


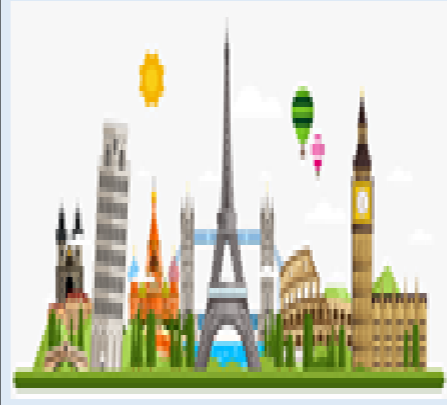










Hill View Academy Curriculum Long Term Plan

Year 3



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2	
Topic information	Beautiful Britain 	Eboracum – Romans 	Stone Age-Iron Age 	Exploring Europe 	Local History / Legh Tolson 	Angry Earth 	
	~ History and Geography Golden Thread ~						
	Locational knowledge Mapping Physical and human geography				Locational knowledge Physical and human geography Mapping		Locational knowledge Mapping Physical and human geography
		Conflict and disaster Power Monarchy	Society and community Migration, trade, civilisation, settlement and industry		Society and community Conflict and disaster		
	Why do people visit key countries in Europe? What are the similarities and differences between 2 or more countries in Europe (including England)?	Why were the Romans so successful as an army? How did the Roman Empire spread so far? Why did Boudicca fight back? Why did the Roman Empire crumble?	Was Stone Age man simply a hunter-gatherer? How did life change when Stone Age man began to farm? What can we learn about the Stone Age from Skara Brae? Why is it so difficult to find out why Stonehenge was built?	What were the needs of early settlers? What is the significance of place names in Britain? What kind of settlements do we have and how have they changed through time?	What was the impact of Legh Tolson's legacy on the local area? Why did Legh Tolson leave a gift to the people of Huddersfield?	Why do volcanoes and earthquakes occur in certain parts of the world? What is so dangerous about the ring of fire? Would you live near a volcano?	
ROAP outcome	On location – fieldwork report and findings to be shared with parents	Re-enactment of a battle	Time detectives – how has Skara Brae helped us find out about the Stone Age period?	Country Fact files	Presentation	Explanation texts and models	

Understanding of the world	Geography	Identify UK seas Locate and name 5 key UK cities Describe and understand key aspects of human geography, including: types of settlement and land use Order types of settlements – hamlet, village, town, city etc Describe the different ways land is used in different types of settlements Make simple conclusions about locations based on evidence/sources Draw a simple sketch map including physical and natural features Use the 8 points of the compass to describe locations (NW, SW etc) Describe features of two locations during fieldwork – including digital technology (webcams etc)			Locate and name 5 key countries in Europe Describe and understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom, and of a larger area in a contrasting European country Begin to ask/initiate own geographical questions Investigate the main features and themes of locations at one level (i.e., micro or macro) Make comparisons between places based on several sources of the same type Make simple conclusions about locations based on evidence/sources Draw a simple sketch map including physical and natural features Identify five Ordnance Survey symbols	Label 7 continents, 5 oceans, the equator and the north and south pole Describe and understand key aspects of physical geography, including climate zones and biomes and vegetation belts detailing why they differ in one location to another Explain structure and formation of volcanoes and the cause of earthquakes Explain the effect of natural disasters on people's lives Explain the link between climate change & extreme weather Explain ways that people have adapted to manage extreme weather Use maps, atlases and globes to interpret basic information and draw simple conclusions about the area being studied (i.e., tree distribution in the Amazon Rainforest in 1950 and modern day)
	History	Romans <i>The sub lenses for this unit are civilisation, trade, settlement, monarchy, empire rebellion. It will cover the Romans and their achievements from 43 CE to 410CE. It will focus on who was in charge and held the power across the Empire and how the emperors trained up their powerful armies. This builds from KS1 learning about the monarchy and the idea of a castle as a fort and year 3 learning on the Celts living in round houses and developing strong defensive systems called Hill forts.</i> How did early Rome grow to become the Roman Empire? How did Britons resist occupation? How did the Romans maintain control over Britain?	Stone age <i>The sub lenses for this unit are migration, trade, civilisation, settlement and industry. It will cover how civilisation started, how agriculture became a huge driving force for things like stone circles to be built and how different metals such as bronze and iron changed the way we interacted with each other and created huge defensive earthworks. This builds on from KS1 where children have a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts.</i> What was life like in the Paleolithic and Mesolithic? What key changes took place from the Neolithic to the Bronze Age? How did daily life change from the Stone Age to the Iron Age?		Local history – A significant individual in the locality <i>The sub lenses for this unit are society and community. This unit will cover look at the impact of an individual on a local community. It will give children knowledge of the world war ready for their unit of learning in Y5.</i> What was the impact of Legh Tolson's legacy on the local area? Why did Legh Tolson leave a gift to the people of Huddersfield?	
	MFL	French (Language angels as a basis for planning)				
RE	How do Jews remember God's covenant with Abraham and Moses?	What is Spirituality and how do people experience this?	What do Christians believe about a good life?	What do the creation stories tell us?	Who can inspire us?	
Art	Line Focus/ Drawing & Sketching Artist – Hilary Pecis American - Contemporary  To do some research on this artist and describe what can be seen in her still life paintings. Some objects in her paintings to symbolise her interests. To compare two of her paintings and find similarities and differences. To make a drawing of part of her artwork in pencil. (You could use a viewfinder to help choose a section), adding as much detail as possible. To use coloured pencils to add colour and shading. To use a coloured pencil, from light or intense. To continue to be aware of objects having a third dimension. A still life painting can sometimes be a type of self-portrait. To describe what objects, you would choose to create a still life about yourself. To position objects to form a still life. To make an observational drawing of a still life in colour. To extend use of drawing materials to include soft pastels for example.	Painting Artist — Claude Monet French - Impressionism  Recognise, name and use warm and cool colours; warm; red, orange and yellow cool; green, blue and violet To talk about Monet's work. To describe the effect, he has created with his oil paints. To blend soft pastels together to make initial sketches of Monet's Waterlily paintings in my sketchbook. To use white to help soften the colours in places. To use acrylic paints to get a similar effect to oil paints. To test out mixing small amounts of colour and applying the paint in my sketch book. To annotate how I have achieved the colour and what I have used to apply the paint. Thicker paint will dry with a bumpy texture. By adding water, the paints will become runny but without water, they can be applied thickly using brushes, sponges, card, and other tools.	Printmaking Artist – Andy Warhol American - Pop Art  Create a reflected pattern Develop pattern using printing techniques Create a complex pattern using drawing skills Start using a sketchbook to plan and develop simple ideas and collect textures and patterns Print simple pictures using different printing techniques Begin to record and collect visual information including taking photos on iPads Present visual information using software choosing from PowerPoint or Book Creator	Collage/textiles Artist – Henri Matisse French - Fauvism  Show an awareness and name a range of different fabrics Use a sketchbook to plan, collect and develop ideas Use collage as a means for collecting ideas	Form/ Sculpture Artist – Joan Miro Spanish – Surrealism  Use sketchbooks to plan and develop simple ideas and make simple choices about media Experiment with making a mosaic. Adapt work as and when necessary and explain why Use recycled, natural and manmade materials to create sculpture	

