



Eynesbury Church of England Primary School
Long Term Planning 2017/2018 – Year 3

	AUTUMN	SPRING	SUMMER
SCIENCE National Curriculum Objectives	<p><u>FORCES & MAGNETS</u> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</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 identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><u>ANIMALS INCLUDING HUMANS (contd)</u></p> <p><u>ROCKS</u> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter.</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 (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <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 recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change.</p>
Additional Notes/Info eg additional skills covered, how this links into other subjects.			
HISTORY National Curriculum Objectives		<p><u>Stone Age to Iron Age</u></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Use a range of suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry (in order to gain a more accurate understanding of history). • Suggest causes of some of the main events and changes in history. 	<p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Use a range of suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry (in order to gain a more accurate understanding of history). • Describe different accounts of a historical event, begin to explain some of the reasons why the accounts may differ.



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		<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates , time period , era, change , chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Suggest causes of some of the main events and changes in history. • Use appropriate historical vocabulary to communicate, including: dates , time period , era, change , chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time. • Use dates and terms to describe events.
<p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p>		<p>Literacy links – information writing about Stonehenge; Stone Age Boy book short unit</p>	<p>Playscripts, linking in with Greek theatre, Greek myths</p>
<p>GEOGRAPHY National Curriculum Objectives</p>	<p>Europe Locational Knowledge locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; name and locate counties and cities of the United Kingdom Geographical Skills and Fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use fieldwork to OBSERVE, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>		



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	Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country		
Additional Notes/ Info eg additional skills covered, how this links into other subjects.	Literacy – information leaflets about St Neots		
ART National Curriculum Objectives	Cezanne and Monet Still life and landscapes Create original pieces that are influenced by studies of others. Use a number of brush techniques using thick and thin brushes to produce textures, shapes, patterns and lines. Mix paint colours effectively.	Cave paintings in Lascaux. Paint – textures and colour mixing. Use a number of brush techniques using thick and thin brushes to produce textures, shapes, patterns and lines. Mix paint colours effectively. Printing linked to Easter (cross designs): Make printing blocks (e.g. from coiled string stuck to a block of heavy card / plywood)	Clay pots (Ancient Greece) Use clay and other mouldable materials. Add materials to provide interesting detail. Shadow pictures (link to science unit on light) Use shading to show light and shadow.
Additional Notes/ Info eg additional skills covered, how this links into other subjects.	Link to Europe – French artists	Link to Stone Age – cave paintings Link to Easter – print making	Link to Ancient Greece making Greek pots
DT National Curriculum Objectives	Pizza making (link to Europe topic) Measure or weigh using measuring cups or electronic scales Prepare ingredients hygienically using appropriate utensils Follow a recipe	Making pouches for rocks and fossils Understand the need for a seam allowance Join textiles with appropriate stitching Select the most appropriate techniques to decorate textiles	Book ends Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding)
Additional Notes/ Info eg additional skills covered, how this links into other subjects.	Link to Europe topic	Link to Stone Age/ Rocks unit in Science	Link to Roald Dahl mini topic
COMPUTING National Curriculum Objectives	Programming Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input	Word processing Skills (continued) Internet research and communication Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly;	Drawing and Desk-top publishing Use technology safely, respectfully and responsibly. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,



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	<p>and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Word processing Skills Use technology safely, respectfully and responsibly.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact, in the context of word searches on the internet/ by understanding how returned results are ordered.</p>	<p>evaluating and presenting data and information.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Presentation skills Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
Additional Notes/ Info eg additional skills covered, how this links into other subjects.			
PE National Curriculum Objectives	Netball/hockey Gymnastics	Swimming Racket skills Outdoor activities	Striking and fielding Athletics Dance
Additional Notes/ Info eg additional skills covered, how this links into other subjects.			
RE National Curriculum Objectives	<p>Why pray? Identify how religion is expressed in different ways Begin to identify the impact religion has on believer's lifestyles Describe some forms of religious expression Ask questions about religious beliefs and lifestyles, linking their own and other's responses Why are sacred texts important to believers? Make links between beliefs and sources, including sacred texts Identify what influences them, making links between aspects of their own and other's experiences</p>	<p>Judaism: What is important for Jews about being part of God's family? Identify how religion is expressed in different ways Use a developing religious vocabulary to describe some key features of religion, recognising similarities and differences Begin to identify the impact religion has on believers' lifestyles The church year: Is Easter a festival of new life or sacrifice? Use increased range of religious words and phrases to identify religion's importance for some people Ask important questions about religious beliefs and lifestyles, linking their own and other's responses Make links between beliefs and sources, including religious stories</p>	<p>Who is the Holy Spirit? Ask questions about religious beliefs and lifestyles, linking their own and other's responses ask and respond sensitively to questions about their own and other's suggest reasons for religious symbols use a developing religious vocabulary to describe some key features of religion What do people believe about the creation of our world? Make links between values and commitments and their own attitudes and behaviour Begin to identify the impact religion has on believers' lifestyles</p>



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MUSIC National Curriculum Objectives						
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PSHE National Curriculum Objectives	New beginnings	Getting on and falling out	Say no to bullying	Going for goals	Good to be me	Realtionships
Additional Notes/ Info eg additional skills covered, how this links into other subjects.						