinds of objects. • Disassemble products to understand how they work. • Improve on existing designs, giving reasons for choices. • Identify some of the great designers in different areas of study to generate ideas from their designs. **Focus Practical tasks:** • Make a variety of simple pneumatic systems using basic equipment. Learn about pulleys and learn how to make a simple pulley. • Compare pneumatic systems with other mechanisms taught previously (hinges, levers, sliders) **Design** **Children will use their knowledge of mechanisms to design an animal with moving parts.** • Generate ideas for an item, considering its purpose and the user/s • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting • Explore, develop and communicate design proposals by modelling ideas • Make drawings with labels when designing **Make** • Children will create an animal with at least one moving part. • Utilise mechanisms to ensure at least one part is moving • Make appropriate design decisions to ensure their product is fit for purpose • Measure, mark out, cut, score and assemble components with more accuracy • Think about their ideas as they make progress and be willing change things if this helps them improve their work • Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT **Evaluate** • Children will demonstrate their finished moving models, then evaluate both their process and their finished product. • Children will identify successful areas of their finished products. Children will identify areas that could be improved upon.	**To design and make a lunch dish for Year 3 parents.** NC: Understand and apply the principles of a healthy and varied diet. **Investigate, disassembly, evaluate** • Children investigate a range of food products e.g. the content of their lunchboxes over a week, a selection of foods provided for them, food from a visit to a local shop. Link to the principles of a varied and healthy diet using The Eatwell Guide • Carry out sensory evaluations on the contents of the food from • Record results, for example using a table. Use appropriate words to describe the taste/smell/texture/appearance e.g. How do the sensory characteristics affect your liking for the food? • Gather information about existing products available relating to your product. Visit a local supermarket and/or use the internet. • Find out how a variety of ingredients used in products are grown and harvested, reared, caught and processed **Focus Practical tasks:** • Cutting and slicing different food • Tasting different food stuff Investigating a healthy diet - that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate. Measure and weigh ingredients appropriately. Follow a recipe. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, chopping, grating, slicing etc) Children will measure, mark out and assemble components with more accuracy. • Practise kneading, ready for bread making using playdough. • Food preparation and cooking techniques practised by making a food product using an existing recipe. • Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. What should we do before we work with food? Why is following instructions important? **Design** **Children will design their own pizza, considering the order of working** • Generate ideas for an item, considering its purpose and the user/s • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting • Make drawings with labels when designing • Design purposeful, functional, appealing products for themselves and parents based on design criteria in the context of designing a traditional Greek dip. **Make** • Children to prepare a dish in the context of following a recipe • Cut materials accurately and safely by selecting appropriate tools. • know that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate.	**To design and make a structure to protect a plant to withstand heavy rainfall and high winds.** **Skill retrieval from previous years**: strengthening and stiffening, free standing structures **NC: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures** **Investigate, disassembly, evaluate** • Investigate greenhouses and other structures which can be used as shelter • Investigate structures and how they are made stable. **Focus Practical tasks:** • Explore nets of shape and the 3D shapes it creates • Compare the strength and stability of different structures • Explore the properties of different materials and think about which ones are suitable for each section of their structure. • Think about strength, stability, malleability and other features in this exploration lesson. • Explore how materials can be made stronger and stiffer. **Design** **Children will use their previously learnt skills to draw and a design to protect a plant.** • Generate ideas for an item, considering its purpose and the user/s • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting • Explore, develop and communicate design proposals by modelling ideas **Make** **Children will follow their designs to create their structure, using the skills they have previously learnt. They will need to also consider building safely and solving problems that may occur.** • Measure, mark out, cut, score and assemble components with more accuracy • Think about their ideas as they make progress and be willing change things if this helps them improve their work • Measure, tape or pin, cut and join fabric with some accuracy • Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT **Evaluate** • Children will evaluate their own design process as well as their finished product. • Children will suggest ways in which they would change their design if they were to make their product again..

	• Children will describe what they would do differently if they were to make their moving crocodile again? • Evaluate their product against original design criteria e.g. how well it meets its intended purpose		• Measure and weigh ingredients appropriately. • Follow a recipe **Evaluate** **Children will evaluate their lunch dish against original design criteria. Did it meet the criteria of being part of a healthy and varied diet?** **Children will also request feedback from parents. Children will consider what was successful and if they would change anything in future recipes.** Evaluate their product against original design criteria e.g. how well it meets its intended purpose		• Children will assess how well their finished product meets the original design criteria? •	
RE	L2.1 What do Christians learn from the Creation story? Christians L2.2 What is it like for someone to follow God? Christians		L2.9 How do festivals and worship show what matters to Muslims? Muslims	L2.10 How do festivals and family life show what matters to Jewish people? Jews	L2.4 What kind of world did Jesus want? Christians Visit to a church in Sheffield	L2.12 How and why do people try to make the world a better place? Religion: Thematic unit – C, J, I, NR.
