



Broadbent Fold Primary School and Nursery
 Long Term Planning
 Year 3 2023-2024
 Teacher: Miss Laitl & Mrs Slate

Focus	Autumn 1 7weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 6.5 weeks
BV - Identify British Values	We will ensure all pupils have a voice that is listened to, and demonstrate how democracy works. Class to vote for Pupil Leaders to represent Year 3 and to vote for other key roles such as Eco Warriors and class monitors.	Children are taught the rule of the law ; that it is important to have rules, to ensure fairness and safety for everyone This is evident in the school's Ready, Respectful and Safe statement. They are encouraged to establishing and setting their own class rules in the form of positive expectations.	Every child is valued as an individual, and we aim to allow their unique personalities to shine through. Children are encouraged to be reflective, and to learn to take responsibility for themselves. This individual liberty includes reflecting on their own work. Within our school community, they are able to develop an understanding of how the concept of personal liberty works within a society.		Children should learn to become strong, tolerant and respectful members of our society. They are encouraged to explore these ideas through PSHE and RE. They are encouraged to show mutual respect by celebrating and considering the needs of others, and to develop their knowledge and understanding. To show tolerance of those of different faiths and beliefs , children and staff are encouraged to discuss their own faith and cultural traditions, whilst exploring the faiths and beliefs of others. School visits to places of worship and other world faiths encourage tolerance and respect.	
Theme Question	Where would you travel to?	Could you survive the Stone Age? I'm a modern child, get me out of here!	What makes Earth angry?	Who is the Iron Man?	Does your country need you?	Are you a hero? Who were the Ancient Greeks?(non-fiction)
Hooks: Trips/Visitors	Role Play - The classroom set up like an aeroplane	Cave drawings under the desks	DT- Design earthquake proof building	Lego Stem workshop?? Forces science	WW2 Stockport air raid shelter school trip.	Greek Food tasting Olympic games-plan and take part in.



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	and the children will have their own boarding passes. We will pretend to go on a flight and then we will share children's experience of flying.	Forest school fire pit and shelters, hunter gatherers activities Stone age boy-stimulus for writing		workshop-science week 2024 Children designed own mechanical model based on pulleys to rescue the Iron Man. Sketching and drawing of the Iron Man.		DT- Healthy Greek recipe
Text	A ticket around the world by Natalia Diaz (non-fiction) <i>Geography based</i>	Stig of The Dump by Clive King (narrative) Stone Age Boy <i>History based</i> Christmas Poetry	Pebble in my pocket book by Meredith Hooper (non-fiction) <i>Science and Geography based</i>	The Iron Man (narrative) <i>Science linked</i>	Carrie's war Nina Bawden (narrative) <i>History linked</i>	Who let the God out? By Maz Evans (narrative) Ancient Greek non-fiction (new) <i>History linked</i>
Genre focus	Postcards Persuasive writing- holiday brochure <u>Cross curricular writing opportunities</u> Geography -writing	Narrative Christmas Poems (poetry focus) <u>Cross curricular writing opportunites</u> Story Christmas poems	Non-chronological reports Poetry <u>Cross curricular writing opportunities</u> Non-chronological Biography of Mary	Adverts Science week - writing opportunities <u>Cross curricular writing opportunities</u>	Diaries Newspaper <u>Cross curricular writing opportunities</u>	Myths Narrative Instructions <u>Cross curricular writing opportunities</u>



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	instructions		Anning	Easter story Writing opportunities	Recount (of school visit)	Non-chronological report
Significant People	<p>Bessie Coleman- Black history week</p> <p>George Bridgetower (was a British musician, of African descent. He was a virtuoso violinist who lived in England for much of his life. His playing impressed Beethoven, who made Bridgetower the original dedicatee of his <i>Kreutzer Sonata</i> after they presented its premiere performance)</p> <p>Isaac Newton - science link</p>	Ida Slater- English fossil finder	Famous volcanologist- Tamsin Mather	Eric Joyner - contemporary artist	Anne Frank	Greek Gods Olympic sports' people Ellie Simmonds (<i>Olympian with a disability</i>)
Maths	<p>Number - Place value</p> <p>Number - Addition and Subtraction</p> <p>Number - multiplication and division</p>		<p>Number - Multiplication and division</p> <p>Measurement - Money</p> <p>Statistics</p> <p>Measurement -Length and perimeter</p> <p>Number - Fractions</p>		<p>Number - Fractions</p> <p>Measurement - Time</p> <p>Geometry- Properties of shape</p> <p>Measurement - Mass and capacity</p> <p>Consolidation</p>	



