

	Heathfield Primary Long-Term Plan 2020-21 Year 3					
Learning Challenge Key Question(s)	Autumn 1 (7 weeks, 2 days)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks, 4 days)	Summer 2 (5 weeks, 4 days)
	Geography	Science: Human body (2 weeks + 3 days) Who first lived in Britain? (4 weeks) Make a sandwich on minimal ingredients (1 week)	What makes the Earth angry? (Volcanoes and Earthquakes) (2.5 weeks) What do rocks tell us about the way the Earth was formed? (2.5 weeks) How and why is Advent important to Christians? (1 week)	Why did the Egyptians build pyramids? (History, Art, DT, Drama – 4 weeks) What do Christians believe about Jesus? (1 week) World of Work Week	How does a plant grow from a seed? (3 weeks) How can we paint plants and flowers? (1 Week) What do Christians remember on Palm Sunday? (RE, Drama, DT – 2 weeks)	How is the Darlington Hippodrome important to Darlington? (2 weeks) North East England vs. Southern France? (Geography, DT, Music, Dance – 2 weeks) How do Sikhs express their beliefs? What do Sikhs believe? (RE, Art – 4 days)
		Volcanoes & Earthquakes: <u>YG objectives</u> Know the names of four countries from the southern and four from the northern hemisphere Know what causes an earthquake Label the different parts of a volcano <u>Wider NC coverage</u> Use 8 points of compass, symbols and keys Describe and understand climate, mountains, volcanoes, earthquakes Use fieldwork to observe, measure and record			Similarities & differences - North East & Southern France: <u>YG objectives</u> Know the names of and locate at least eight European countries Know the names of and locate at least eight counties and at least six cities in England Know at least five differences between living in the UK and a Mediterranean country Know how to plan a journey within the UK, using a road map <u>NC coverage</u> Locate world's countries, focussing on Europe, focus on key physical and human features Use 8 points of compass, symbols and keys Describe and understand climate, mountains, volcanoes, earthquakes Use fieldwork to observe, measure and record	

<p>History</p>	<p>Stone Age to Iron Age: Changes in Britain from Stone Age to Iron Age. Homes, diet, jobs. Comparing life with modern times.</p>		<p>The achievements of the earliest civilisations – an overview of where & when the first civilisations appeared and a depth study of Ancient Egypt.</p>		<p>Darlington Hippodrome: <u>YG objectives</u> Know how the lives of wealthy people were different from the lives of poorer people during this time <u>NC coverage</u> A local history study (a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality)</p>	
<p>Science</p>	<p>Animals, inc humans: Identify animals, inc humans, need right types & amount of nutrition & they cannot make their own food; they get nutrition from what they eat Identify humans & some other animals have skeletons & muscles for support, protection & movement</p>	<p>Rocks: Compare / group together different kinds of rocks based on basis of their appearance & simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise soils are made from rocks & organic matter</p>		<p>Plants: How does a plant grow from a seed? Identify / describe functions of different parts of flowering plants: roots, stem/trunk, leaves & flowers Explore requirements of plants for life & growth (air, light, water, nutrients from soil, & room to grow) & how they vary from plant to plant Investigate way in which water is transported within plants Explore part that flowers play in life cycle of flowering plants, inc pollination, seed formation & seed dispersal</p>		<p>Forces & magnets: Compare how things move on different surfaces Notice some forces need contact between two objects, but magnetic forces can act at distance Observe how magnets attract/repel each other & attract some materials & not others Compare / group variety of everyday materials on basis of whether they are attracted to magnet, & identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract/repel each other, depending on which poles are facing Light: Recognise they need light in order to see things & dark is absence of light Notice light is reflected from surfaces Recognise light from sun can be dangerous & there are ways to protect their eyes Recognise shadows are formed when light from a light source is blocked by a solid object Find patterns in way size of shadows change Light and shadows: Recognise that they need light to see things. Notice that light reflects from surfaces</p>

RE		Why do Christians call Jesus the light of the world'?	What do Christians believe about Jesus?	What to Christians remember on Palm Sunday?	Why are the Gurus important to Sikhs/what faiths are in the local community?	How do Sikhs show commitment to their faith?
Art	Prehistoric Art: Cave paintings plus class creation Beauty and the Beast Exploring unusual mediums, drawing, painting, colour, line and form, homemade paint			Formal Elements: Plants and flowers – artist style (Van Gogh?) Drawing, tonal shading, line, texture and pattern, chalks and pastels		Craft: Making the symbol of Sikhism as a pendant Clay, 3D collage materials, artists and crafts people
DT	Make a sandwich from minimal ingredients: Pupils learn how to design the sandwich using an exploded diagram and to source ingredients that go well together. Children to have time to taste test and evaluate each other's sandwiches.		Create a Booklet: Make a booklet about Egypt. Use more complex sliders and levers to create one or more images.		Beach bag or fashion accessory: Pupils learn to sew cross stitch and appliqué and then apply this to a design and creation	
MFL (French)	Names and Greetings	Feelings	Numbers 0 - 10	Asking and telling your age	Days and months	Colours
Music	Ukulele for half a year each (1 hour per week).					
PE	Football	Dance	Gymnastics	Tennis	Athletics	Netball
PSHE	Citizenship & Economic Wellbeing: Rules Respect Responsibility Honesty Money Matters Environment What is 'community'?	Relationships/Growing Up: My Body Life Cycle Relationships Feelings What is special about me? Bullying/Teasing	Healthy Lifestyles: Needle safety/Household Products Sun Safety Dental Hygiene Diet/Healthy Eating Exercise Body Image Personal Hygiene/Germ Spreading		Staying Safe: Stranger Danger People who can help me Road safety First Aid Risk Taking Feeling Safe & Hazards Fire Safety	
Computing	Unit 3.1 Coding	Unit 3.2 Online safety Unit 3.3 Spreadsheets	Unit 3.4 Touch Typing	Unit 3.5 Email (including email safety)	Unit 3.6 Branching Databases Unit 3.7 Simulations	Unit 3.8 Graphing
Linked Books or Stories	Fiction: Stone Age Boy, Satoshi Kitamura	Fiction: When the Giant Stirred: Legend of a Volcanic Island, Celia Godkin Non-Fiction: What Causes an Earthquake? Earthquakes & Volcanoes	Fiction: Wild, Emily Hughes (Power of Pictures text) Poetry: Please Mrs Butler, Allan Ahlberg (WoW link)			
Trips &/or Experiences	Transition Days (03 & 04.09.20) Stone Age Day Exploring Stone Age to Iron Age (Head of Steam, 11.10.19 10am-12pm; 1-3pm))	Christmas Carol service Anti-Bullying Week (w/c 16 November)	Egyptian Day Durham Oriental Museum (Egyptian workshop) World of Work Week (w/c. 08 February). Safer Internet Day (Tuesday 09 February)	Reading week (w/c. 02.03.19) World Book Day (Thursday 04 March)	Rail Heritage Trail Railway box from Head of Steam Mrs Pease visitor Saltburn	Gurdwara Magnets day