	Music	Recorders Charanga	Let your Spirit Fly Charanga	Recorders Charanga	Three Little Birds Charanga	Recorders Charanga	Composition Rehearsals for Summer Performance
STEM	Science	Light Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Light) 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 an opaque object. Find patterns in the way that the size of shadows change.	Animals including humans 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.	Forces and magnets 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. (Forces and magnets) 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.	Plants 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.	Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Rocks) Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Rocks) 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. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Rocks)	
		<p>Working Scientifically (refer to subject specific intent document and developing experts for disciplinary knowledge and skill progression)</p>					
	Computing	Information Technology Understand how voice activated technology e.g. Alexa/Siri/Google works e.g. responds to a 'wake up' word and how it is used positively e.g. to speed up communication, to gather information quickly Understand how the school computer network and server works Use internet browser tools effectively Understand how a search engine works Conduct research using appropriate search strings Refine searches based on outcomes	Digital Literacy Insert columns and tables Add borders Add backgrounds Add images from different sources Create own branching data base (Yes/No outcomes) Use Insert, to add images to illustrate slides, from clip art and online images. Add transitions between slides for effect Animate objects and text to show movement and effects.	Computer Science Understand that algorithms are explicit instructions, which rely on user accuracy. Understand the outcome of an algorithm is a result of what was programmed Write code and instructions to accomplish a goal Use loop and repetitions Use iteration Plan complex sequences of code using a variety of instructions Debug and change instructions Make and test predictions Use software to make basic puzzles and quizzes, changing parameters, including time allowed and points given and customise	Online Safety Understand what 'identity' means, and how to protect it online by not giving away too much information Identify what steps should be taken when concerned about something online e.g. speak to an adult, block personnel, saving evidence Display appropriate behaviour when working online and understand how my behaviour online can impact someone else's wellbeing		
DT	Food and nutrition Explain how to be safe/hygienic Think about presenting product in interesting/attractive ways Understand ingredients can be fresh, pre-cooked or processed Begin to understand about food being grown, reared or caught in the UK or wider world Describe eat well plate and how a healthy diet = variety/balance of food and drinks Explain importance of food and drink for active, healthy bodies Prepare and cook some dishes safely and hygienically Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	Textiles Join different textiles in different ways Choose textiles considering appearance and functionality Think about user when choosing textiles Think about how to make product strong Begin to devise a template Explain how to join things in a different way Understand that a simple fabric shape can be used to make a 3D textiles project	Materials Use appropriate materials Work accurately to make cuts and holes Join materials Measure carefully to avoid mistakes Make a strong, secure structure Ensure product is strong and fit for purpose				

