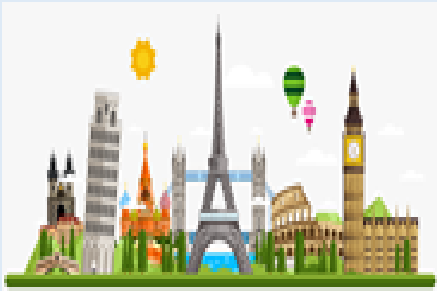


Hill View Academy Curriculum Long Term Plan

Year 3



	Autumn Term		Spring Term		Summer Term	
Maths	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	
Topic information	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
	How does Manchester compare to Huddersfield? 	How much of our lives have been influenced by the Romans? 	What changed for people living in Stone Age Britain? 	Is the weather in a European country affected by its location? 	What difference did Legh Tolson make to our community? 	Why do people live next to a volcano? 
	~ 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 house 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 the 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> yh 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	CL2.6 How do Jews use stories to remember God’s covenant? (Pathway 6)		CL2.4 Why do the lives of the Gurus inspire Sikh believers? (Pathway 4)		CL2.2 How do different people express their spirituality? (Pathway 2)	FL2.11 How do creation stories help people understand the world? (Pathway 6)
Expressive arts and design	Art	Line Focus/ Drawing & Sketching Artist – Hilary Pecis American - Contemporary 	Painting Artist — Claude Monet French - Impressionism 	Printmaking Artist – Andy Warhol American - Pop Art 	Collage/textiles Artist – Henri Matisse French - Fauvism 	Form/ Sculpture Artist – Joan Miro Spanish – Surrealism 	
		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.	Recognise, name and use warm and cool colours; warm; red, orange and yellow cool; green, blue and violet	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	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	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	

		To extend use of drawing materials to include soft pastels for example.					
	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)
		Working Scientifically (refer to subject specific intent document and developing experts for disciplinary knowledge and skill progression) 					
		Computing	Networks Online Safety	Scratch Online Safety	Emailing Online Safety	Journey inside a computer Online Safety	Desktop publishing Online Safety
	DT	Sew Key rings/Decorations		Build Pop up books		Cook Bread and butter Pasta	

Physical and personal	PE	inspire create perform hands feet equipment  'Perform dance using a range of movement patterns'  'Object control – developing coordination and control'	strike react rally look run avoid  'Master basic movements.. Including striking and coordination'  'Team games developing simple tactics for attacking and defending'	agility balance coordination react roll retrieve  'Master basic movements.. Including agility, balance, coordination'  Modified games to develop fielding skills	run jump throw fair share dare  'Use running, jumping and throwing in isolation and combination'  'Embed values such as fairness and respect'	duel win lose pass position patience  'Team games developing simple tactics for attacking and defending'  'Team games developing simple tactics for attacking and defending'	jump shape create accuracy power distance  'Develop flexibility, technique, control and balance '  'Throwing for distance, height and accuracy'
	PSHE / SCARF	Me and My Relationships Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Valuing Difference Recognising and respecting diversity Being respectful and tolerant My community	Keeping Myself Safe Managing risk Decision-making skills Drugs and their risks Staying safe online	Rights and Responsibilities Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Being My Best Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Growing and Changing Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets