



Wingrove Primary School Long Term Planning Y3

Yr 3 Launch Questions	What makes an everyday hero?	Who is really to blame?	How do we know animals have feelings?	If robots are a tool, how can they help us?	What did The Romans ever do for us?	Where in the world would you go?
<p>Key subjects</p>	<p>Science- Animals including humans – The skeleton character from Dinkin Dings will be the stimulus for the study of skeletons. identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Plants – After studying the functions of plant parts, the children will create an imaginary 'alien' plant and describe the functions of its parts.</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they</p>	<p>Science – animals including humans</p> <p>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</p> <p>Geography – Investigate who really is to blame for the deforestation of the rainforest. Where are the forests and woodlands in our local areas? Create a map of the school's forest area.</p> <p>Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Science – animals including humans – Create a healthy balanced diet for farmers Boggis, Bunce and bean.</p> <p>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</p> <p>Science – Light – Create a shadow puppet theatre based on the characters from Fantastic Mr Fox.</p> <p>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</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p>	<p>Science- forces and magnets – Investigate the use of magnets and ramps to see how we can we help the Iron Man out of the trap?</p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or</p>	<p>Science – forces and magnets - compare how things move on different surfaces</p> <p>History the Roman Empire and its impact on Britain</p> <p>Geography – Use maps and atlases to locate Italy, Rome, extent of the roman Empire etc. Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four 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</p> <p>DT – make and design and Roman catapult and/or Roman sandals that can be worn by a child.</p>	<p>Science- What forces are used to power vehicles?</p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Geography Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, North America</p> <p>DT – Design, make and evaluate a moving vehicle</p> <p>Art- Sculptures based on Native American art Art – Study the work of Henri Rousseau and use as a stimulus for a collage picture.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p>



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	<p>vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>Geography – Where would the super heroes fly to and what direction might they go?</b></p> <p>Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>name and locate counties and cities of the United Kingdom</p>	<p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four 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</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p><b>Art – Study the work of Henri Rousseau and use as a stimulus for a collage picture.</b></p> <p>to create sketch books to record their observations and use</p>	<p>find patterns in the way that the size of shadows change.</p> <p><b>Geography – Create a map of the farm land around Mr Fox's home.</b></p> <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four 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</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>repel each other, depending on which poles are facing.</p> <p><b>History</b> changes in Britain from the Stone Age to the Iron Age</p> <p><b>Art – use drawings from prehistoric times as a stimulus for their own drawings.</b></p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</p> <p>about great artists, architects and designers in history.</p>	<p><b>PSHE – protecting personal data</b></p>	<p>to improve their mastery of art and design techniques i.e. sculpture with a range of materials</p> <p>about great artists, architects and designers in history.</p> <p><b>PSHE – School of sanctuary</b></p>
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	<p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four 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</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Art- Study the Pop Art movement and use the art work as a stimulus for their own work.</p>	<p>them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</p> <p>about great artists, architects and designers in history</p> <p>PSHE – community</p>				
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	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint</p> <p>about great artists, architects and designers in history.</p> <p>PSHE – celebrating achievements/ contributions</p>					
Class Texts	Dinkin Dings and the Frightening Things (To be reviewed)	<p>A variety of traditional tales including modern versions with Hansel and Gretel being the main story</p> <p>The Snow Queen – Hans Christian Anderson</p>	Fantastic Mr Fox	Stone Age Boy The Iron Man	Diary of Dorkius Maximus	