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		Consolidation	
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<p>Science</p> <p>Working scientifically throughout the themes</p>	<p><u>Light - reflections and shadows</u></p> <ul style="list-style-type: none"> -Know that dark is the absence of light -Know that light is needed in order to see and is reflected from a surface -Know and demonstrate how a shadow is formed and explain how a shadow changes shape -Know about the danger of direct sunlight and describe how to keep protected 	<p><u>Rocks</u></p> <p><u>Fossil formation</u></p> <p><u>Compare and group rocks</u></p> <p><u>Soil</u></p> <ul style="list-style-type: none"> -Compare and group rocks based on their appearance and physical properties, giving reasons -Know about and explain the difference between sedimentary, metamorphic and igneous rock 	<p><u>Rocks</u></p> <p><u>Fossil formation</u></p> <p><u>Compare and group rocks</u></p> <p><u>Soil</u></p> <ul style="list-style-type: none"> -Know how fossils are formed - Know how soil is formed 	<p><u>Different forces & magnets</u></p> <p><u>Physics</u></p> <ul style="list-style-type: none"> -Know about and describe how objects move on different surfaces -Know how a simple pulley works and use to on to lift an object -Know how some forces require contact and some do not, giving examples -Know about and explain how magnets attract and repel Predict whether magnets will attract or repel and give a reason 	<p><u>Plants</u></p> <p><u>Plant life</u></p> <p><u>Basic structure and functions</u></p> <ul style="list-style-type: none"> -Know the function of different parts of flowering plants and trees <p><u>Life cycle</u></p> <p><u>Water</u></p> <p><u>Transportation</u></p> <ul style="list-style-type: none"> -Know how water is transported within plants -Know the plant life cycle, especially the importance of flowers. 	<p><u>Skeletons and muscles</u></p> <p><u>Nutrition</u></p> <p><u>Exercise and health</u></p> <ul style="list-style-type: none"> -Know about the importance of a nutritious, balanced diet -Know how nutrients, water and oxygen are transported within animals and humans -Know about the skeletal and muscular system of a human
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History		<p>-Know the differences between The Stone Age, Bronze Age and Iron Age How Britain has changed between the stone age and bronze age. -Know about Hunter gatherers</p> <p>Check ??? sticky knowledge</p>			<p>World War 2 - Know a significant time in history and a turning point. Local Study related to WW2- For example: The Air Raid Shelters in Stockport. Know how people lived and survived in WW2.</p> <p>Know significant events during WW2 in Manchester.</p>	<p>-Greek life and influence on the Western world</p> <p>-Know some of the main characteristics of the Athenians and the Spartans</p> <p>-Know about the influence the gods had on Ancient Greece</p> <p>-Know at least five sports from the Ancient Greek Olympics</p>
Geography	<p>Location Sticky Knowledge: -Revisit Continents/Oceans -Know 4 countries from the southern and northern hemisphere. -Know 8 compass points -Use maps to locate</p>		<p><u>Volcanoes and Earthquakes</u> -Know what cause Earthquakes. -Label volcanoes.</p> <p><u>Earthquakes</u> -Know what causes an Earthquake</p>			<p>-5 differences between living in the UK and a Mediterranean country- Greece</p>



