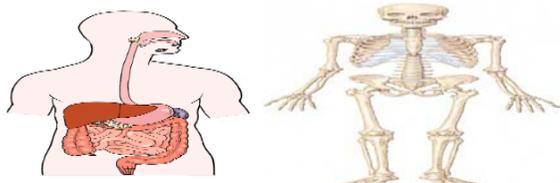




Victoria Lane Academy Long Term Foundation Planning—Year 3



	Autumn	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p><u>Animals Including Humans</u></p>  <p>How does the human body work?</p> <ul style="list-style-type: none"> *Name and locate the bones in the human body. *Explain which body parts our bones protect and how we move. *Investigate the length of bones in different people. *Name and label the main muscles in the human body. *Explain how we use our muscles and what they do. *Explain the effects of exercise on our muscles. *Name the food groups, identify which foods they are found in and what they do. *Make smoothies and write the instructions. *Explain the importance of a nutritionally balanced diet. *Name and label the human digestive system. *Explain how the human digestive system works. *Describe how nutrients, water and oxygen are transported within animals and humans. *Identify that animals, including humans, cannot make their own food: they get nutrition from what they eat. 	<p><u>Rocks and Soils</u></p>  <p>What is our Earth made of?</p> <ul style="list-style-type: none"> *Describe what the Earth is made of. *Classify and describe the difference between sedimentary, igneous and metamorphic rocks. *Recognise that soils are made from rocks and organic matter. *Name types of rock and identify them around us. *Identify and compare different rocks based on their appearance and properties. *Group rocks based on their properties. *Relate the properties of rocks with their uses. *Describe how different rocks have different uses. *Describe how fossils are formed. 	<p><u>Forces and Magnets</u></p>  <p>How do magnets attract?</p> <ul style="list-style-type: none"> *Identify forces acting on different objects. *Compare how things move on different surfaces. *Investigate the effect of friction. *Observe magnetic forces. *Identify and classify which materials are attracted to magnets. *Investigate the strength of different magnets. *Describe how magnets have two poles. *Observe how magnets attract or repel and predict what they will do. *Design and make a magnetic game. 	<p><u>Light</u></p>  <p>What is light and how can we get it?</p> <ul style="list-style-type: none"> *Recognise we need light in order to see things and that dark is the absence of light. *Describe different light sources. *Explain how we have day and night and notice how light is reflected. *Recognise shadows are formed when light from a source is blocked. *Investigate shadows and find patterns in the way that the size of shadows change. *Investigate which materials are opaque, transparent or translucent. *Explain the difference between transparent, translucent and opaque. *Understand light from the sun can be dangerous. 	<p><u>Plants</u></p>  <p>How do plants reproduce?</p> <ul style="list-style-type: none"> *Identify and describe the functions of different parts of flowering plants. *Investigate the needs of plants for life and growth. *Explain how the needs of a plant vary from plant to plant *Name and label the parts of a flowering plant. *Describe the role of each flower part in pollination. *Explain how pollination occurs. *Understand how seeds are dispersed. *Investigate the way in which water is transported within plants.



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	Autumn 1	Autumn 2	Spring	Summer
Topic	<p><u>The Med</u></p>  <p>Why do so many people go to the Mediterranean for holidays?</p> <ul style="list-style-type: none"> *Locate the world's 7 Continents and 5 Oceans. *Know about the equator and the weather / climate close to it. *Find out why people go the Mediterranean for holidays *Locate the Mediterranean on a map and learn some capital cities. *The Mediterranean climate *Traditional food in Med countries.—Taste test *Make traditional Med food—Write instructions *Which fruit and vegetables come from Med countries? *Traditions of Med countries. 	<p><u>The Greeks</u></p>  <p>Why has Greece always been in the news?</p> <ul style="list-style-type: none"> *Describe the physical geography of Ancient Greece and landmarks. *Compare Ancient Greece to modern Greece. *Place key events of Ancient Greece on a timeline. *Describe some key events which occurred in Ancient Greece. *Find out about the lives of Athenians and Spartans using books and the internet. *Complete a comparison table of the lives of Athenians and Spartans. *Wife Swap of Athenian and Spartan families *Write a script for the Athenian / Spartan wife swap. *Describe the events which occurred in the Battle of Marathon.—Why did it happen? *Write a newspaper report about the Battle of Marathon. *Hot Seat session with Alexander the Great. 	<p><u>Angry Earth</u></p>  <p>What makes the Earth angry?</p> <ul style="list-style-type: none"> *Name and locate the 7 continents and 5 Oceans. *Name and locate the tectonic plates *Using a map, find where the world's volcanoes are. *List and locate some of the world's biggest volcanoes. *Describe how volcanoes are created. *Label the parts of a volcano and describe what each part does. *Explain the advantages and disadvantages of living near a volcano. *Understand the events in the Pompeii disaster and the effects it had. *Describe how volcanoes impact on people's lives. *Write a non-chronological report on volcanoes. *Describe how earthquakes happen and what happens when they do. *Understand the Mercalli and Richter scale and the difference between each one. *Understand and describe how tsunamis happen. *Understand the devastation they leave behind. 	<p><u>The Stone Age, Bronze Age,</u></p>  <p>Who first lived in Britain?</p> <ul style="list-style-type: none"> *Understand the terms BC and AD *Place key events from Ancient History on a timeline. *Understand what humans needed for survival during the Stone Age. *Understand how important Stone Age tools were for survival. *Persuade someone to choose a Stone Age bow and arrow. *Understand the importance of Skara Brae and what it tells us about life in those times. *Place key events on a timeline of the Bronze Age *Understand and describe the importance of copper mining. *Describe how hillforts were developed in the Iron Age and explain why. *Explain roles of the Druids and other Iron Age tribes.