Computing	**Review:** **Save and Open files (y2) Capture media independently (y2) Explain that you can search for information on the internet (Y2)** **0.3 Key Skills: Using school computers** SSW **Entering**: Pupils can name a range of digital devices in the home and at school. They can explain what the basic parts of a computer are used for, e.g. mouse, screen, keyboard. Pupils understand that you find information on a familiar website, and use a simple password when logging on. They understand that you can share digital content.	**1.3 What makes a good poster?** Understand that information can be presented in different formats for different purposes, and that images can provide a lot of information quickly. CONCEPTS: Why we use computers; creating content; editing content; multimedia – text, image, audio, video; copyright. KNOWLEDGE: Key features of a poster; why we use a computer to create content; basic icons and where to find options in menus in desktop publishing/presentation software; where to open and save work at school; how to add different elements to a poster; who owns an image. SKILLS: Logging on; Mouse skills – left, right, double click, highlighting; Keyboard skills –	**4.3 How do I use repetition in programs to make them more efficient?** SSW Design, write and debug programs that accomplish specific goals; use sequence in programs. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. CONCEPTS Algorithm; program; sequence; debugging; input DECLARATIVE KNOWLEDGE: An algorithm is a precise set of instructions that can be followed by a human or a computer to achieve a task; the order of instructions in an algorithm or program is important (sequence); recognise basic commands in	**2.3 How do I use a computer as a musician?** SSW Understand that music can be used to affect the mood of digital content. Digital music is owned by the person that created it. CONCEPTS: Computer; software/application; creating & editing content; multimedia – text, image, audio, video; copyright; personal information KNOWLEDGE: How music affects mood of a digital artefact; why we use computers to make music; where to open and save work at school; digital content is owned by the person who created it SKILLS: Mouse skills; adding music loops to software; simple editing of	**3.3 How do we use databases to find out information?** SSW Understand that computers are used to store and make sense of large amounts of data CONCEPTS: Computer; software/application; personal information; information & data; chart/pictogram/branching database; flat-file database **KNOWLEDGE:** We can present data in different ways; why we use flat-file databases; key features of a flat-file database and how to search one; why we use computers; why we should be careful who we share personal information with	**5.3 How do I use forever loops in programs?** SSW Design, write and debug programs that accomplish specific goals; use sequence and repetition in programs. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. **CONCEPTS:** Algorithm; program; sequence; debugging; input; repetition **DECLARATIVE KNOWLEDGE** **:** An algorithm is a precise set of instructions that can be followed by a human or a computer to achieve a task;

	Developing: Pupils recognise and use a range of input and output devices, e.g. mouse, keyboard, microphone / printer, speakers, monitor. They recognise that a range of devices contain computers, e.g. washing machine, car, laptop. They know where to save and open work and understand that work saved on a computer at school can be opened on a different computer. Pupils understand that you can use a search engine to find information using keyword searches. They remember a username and password for logging on, and understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks. **Secure**: Pupils can open and save a file to a suitable folder, and use suitable file names when saving work. They understand that school computers can be connected and they may use a shared area for saving work. They type using all fingers. Pupils use a search engine to find information using keyword searches.	simple typing, basic keys; Open and save documents Highlight text and change appearance; Insert an image, shape or WordArt; Evaluate a piece of work according to criteria. **Entering**: Pupils can apply simple edits to digital content to achieve a particular effect, e.g. change the size of text. They combine media with support to present information. They save and reuse digital content found online and understand that digital images belong to the person that created them* Pupils recognise what is personal information and understand the need to keep it private.* They know who to tell if concerned about content or contact online.* **Developing**: Pupils plan out digital content, and present ideas and information by combining media independently. They save and reuse digital content found online.* They talk about what makes digital content good or bad and edit digital content to improve it. Pupils understand that the digital content we make belongs to us and others need to ask permission to use it.* **Secure**: Pupils use a variety of software to combine media in order to present information. They evaluate existing and their own digital content and edit their own content to improve it according to feedback. Pupils understand that people can give permission for others to use their pictures e.g. using Creative They know different ways of reporting unacceptable content and contact online.*	Scratch and their function; recognise that we can use a range of inputs to control what happens in a program. PROCEDURAL KNOWLEDGE: Create a simple program to control a sprite; plan an algorithm away from the computer then test out; debug simple programs ; predict the outcome of simple programs; use a range of inputs (events) to control a program. **Entering**: Pupils can create a simple algorithm, and understand that the order of instructions is important. They can debug an error in a simple algorithm or program, and predict the outcome of an algorithm or program. Pupils understand that computers have no intelligence and we have to program them to do things. **Developing**: Pupils understand that instructions need to be clear and unambiguous in an algorithm. They can evaluate the success of an algorithm or program, and identify and correct errors (debugging). **Secure**: Pupils use repetition to make programs more efficient. They plan out their programs and algorithms, and test the effectiveness of their algorithm. Pupils use the language if... then... to describe the relationship between two actions.	