Physical and personal development	PE	<p>Indoor – Gymnastics Plan, perform and repeat longer sequences that include changes of speed and level</p> <p>Recognise quality of movement and suggest improvements for their own performance</p> <p>Make improvements to their own performances</p> <p>To further develop and perform a larger range of balances, body shapes and actions with control, accuracy and consistency</p> <p>Plan, perform and repeat longer sequences (up to 8 actions) that include changes of speed, direction and level.</p> <p>Create and perform gymnastic sequences based on a theme or set criteria, individually or in pairs.</p>	<p>Indoor – Dance Understand the importance of warming-up/stretching the main body parts used in the dances they will perform.</p> <p>Sequence shows a clear order with clear start and finish</p> <p>Recognise unison and canon</p> <p>Complete sequences using canon and unison</p> <p>Show imaginative response to stimuli through choice of movement.</p> <p>Explore and develop new motifs and sequences whilst working with a partner or small group</p> <p>Perform dance sequences (up to 5 parts) with expression and an awareness of rhythm</p>	<p>Indoor – Volleyball Vary length, height and speed of ball to beat opponent</p> <p>Use tactics to defend own Court</p> <p>Can keep up continuous game (rally)</p> <p>Keep games going using a range of different ways of throwing and striking</p> <p>Direct the ball reasonably well towards their opponent's side of the court or target area</p>	<p>Indoor – Target games Use a range of throwing techniques</p> <p>Select and apply skills effectively during activities and competitive games to attack successfully.</p> <p>Begin to develop and use tactics to keep possession, attack and score.</p> <p>Begin to apply skills learnt to support defence of own scoring areas</p> <p>To demonstrate enhanced accuracy and technique in a range of throwing actions.</p>	<p>Outdoor - Athletics Throw accurately at target and into space</p> <p>Planning how to cover distance as a team – running faster over set distance or paced for a set time</p> <p>Can perform role - observe, record and measure</p> <p>Sustain running pace over longer distances, e.g. sprint for 7 seconds, run for 1 or 2 minutes</p> <p>Throw with greater control, accuracy and efficiency</p> <p>Jump with greater control, accuracy and efficiency</p> <p>Use suggestions to improve performance</p>	
		<p>Outdoor – Netball Use space effectively</p> <p>Understand the rules</p> <p>Make good decisions about what to do in order to keep possession (develop tactics to support their play)</p> <p>Use a range of skills including throwing and catching to help keep possession and control of the ball and score goals/points</p> <p>Pass, receive and dribble the ball, keeping control and possession consistently with others</p> <p>Use space to support team-mates and cause problems for the opposition.</p>	<p>Outdoor – Hockey Change positioning whilst fielding, e.g. for different batters</p> <p>Judge how far they can run to score points</p> <p>Choose where to stand as a fielder to make it hard for the batter to score points</p> <p>Develop body position/movement of fielder to intercept the ball</p> <p>Throw accurately with control then strike ball accurately (using kicking, rackets, bats)</p> <p>Intercept and stop the ball with consistency and sometimes catch the ball</p>	<p>Outdoor -Short Tennis Use tactics (length, speed height) to send ball</p> <p>Choose good places to stand when receiving and give reasons for their choice</p> <p>Perform basic skills needed to defend their area with control and consistency (stay in the middle of the court, effective approach to the ball, body position and returning to the middle of the court</p> <p>Vary speed and direction of the ball</p> <p>Play games using a racket, getting their body into correct positions, hitting a ball fed to them and keeping a rally going using a small range of shots (backhand, forehand and volley)</p>	<p>Indoor – Dance Understand the importance of warming-up/stretching the main body parts used in the dances they will perform.</p> <p>Sequence shows a clear order with clear start and finish</p> <p>Recognise unison and canon</p> <p>Complete sequences using canon and unison</p> <p>Show imaginative response to stimuli through choice of movement.</p> <p>Explore and develop new motifs and sequences whilst working with a partner or small group</p> <p>Perform dance sequences (up to 5 parts) with expression and an awareness of rhythm</p>	<p>Outdoor - Athletics Throw accurately at target and into space</p> <p>Planning how to cover distance as a team – running faster over set distance or paced for a set time</p> <p>Can perform role - observe, record and measure</p> <p>Sustain running pace over longer distances, e.g. sprint for 7 seconds, run for 1 or 2 minutes</p> <p>Throw with greater control, accuracy and efficiency</p> <p>Jump with greater control, accuracy and efficiency</p> <p>Use suggestions to improve performance</p>	
PSHE / SCARF	<p>Me and My Relationships Rules and their purpose</p> <p>Cooperation</p> <p>Friendship (including respectful relationships)</p> <p>Coping with loss</p>	<p>Valuing Difference Recognising and respecting diversity</p> <p>Being respectful and tolerant</p> <p>My community</p>	<p>Keeping Myself Safe Managing risk</p> <p>Decision-making skills</p> <p>Drugs and their risks</p> <p>Staying safe online</p>	<p>Rights and Responsibilities Skills we need to develop as we grow up</p> <p>Helping and being helped</p> <p>Looking after the environment</p> <p>Managing money</p>	<p>Being My Best Keeping myself healthy and well</p> <p>Celebrating and developing my skills</p> <p>Developing empathy</p>	<p>Growing and Changing Relationships</p> <p>Changing bodies and puberty</p> <p>Keeping safe</p> <p>Safe and unsafe secrets</p>	