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	<ul style="list-style-type: none"> *Advantages and Disadvantages of living in the Med *Select key vocabulary from travel brochures which would persuade someone to go there. *Write a persuasive advert as a hotel owner in the Med. *Do a presentation or non-chronological report about a Med country. *Identify key features of a locality using a map. *Use basic map symbols 	<ul style="list-style-type: none"> *Biography of Alexander the Great's life. 	<ul style="list-style-type: none"> *Write about a tsunami which has happened in the past. *Describe what a tornado is. *Understand the Fujita Scale and what happens at each scale. 	<ul style="list-style-type: none"> *Recognise Britain has been invaded several times and be able to describe how, when and by who.
Possible Extended Writing Opportunities	<ul style="list-style-type: none"> *Non Chronological report about a Mediterranean county. *Persuasive letter or advert. *Debate / letter giving a balanced argument *Instructions on cooking Mediterranean food 	<ul style="list-style-type: none"> *Description of the, climate, key features and landmarks of Greece. *Comparative writing comparing Ancient Greece to Modern Greece. *Newspaper report about the Battle of Marathon. *Write a play script of the Athenian / Spartan wife swap. *Biography of Alexander the Great. 	<ul style="list-style-type: none"> *Balanced argument for living near a volcano. *Persuasion text to persuade someone to live or not live near a volcano. *Write a diary entry as a person in Pompeii when it erupted. *Write a story about being involved in an earthquake / tornado / tsunami. *Report about a significant natural disaster. *Newspaper report about a natural disaster. *Explanation text to explain how volcanoes are created and how they work. 	<ul style="list-style-type: none"> *Write a story as a child who was a copper miner. *Write a story about life in the Stone Age or Bronze Age. *Write instructions of how to kill, skin, eat and use a carcass of an animal. *Persuasion text to persuade someone to use a bow and arrow. *Newspaper report about an invasion.
English Texts	<ul style="list-style-type: none"> *Non-Chron reports on Mediterranean countries. *Adventure stories based in Mediterranean countries. *Instructions for making Mediterranean food e.g. Paella. 	<ul style="list-style-type: none"> *Various Greek myths and legends. *Theseus and the Minotaur *Perseus *Zeus *Mythological Creatures design, describe and describe their habitat. *Play script for Greek wife swap 	<ul style="list-style-type: none"> *Escape from Pompeii *Diary entries *Non-Fiction texts to write about volcanoes (explanation) Earthquakes, Tornados *Natural disaster non-chronological report *Newspaper / Chronological Reports-significant event *Wizard of oz. 	<ul style="list-style-type: none"> *Stone Age Boy *Descriptive writing *Using speech punctuation to write conversations. *Instructions *Non-chronological Reports



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R.E.	<p><u>What are the Rules?</u></p> <ul style="list-style-type: none"> *Why are rules important? *Rules and guidance in other religions *What are morals? 	<p><u>What do People Believe About God?</u></p> <ul style="list-style-type: none"> *How is God described in different religious books? *How is God shown in Christian art? *Features of Islamic art 		<p><u>That is not fair...or is it?</u></p> <ul style="list-style-type: none"> *How do we help others? *How have different charities started? Eg. Oxfam *What's the story behind Comic Relief? 	<p><u>What is so Special About Places?</u></p> <ul style="list-style-type: none"> *What places are special to us and why? *What are the main features of a church, a mosque, a mandir and a gurdwara? *What do places of worship have in common? 	
ICT	<div style="background-color: #4a86e8; color: white; padding: 5px; text-align: center;">  <p>Word Processing</p> </div> <p>This unit builds on the skills learned in previous years; children will learn to use various features for formatting text. These lessons include a home learning task, challenge cards, posters and help cards.</p>	<div style="background-color: #ffeb3b; color: white; padding: 5px; text-align: center;">  <p>Programming Turtle Logo and Scratch</p> </div> <p>Following on from Year 2 units, children use the basic commands in Logo to move and draw using the turtle on screen, and then use "repeat" command. These skills are then developed when children are taught to create algorithms in Scratch, using a selection of blocks.</p>	<div style="background-color: #00bcd4; color: white; padding: 5px; text-align: center;">  <p>Drawing and Desktop Publishing</p> </div> <p>Children will learn to draw, order, group and manipulate objects to create a picture. They will also learn to evaluate and create effective layouts, combining text and images.</p>	<div style="background-color: #2196f3; color: white; padding: 5px; text-align: center;">  <p>Internet Research and Communication</p> </div> <p>This unit is focused on Internet research. Children will learn about the importance of word order when carrying out an internet search. They will also start to examine the results returned and how to distinguish between a reliable and unreliable website or webpage</p>	<div style="background-color: #9c27b0; color: white; padding: 5px; text-align: center;">  <p>Presentation Skills</p> </div> <p>Children will develop their skills in the use of presentation software. New skills will include the use of themes, animations and hyperlinks as well as adding audio and video.</p>	<div style="background-color: #673178; color: white; padding: 5px; text-align: center;">  <p>Using and Applying Skills</p> </div> <p>Children will apply their skills working in a group to develop a presentation about our school. Each week will re-visit elements taught throughout the year with extra challenges for some!</p>