music clips; record audio in software **Entering**: Pupils combine media with support to present information, e.g. images and music, and select basic options to change how a piece of music or audio sounds. They understand that music belongs to the person that first created it.* **Developing**: Pupils plan out digital content and present ideas by combining media independently They apply edits to digital content to achieve a particular effect. They talk about what makes digital content good or bad and edit it to improve it. They understand that the digital content we make belongs to us and others need to ask permission to use it.* **Secure**: Pupils edit existing digital content to make a new version with an awareness of copyright. They evaluate existing and their own digital content, and edit it to improve it according to feedback. They design and create digital content for a specific purpose. Pupils understand that people can give permission for others to use their content e.g. using Creative Commons.*	**SKILLS:** Mouse & keyboard skills; answer questions using charts; search for information using a database; identify the kind of data that can be stored in a database **Entering**: Pupils collect data on a topic (e.g. eye colour, pets etc.) They can answer basic questions about the information stored in a record card database. Pupils understand that you can find out information in different formats, e.g. text, video, audio. **Developing**: Pupils appreciate that different programs work with different types of data, e.g. text, number. Pupils explore a record database to find out information. They use filters in a database to find out specific information. They understand that the questions you ask are important, when collecting data. They know that there is a difference between data and information. They understand that our personal information belongs to us and why we shouldn't share it with everybody.* **Secure**: Pupils understand the benefits of using a computer to create charts and databases. They can design a questionnaire and collect a range of data, enter data into a database package and test. Pupils draw conclusions from information stored in a database. They understand when to	recognise basic commands in Scratch including drawing tools; recognise that we can use a range of inputs to control what happens in a program; we use count controlled loops to make things happen a certain number of times in a program or algorithm. PROCEDURAL KNOWLEDGE: Create a simple program to control a sprite; plan an algorithm away from the computer then test out; debug simple programs ; predict the outcome of simple programs; use a range of inputs (events) to control a program; use count controlled loops to draw shapes/make music. **Entering**: Pupils understand what an algorithm is and they understand that the order of instructions is important. They understand that computers have no intelligence and we have to program them to do things. Pupils can create a simple program e.g. to control a floor robot. They can debug an error in and predict the outcome of a simple program. **Developing**: Pupils evaluate the success of an algorithm or program. They identify and correct errors in a given algorithm or program. They understand that we can decompose a problem

					share personal information and when not to.* **Online Safety Links:** C2: Personal Information	into smaller steps to make it simpler. Pupils use the language if... then to describe the relationship between two actions. They recognise loops in a program and can make simple changes to a block-based program to change it. **Secure**: Pupils use repetition to make programs more efficient. They predict the outcome of a block-based program, and can remix and change an existing program. They plan out programs by writing algorithms. They use forever loops in a program
RHE (inc Drugs, e-safety, SRE, Financial capability)	Tolerance Mutual Respect Fr11) What makes a good friend? Rule of Law Os1) Online strangers (P1) Os2) Sharing Online(P2) Tolerance Mutual Respect Lesson 1: Talking about race and racism Racism Lesson 2: Defining anti-racism	Tolerance Mutual Respect Fa1) Do families always stay the same? Fa2) Are all families like mine? Rule of Law Cn1) Giving and seeking permission Tolerance and mutual respect Online Safety Project Evolve I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	P1) How do I keep my body healthy? Rule of Law H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns Os) Screen Time L1* Os) Sleep L2*	M1) How do I manage my feelings? Mutual Respect Os3) Friendship Online (S1) P2) How do I get a healthy diet? Individual Liberty Online Safety -Project Evolve - I can demonstrate how to make responsible choices about having an online identity, depending on context.	Rule of Law Os4) Personal Information (C2) P3) How do I stop getting ill? Rule of Law H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) Drugs-Safety rules and risks-Medicines and Household Products Drugs-Safety rules and risks-Medicines and Household Products	Rule of Law Tolerance Mutual Respect Os) Deciding what is appropriate L3 * Os) Suspicious Messages C4 *

MFL (KS2 only)	<u>Phonetics lesson 1 (XT)</u> In this introductory lesson, pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. <u>I Am Learning French (EL)</u> By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the countries where the French language is spoken.	<u>Animals (EL)</u> In this unit, pupils will learn 10 familiar animals and be introduced to the 1st person singular verb 'I am' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 animals. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.	<u>Instruments (EL)</u> In this unit pupils will learn 10 familiar instruments and be introduced to the 1st person verb 'I play'. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 instruments. Pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners.	<u>I Am Able ...(EL)</u> During this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.	<u>Fruits (EL)</u> In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like.	<u>Ice-Creams (EL)</u> Pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.