

St John the Baptist Catholic Primary School

Year 3 Long Term Curriculum Planner

	Autumn Term	Spring Term	Summer Term
Topic Title	In Pharaohs' footsteps	Raiders & Traders (Vikings)	CHOCOLATE
Stunning Start Fabulous Finish (Trip, workshop, visitor)	Start: Orienteering treasure hunt- collect clues to make 'beware the curse of the pharaohs' Lord Carnarvon. Discuss, ideas, explore what we know. Share ideas, what we would like to learn about? Visit to Brighton Museum – mummification Class museum	Viking Day- Outdoor learning day in costume. Viking food and activities. History Man in to lead a Viking Day. Hands on activities and learning.	Chd arrive dressed as explorers and get transported into the rainforest classroom. Have a rainforest day and launch book: The Kapok tree. Fab finish: Chocolate tasting day.
Religious Education	Homes Promises Visitors Judaism – Places of worship The Synagogue	Journeys Listening and Sharing Giving All	Energy Choices Special Places Islam- Places of worship, The Mosque
PHSE	New Beginnings, Sex Education, Say No to Bullying	Going for Goals, Drugs, and Alcohol, Economic wellbeing, Relationships, Cultural diversity, anti-racial curriculum.	Good to be me, environment, Changes, Disability Awareness, anti-racial curriculum.
English Genre cross curricular links	Instructions for mummification Story unit based on text 'The Scarab's secret' . Information text on Ancient Egyptian life	Information text on Viking, Power of Reading text 'Wolves', instructions to make a Viking helmet.	'Kapok tree' story, writing letters to companies to save the rainforest. Information text on chocolate.
Maths White Rose	Place value Addition and Subtraction Multiplication and Division A	Multiplication and Division B Length and Perimeter Fractions A Mass and Capacity	Fractions B Money Time Shape Statistics
Science -ask relevant questions and use 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	Rocks Pupils should be taught to: ☐☐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.	Forces and magnets Pupils should be taught to: ☐☐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	Plants Pupils should be taught to: ☐☐identify and describe the functions of different parts of flowering plants: roots, stem, 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

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.	Light Pupils should be taught to: ☑☑notice that light is reflected from surfaces ☑☑find patterns that determine the size of shadows.	attracted to a magnet, and identify some magnetic materials ☑☑describe magnets as having two poles ☑☑predict whether two magnets will attract Animals, including humans Pupils should be taught to: ☑☑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 animals have skeletons and muscles for support, protection and movement.	☑☑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. Scientists & Inventors
History	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of: Ancient Egypt.	Britain’s settlement by Anglo-Saxons and Scots. Viking raids and invasion	History of Chocolate
Geography	Geographical skills and fieldwork ☑☑use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ☑☑use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ☑☑use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Understand geographical similarities and differences through the study of human and physical geography of a region of Europe Geographical skills and fieldwork ☑☑use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ☑☑use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ☑☑use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time understand geographical similarities and differences through the study of human and physical geography of a region of South America

Computing	Programming-We are programmers (Programming an animation using Scratch). Computational thinking-We are bug fixers (Finding and correcting bugs in programmes using scratch/powerpoint).	Creativity-We are presenters (Videoing performance using movie maker/imovie). Computer Networks- we are network engineers(exploring computer networks including the internet using Access to school network and command prompt)	Communication/Collaboration We are communicators (Communicating safely on the internet Email system, video conferencing software/presentation software) Productivity- We are opinion pollsters (Collecting and analyzing data using Google forms, Google sheets and Google slides/ Excel/Word)
Design Technology	Structures: Shell Structures. Making special box to hold Egyptian amulets.	Textiles: 2D shape to 3D product. Making a Viking purse.	Food: Healthy & Varied Diet. Making a flapjack.
Art	Mixed media Printing	Painting and drawing with shading Viking helmets: compare and recreate form of manmade objects.	Painting and drawing
Primary Languages	Follow iFrench Plans	Follow iFrench Plans	Follow iFrench Plans
Music			
Physical Education	Gymnastics Tag Rugby	Dance Tennis	Swimming Striking and fielding Athletics