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Art / DT	<u>Autumn</u> *Pencil/colour leaf sketches *Leaf printing *Painting using vegetable skins	<u>European Art</u> *Drawing broken buildings *Shape houses *Looking at the work of Salvador Dali	<u>Angry Earth Projects</u> *Paper mache flowing volcano *Japanese tsunami art *Origami projects	<u>Edible Garden</u> *Growing ingredients for food *Cooking savoury meals *Making smoothies
 Educate and Celebrate	* Whole School Assembly - Black History Month Who was Rosa Parks and why do we remember her? * Whole School Assembly - Anti-Bullying What is a bully? Why do people bully? How do people bully? *'Bill's New Frock' - Class novel *'King and King' - Relationships, use of inference and prediction	* Whole School Assembly - LGBT History Month Flags and symbols - Union Jack, Olympic, Rainbow, Manchester bee- representative of countries, communities, organisations * Whole School Assembly - Women's History Month Women throughout history who have battled against stereotypes to succeed *'Little Red' - Families and what is a 'traditional' family, being different, changing the roles of fairy tale characters *Recipe for a family - look at use of language and up-levelling to improve content, maths work on measures.	* Whole School Assembly - Toys and Gender Stereotypes * Whole School Assembly - Moving On and Settling In *Stereotypes - the role of older people in our community (link to 'Granpa's Great Escape') *'Prince Henry' - To be aware of different relationships, including marriage and those between friends and families. Use of homophobic language.	
 British Values	As well as planned activities, pupils will also have the chance to discuss, find out about and respond to current news, which is relevant to British Values.			
<p>Democracy: Compare our ruling to the ruling of Ancient Greece. Which society would you like to live in? What are the differences and similarities between the two?</p> <p>Rule of Law: What happened in Ancient Greece if someone broke the law? Is it still a crime now? What would happen to someone in our society? Were/Are all crimes treated the same?</p> <p>Individual Liberty: What was life like for different 'groups' in Greek society?</p>	<p>Democracy: Do people have different rights linked with rebuilding their lives after a natural disaster?</p> <p>Rule of Law: Are there any rules or laws towards helping people after natural disasters? Find out about any recent natural disasters and the kind of help needed afterwards.</p> <p>Individual Liberty: What's the story behind Comic Relief? Compare own life to that of children/families helped by this charity. Discuss difference between 'want' and 'need'.</p> <p>Mutual Respect: How natural disasters effect people's lives. Could we do anything to help? Could we look at</p>	<p>Democracy: Were there laws during the Stone Age/Bronze Age? Did people follow them?</p> <p>Rule of Law: Lived in communities, who was in charge? How was this decided? (Skara Brae example)</p> <p>Individual Liberty: How did things change when 'hunter-gatherers' became farmers? Was this a more settled way of life? Discuss - which would you prefer? Why?</p> <p>Mutual Respect: Burial with tools/artefacts - what does this tell us? Did this depend on the 'wealth' of the family?</p>		

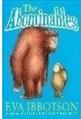
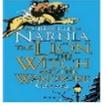
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Was this fair? Why? Who would you like to be and why?
Mutual Respect: What did the Greeks believe made a good leader? What do you think? Research a leader and find out about their life.
Tolerance of Different Faiths and Beliefs: Ancient Greeks believed in many Gods/Goddesses, research how and who they worshipped, compare to Christianity.

helping charities to help rebuild people's lives who have been affected?
Tolerance of Different Faiths and Beliefs: How is God described in different religious books? What do different religions believe about God? Describe similarities and differences in beliefs.

Tolerance of Different Faiths and Beliefs: Cave paintings and beliefs in 'magic' to help hunters. Bronze age - Stonehenge, was this built as a place of worship? What can this tell us?

Class Novels	'The Iron Man' Ted Hughes 	'The Abominables' Eva Ibbotson 	'The Sheep Pig' Dick King Smith 	'Danny the Champion of the World' Roald Dahl 	'Granpa's Great Escape' David Walliams 	'The Lion, The Witch and The Wardrobe' C.S.Lewis 
P.E.	See PE Long Term Plan for each term's activities and coaching					