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	European countries and capitals and know at least 8 -Name and locate 8 counties and cities in England					
<p>Computing / Esafety</p> <p><u>Safe use</u> E-safety ongoing throughout the year</p>	<p><u>Safe use</u> -use technology respectfully and responsibly -know different ways they can get help, if concerned</p> <p><u>Networks</u> -navigate the web to complete simple searches</p>	<p><u>Using Programs</u> <u>Create programmes</u> -write programs that accomplish specific goals</p> <p><u>Using scratch-Develop programmes</u> -design a sequence of instructions, including directional instructions</p>	<p><u>Search engines</u> -use a range of software for similar purposes -collect and present information</p>	<p><u>Creating media</u> <i>Digital creation-saving and manipulating images</i></p> <p><u>Computer systems and networks</u> <u>Reasoning</u> -discern when it is best to use technology and where it adds little or no value <u>using programmes</u> -understand what computer networks do and how they provide multiple services</p>	<p><u>Computer systems and networks</u> <u>Networks</u> -navigate the web to complete simple searches</p> <p><u>Using Programs</u> -revise writing programs, edit and improve/debug</p> <p>Digital creation-saving and manipulating images</p>	<p><u>Data and information</u> <u>Brancing databases</u> -discern when it is best to use technology and where it adds little or no value</p>



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<p>P.S.H.E (thematic approach) and SRE</p>	<p>Relationships:</p> <ul style="list-style-type: none"> • What makes a family; features of family life. • Personal boundaries; safely responding to others; the impact of hurtful behaviour • Recognising respectful behaviour; the importance of self-respect; courtesy and being polite 		<p>Living in the wider world:</p> <ul style="list-style-type: none"> • The value of rules and laws; rights, freedoms and responsibilities • How the internet is used; assessing information online • Different jobs and skills: job stereotypes; setting personal goals 		<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> • Health choices and habits; what affects feelings; expressing feelings • Personal strengths and achievements; managing and reframing setbacks • Risks and hazards; safely in the local environment and unfamiliar places 	
<p>Music Sparkyard scheme</p>	<p>Hear it, play it! Exploring rhythmic patterns</p>		<p>Painting pictures with sound</p>		<p>Sing, play, notate!</p>	
<p>Art</p>	<p>link -faces and art know how to show facial expressions in art.</p> <p>know how to use different grades of pencil to shade and to show different tones and textures</p> <p>know how to show facial expressions in art.</p> <p>Andy Warhol-pop</p>	<p>-know how to use sketches to produce a final piece of art</p> <p>Cave painting- different mediums -recognise when art is from different historical periods</p> <p>3D art- clay make a pot or Stone age necklace</p>	<p>-recognise when art is from different cultures</p> <p>Disaster pictures using background washers</p> <p>Japanese artist - Hokusai</p> <p>PAINTING</p> <p>know how to use a range of brushes to create different effects in painting</p> <p>Know how to identify</p>	<p>-know how to use sketches to produce a final piece of art</p> <p>-know how to compare the work of different artists eg. Eric Joyner</p> <p>-know how to use digital images and combine with other media know how to use IT to create art which includes their own</p>	<p>-know how to use different grades of pencil to shade and to show different tones and textures</p> <p>-know how to create a background using a wash</p> <p>-know how to use a range of brushes to create different effects in painting</p>	<p>know how to use sketches to produce a final piece of art</p> <p>Recognise when art is from different historical periods- Ancient Greek art on vases</p> <p>Look Greek vases and design own Greek vases</p>



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	<i>art artist. Create Black history significant person-art in style of Warhol. Draw and then colour.</i>	Sketching woolley mammoths	the techniques used by different artists	work and that of others (moving pictures of The Iron Man) Digital art - disaster pictures (piccollage)		
Design and Technology 2023			Design and make an Earthquake proof building <u>Designing</u> -prove that a design meets a set criteria. -design a product and make sure that it looks attractive choose a material for both its suitability and its appearance- hot air balloons <u>Making</u> -follow a step-by-step plan, choosing the right equipment and materials <u>Evaluating</u> -explain how to improve a finished	Design a Crane to rescue the Iron Man. (research and use pulleys, design own crane) <u>Designing</u> -prove that a design meets a set criteria. -design a product and make sure that it looks attractive <u>Making</u> -follow a step-by-step plan, choosing the right equipment and materials <u>Evaluating</u>		-Design a healthy Mediterranean meal -describe how food ingredients come together weigh out ingredients -talk about which food is healthy and which food is not -know when food is ready for harvesting



