



Long Term Curriculum Planning for 2019-20

Bramley Sunnyside Junior School

Year 3



Aut Term 1

Aut Term 2

Spr Term 1

Spr Term 2

Sum Term 1

Sum Term 2

Theme

Night at the Museum

Life in the Undergrowth

The Day the Ground Shook

Maths

(See additional planning)

- Place value
- Four operations
- Measurement and Perimeter

- Four operations
- Shape
- Time

- Four operations
- Measurement and time

- Fractions
- Place Value

- Shape

- Measurement
- Statistics

Science

(Working Scientifically objectives to be done throughout science lessons)

Light

I can describe what dark is
 I can explain that light is needed in order to see.
 I can explain that light is reflected from a surface.
 I can explain and demonstrate how a shadow is formed.
 I can explore shadow size and explain.
 I can explain the danger of direct sunlight and describe how to keep protected.

Animals including humans:

I can explain the importance of a nutritious, balanced diet.
 I can explain how nutrients, water and oxygen are transported within animals and humans.
 I can describe and explain the skeletal and muscular systems of a human.
 I can describe the purpose of the skeleton in humans and animals.

Plants

I can describe the function of different parts of a flowering plants and trees
 I can explore and describe the needs of different plants for survival.
 I can explore and describe how water is transported within plants.
 I can describe the plant lifecycle.

Rocks

I can compare and group rocks based on their appearance and physical properties, giving a reason.
 I can describe how fossils are formed.
 I can describe how soil is made.
 I can describe and explain the difference between sedimentary and igneous rock.

Forces and Magnets

I can explore and describe how objects move on different surfaces.
 I can explain how some forces require contact and some do not.
 I can explore and explain how objects attract and repel in relation to objects and other magnets.
 I can predict whether objects will be magnetic and carry out an enquiry to test this out.
 I can describe how magnets work.
 I can predict whether magnets will attract or repel and give a reason.

Computing

**Introducing logins
 TT Rockstars
 Purple Mash**

I can use a range of software

Online safety 3.2

I use technology respectfully and responsibly.
 I know different ways I can get help if I am concerned.

Touch Typing – Unit 3.4

I can use a keyboard correctly

Branching Databases – 3.6

I can sort objects using yes or no questions
 I can collect and sort information
 I can present information

Simulations – Unit 3.7

I can explain simulations and begin to use them.

Volcano Eruptions – Scratch Coding - Unit 3.1

I understand computer networks
 I can design a sequence of instructions.
 I can write programs that accomplish goals
 I can work with various forms of input and output

Spreadsheets – Unit 3.3

I can collect information
 I can present information

Graphing – Unit 3.8

I can collect information

RE


What makes Jesus inspirational?

What's it like to be a Hindu?


Shrove Tuesday – Baking

I can describe how food ingredients come together.

Peace and strength through Christian worship

	Aut Term 1	Aut Term 2	Spr Term 1	Spr Term 2	Sum Term 1	Sum Term 2
Geography			<p>Why are jungles so wet and deserts so dry?</p> <p>See learning objectives 1-6 on Connected Geography document</p>		<p>Why do some earthquakes cause more damage than others?</p> <p>See learning objectives 1-5 on Connected Geography document</p>	
History	<p>Stone Age to Iron Age</p> <p>I can use a timeline within a specific period of time to set out the order that things happened. (EMAG: I can describe the key milestones of that period.)</p> <p>I can use research to find answers to specific questions.</p> <p>I can describe how people lived during that period.</p> <p>I can find similarities and differences between two or more time periods.</p>				<p>Pompeii</p> <p><i>I can describe events from the past using dates when things happened.</i></p> <p><i>I can use my mathematical knowledge to work out when events happened.</i></p> <p><i>I can use research skills to find answers to specific historical questions.</i></p>	
D&T (See progression of skills)	<p>Textile Project – Stone Age Clothes</p>		<p>Food Project – Predator</p>		<p>Structural Project - Building a shelter to withstand an earthquake / flood:</p> <p>I can follow a step by step plan</p> <p>I can prove that my design meets set criteria</p> <p>I can select the most appropriate tools for the task.</p>	
Art (See progression of skills)	<p>Predator focus - Inspiration/artists - John Banovich, Van Gogh - two crabs, cow by andy warhol.</p> <p>- art appreciation then moving onto skills.</p> <p>- pencil skills Mr Harvey shapes to create animal skins,</p> <p>- pastel animal skins</p> <p>- Water colour predators</p> <p>- moving onto a painted animal skin as a finished piece - could be used as Christmas calendar?</p>		<p>Volcano focus - artists/inspiration - Vesuvius by Warhol, Vesuvius by William Turner.</p> <p>- appreciation of these paintings then moving onto skills linked to theme.</p> <p>- pastel and charcoal skills linked to volcanoes</p> <p>- Then painting skills - lava colour mixing</p> <p>- water colour wash background used as a stand for 3D clay piece of a volcano.</p>		<p>Artwork of Stone Henge appreciation progressing onto cave paintings.</p> <p>- Painting skills – silhouette colour mixing</p> <p>- Clay modelling of Stone Henge</p> <p>- Charcoal skills to create cave drawings</p> <p>- Building up to large artwork of cave paintings</p>	
School Theme Weeks	Harvest			Book Week	Picture This	

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PE	<p>Hockey Football Fitness Golf</p> <p>I can throw and catch with control I am aware of space and use it to support team mates I know and use rules fairly</p>	<p>Gymnastics Basketball / Netball Theory</p> <p>I can adapt sequences to suit different types of apparatus I can explain how strength and suppleness affect performance. I can compare and contrast gymnastic sequences</p>	<p>Tag rugby Athletics Circuit training</p> <p>I can run fast, medium and slow; changing speeds and direction. I can take part in a relay.</p>	<p>Tennis Orienteering Dance</p> <p>I can improvise freely and translate ideas from a stimulus into movement I can share and create phrases with a partner and small group I can perform phrases I can follow a map I can use clues to follow a route</p>	<p>Golf Athletics Cricket</p> <p>I can run fast, medium and slow; changing speeds and direction. I can take part in a relay</p>	<p>Rounders Alternative sports Tournaments</p> <p>I can run fast, medium and slow; changing speeds and direction. I can take part in a relay</p>
Music	<p>Let your spirit fly I can sing a tune with expression I can use musical words to describe a piece of music and compositions</p>	<p>Christmas Production</p>	<p>Glockenspiel Stage 1 I can play clear notes on instruments I can use different elements in my composition I can improve my work; explaining how it has been improved</p>	<p>Three Little Birds I can create repeated patterns with instruments I can compose melodies and songs I can create accompaniments for tune</p>	<p>Dragon Song I can recognise the work of at least one famous composer.</p>	<p>Bring Us Together I can combine different sounds to create a specific mood or feeling. I can use musical words to describe what I like and do not like about a piece of music.</p>
MFL	<p>Greetings Numbers</p>	<p>Pencil case Christmas in Spain</p>	<p>Classroom language Animals</p>	<p>Colours Stories</p>	<p>Food Days of the week</p>	<p>Ordering food in a cafe</p>
Visits	Weston Park Museum		Butterfly House		Residential	

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