





Year 3 Big Ideas

Long Term Planning 2024-2025



Year 3 Planning Overview			
	Autumn	Spring	Summer
Topic title	In My Element	The Ground Beneath My Feet	It's All Greek To Me!
Drivers (past present future)	<p>Past: Why were elements/ materials important in the past? How have they helped us to live better lives?</p> <p>Present: What materials do we need to survive and why are we beginning to consider alternatives? (coal, gold etc.) – link to Smart Meter</p> <p>Future: What would happen if we run out of resources? How can we prevent this?</p>	<p>Past: Pompeii - what did we learn from the disaster?</p> <p>Present: Current natural disasters.</p> <p>Future: How are buildings constructed to protect themselves from natural disasters and how might this affect the way buildings look in the future?</p>	<p>Past: Where was democracy created? How did democracy evolve?</p> <p>Present: What is the UK voting system like? How do we have a voice?</p> <p>Future: How can we give everyone a voice? What new ways might be developed to help people to vote?</p>
Curriculum of Global Discovery drivers	<p>Avenues for exploration:</p> <ul style="list-style-type: none"> What are natural resources and are they used? How did climate change effect the people long ago? How did Climate Change affect people in the Stone Age? Historic England <p>Decolonising the curriculum- Cheddar Gorge man- early Briton found in Kent- evidence that early Britons may have been dark skinned.</p>	<p>Avenues for exploration:</p> <ul style="list-style-type: none"> Positive and negative effects of modern-day life on the environment House design – structures (not planning developments) 	<p>Avenues for exploration:</p> <p>Democracy</p> <p>Being Healthy: Olympics (Health and Fitness)</p> <ul style="list-style-type: none"> How can we set goals to better ourselves Decolonising the curriculum- map distortion https://www.visualcapitalist.com/map-true-size-of-africa/ new science article. What does it mean to have a healthy mind and body?
UN Global Goal links			
British Values			

Charity Link	<i>Bradgate Park Charity Trust</i>											
Visit/ experience linked to the topic	<ul style="list-style-type: none"> Bradgate Park – Ranger-led visit to Neolithic stone Pantomime 		<ul style="list-style-type: none"> Beacon Hill - Self-led visit to see Beacon Hill's volcanic rocks - which are rich in fossils - dating back 600 million years. 		<ul style="list-style-type: none"> Conkers 							
Hook	<i>Cave Art</i>		<i>Edible Soil</i>		<i>Ancient Greek Day (Greek Myths)</i>							
Overall outcome for topic (showcase)	Showcase event for children’s adults to share their learning for this term.		Open an ‘Eruption Zone!’ exhibition for a younger year group to visit: Present how they are formed and the positives and negatives of living near volcanoes. They finally erupt the class volcano!		Hold a class debate encompassing the value democracy from the past, present and of the future.							
Key Texts	<ul style="list-style-type: none"> Stone Age Boy – Satoshi Kitamura How to Wash a Woolly Mammoth – Michelle Robinson UG: Boy Genius of the Stone Age and his search for soft trousers – Raymond Briggs The Stone Age: Hunters, Gatherers and Woolly Mammoths – Marcia Williams The Wild Robot – Peter Brown 		<ul style="list-style-type: none"> The Firework-Maker’s Daughter – Philip Pullman Escape from Pompeii – Christina Balit The Street Beneath My Feet – Charlotte Gullian Stone Girl, Bone Girl: The Story if Mary Anning of Lyme Regis – Laurence Anholt 		<ul style="list-style-type: none"> Who Let the Gods Out? – Maz Evans Leo and the Gorgon’s Curse – Joe Todd Stanton So you think you’ve got it bad? A kid’s life in ancient Greece – Chae Strathie and Marisa Morea <i>Texts related to pupil interests</i> 							
English/	Instruction – My Strong Mind Holiday Brochure – Skara Brae Narrative – Stone Age Boy Poetry – Autumn is Here		The Write Stuff		The Write Stuff							
Writing purposes	 Writing to entertain  Writing to inform  Writing to persuade											
Mathematics 	<ul style="list-style-type: none"> Place Value Addition and Subtraction 		<ul style="list-style-type: none"> Addition and Subtraction Multiplication and Division A Statistics 		<ul style="list-style-type: none"> Multiplication and Division B Length and Perimeter 		<ul style="list-style-type: none"> Fractions Mass and Capacity 		<ul style="list-style-type: none"> Fractions Money Time 		<ul style="list-style-type: none"> Time Shape 	

4 subjects focussed on	Block 1	<p align="center"><u>History</u> Prehistoric Britain</p> <p>Children to explore, compare and contrast changes in tools, homes and way of life in Britain from Stone Age to Iron Age.</p>	<p align="center"><u>Geography</u> Volcanoes and Earthquakes</p> <p>Children gain an understanding of the layers of the Earth and how this contributes the creation of earthquakes and volcanoes. They will use this knowledge and their map reading skills to locate volcanoes around the world.</p>	<p align="center"><u>Geography</u> Greece in Europe</p> <p>Children will discover and locate countries in Europe using a variety of analogue and digital maps, atlases and globes. They will zoom in on Greece to develop their place knowledge.</p>
	Subject outcome 1	Children present their opinion (verbally, pictorially, written or combined) to answer the question: When do you think it was better to live – Stone Age, Bronze Age or Iron Age?	As a class, children create a papier-mâché volcano, document the making process and showcase the impact volcanoes can have (erupting the volcano with built houses at the base)	<i>Create an exploding mind map of Greece (location, physical features, human features, similarities and differences of a region in Greece)</i>
	Block 2	<p align="center"><u>Science</u> Light (Physics)</p> <p>Children recognise that they need light in order to see, learn how to protect themselves from the Sun, understand how shadows are formed and find patterns in the size of shadows.</p>	<p align="center"><u>Science</u> Rocks (Chemistry)</p> <p>Children uncover what soils are made from, compare and sort different kinds of rock based on their appearance and physical properties and go on to discover how fossils are made.</p>	<p align="center"><u>History</u> Ancient Greece</p> <p>Children investigate what life was like in Ancient Greece, discover their achievements and how they continue to influence our lives today.</p>
	Subject outcome 2	Investigate the best material to make a shadow puppet. Children to use their puppets to demonstrate their understanding of light and shadows.	Investigate the most appropriate rock type to build a house out of and on. Design a house – Become the Architect! (STEM)	Create a triorama report of Ancient Greek life, achievements and influences.
	Block 3	<p align="center"><u>D&T</u> Levers and Linkages</p> <p>Children explore mechanical systems around us and use this to understand how levers and linkages work.</p>	<p align="center"><u>Science</u> Animals including Humans (Biology)</p> <p>Children identify that humans and some animals have skeletons and muscles. They research and experience their functions and how to keep their bodies healthy.</p>	<p align="center"><u>Science</u> Plants (Biology)</p> <p>Children identify, investigate and describe the parts and functions of flowering plants. They explore the part that flowers play in the lifecycle of flowering plants (pollination, seed formation and dispersal).</p>
	Subject outcome 3	Design, make and evaluate a robot with moving limbs inspired by The Wild Robot.	Make a working model of the elbow joint to explain what a bone and joint is, how muscles make an arm bend and straighten and how to keep them healthy.	Create a class bee box (include a bee-hotel, plants appropriate for bees and house it in a bee-friendly area in school).
	Block 4	<p align="center"><u>Science</u> Forces and Magnets (Physics)</p> <p>Children experiment with contact and non-contact forces. They observe and explain how magnets work, and investigate everyday materials based on their magnetic/non-magnetic properties.</p>	<p align="center"><u>Art</u> In My Element Architecture</p> <p>Children explore the work of Friedrich Hundertwasser and others, to draw their own architectural technical drawings of a home of the future.</p>	<p align="center"><u>Art</u> Medusa and the Minotaur</p> <p>Children will develop their knowledge of the Ancient Greek tradition of pot and vase making and the patterns, designs and images they were decorated with.</p>
	Subject outcome 4	Create a recipe for The Wild Robot – what can we feed them? (magnetic metals)	Children will showcase their learning in a mixed media A3 artwork, inspired by Hundertwasser.	Children design their own Ancient Greek pot/vase with traditional patterns, designs and images.

Lessons (Taught Weekly)

RE	L2.1 Creation What do Christians learn from the creation story?	L2.2 People of God What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to Muslims?	L2.10 How do festivals and family life show what matters to Jews?	L2.4 Gospel What kind of world did Jesus want?	L2.12 How do people try to make the world a better place?
PSHE	Beginning and Belonging BB34	Family and Friends FF34 Anti-bullying AB34	Diversity and Communities DC34	Relationships & Sex Education RS3 Drug Education DE34	Personal Safety PS34	Healthy Lifestyles HL34
PE	Dance	Gymnastics	Hockey	Dodgeball	Basketball	OAA
Music	<u>Rhythm and Pulse</u> Children learn about ostinatos and the importance of maintaining a steady pulse when performing the ostinatos. They will continue to develop their composing and performing skills through exploring how rhythms are created and noted.		<u>Music Technology</u> Children learn a well-known song which they will analyse for its clear structure. This will support them to write their own class lyrics, body percussion rhythms and drum loop composition to accompany the class song.		<u>Voice and Pitch</u> Children learn three songs to support the development of their vocal skills and performance of song with more than one part. They will listen to a wide range of music and learn how pitch can be used to create different moods.	
Computing	Computing systems and networks - Connecting Computers - Unit 1 Learners discovering the benefits of connecting devices in a network.	Creating Media - Animation – Unit 2 learners add types of media to their animation, such as music and text.	Programming A – Sequencing Sounds – Unit 3 The final project is to make a representation of a piano.	Data and Information – Branching Databases- Unit 4 Learners will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.	Creating Media – Desktop Publishing – Unit 5 Learners will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover using desktop publishing software.	Programming B – Events and Actions - Unit 6 - The unit concludes with learners designing and coding their own maze-tracing program.