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			<p>model -know why a model has, or has not, been successful <u>Technical knowledge</u> -know how to strengthen a product by stiffening a given part or reinforce a part of the structure</p>	<p>-explain how to improve a finished model -know why a model has, or has not, been successful <u>Technical knowledge</u> -know how to strengthen a product by stiffening a given part or reinforce a part of the structure</p> <p>Educational visit from LEGOSTEM?? Children will learn how to use the Lego block coding software to control motors, lights, sounds, pictures, text etc via a bluetooth connection to their tablet. They</p>		
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				<p>will then follow instructions to build a model before programming it.</p> <p><u>Making</u></p> <ul style="list-style-type: none">-follow a step-by-step plan, choosing the right equipment and materials-select the most appropriate tools and techniques for a given taskmake a product which uses both electrical and mechanical components-work accurately to measure, make cuts and make holes. <p><u>Evaluating</u></p> <ul style="list-style-type: none">-know why a model has, or has not, been successful		
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<p>P.E. Updated Sept 2023</p>	<p>Hockey Recognise own improvement in ball games</p> <p>Dance -Dance around the world -improvise freely and translate ideas from a stimulus into movement -share and create phrases with a partner and small group -remember and repeat dance</p>	<p>Gymnastics- linking movements together Gymnastics (sports'coach 2023) adapt sequences to suit different types of apparatus and criteria -explain how strength and suppleness affect performance Evaluate compare and contrast gymnastic sequences</p> <p>Basketball</p>	<p>Dodgeball (sports' coach- Spring1) - throwing catching Team games - passion and determination, team work</p> <p><u>Team games-dodgeball</u> Recognise own improvement in ball games</p> <p>Competitive games be aware of space and use it to support team-mates and to cause problems for the opposition Know and use rules fairly Evaluate compare and contrast gymnastic sequences recognise own improvement in ball games</p> <p><u>Active body and mind</u></p>	<p>Gymnastics- Receiving body weight adapt sequences to suit different types of apparatus and criteria -explain how strength and suppleness affect performance</p> <p>Tag Rugby (sports' coach 2024)</p>	<p>Football</p> <p>Competitive games -be aware of space and use it to support team-mates and to cause problems for the opposition -know and use rules fairly</p> <p>Rounders</p>	<p>Outdoor and Adventurous activity Follow a map in a familiar context use clues to follow a route Follow a route safely</p> <p>Tennis (sports'coach 2024) -</p>
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			<p><u>Health related fitness</u> run at fast, medium and slow speeds; changing speed and direction -take part in a relay, remembering when to run and what to do</p>			
<p>MFL These 3 areas- will be across the year</p>	<p>This is the introductory unit. Pupils will discuss where Poland is located, learn to greet each other and ask simple questions about name and wellbeing. They will study numbers 1 - 20 and be introduced to their first classroom commands. There will be a strong emphasis on the correct pronunciation of key sounds in Polish. Unit 2 builds on the learning from Unit 1 and the emphasis is still on mastering the correct phonic sounds. New structures and vocabulary will be introduced to enable pupils to talk about simple things, such as emotions, their ages and day of the week (yesterday, today, tomorrow).</p>	<p>Unit 3 builds on the learning from Units 1 and 2 and the emphasis is still on mastering the correct phonic sounds. New structures and vocabulary will be introduced to enable pupils to talk about their birthdays (months) and the colours they prefer. In this Unit pupils will become familiar with the parts of the body. Songs and games will be used to help pupils to memorise phrases and to move the learning from their short-term to their long-term memory.</p>	<p>In this Unit, pupils will be introduced to the key vocabulary needed to describe their family members and pets. This Unit will focus on animal names and will introduce adjectives to describe animals.</p>			



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R.E. Tameside Syllabus	<u>Expressing Strand</u> L2.5a How do people from religious and non-religious communities celebrate key festivals? (new intergrate into L2.5a Why are festivals important to religious communities?)	<u>Living strand</u> L2.7 What does it mean to be a Christian/Jew in Britain today? (or a Jew)	<u>Believing strand</u> What do different people believe about God?
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