



Year Three Long Term Plan

	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
	<i>Hunter Gatherers</i>	<i>Around the World in 72 Days</i>	<i>Mission Impossible</i>
	<i>History and science</i>	<i>Geography and History</i>	<i>Science and Design and Technology</i>
<i>English</i>	<p>Story - Tom's Frosty Adventure</p> <p>Instruction Text - To Care for a Woolly Mammoth</p> <p>Newspaper Report - Tuskunops Break-In</p> <p>Non-Chronological Report - Stone Age Beast</p>	<p>Story - Robin Hood (Myths and Legends)</p> <p>Play Script - Robin Hood Adventure</p> <p>Explanation Text - How an Around the World Gadget works</p> <p>Formal Letter - Complaint letter about a holiday to a European country</p>	<p>Non-Chronological Report - Job Description for a Spy</p> <p>Persuasive Text - Selling a Spy Gadget</p> <p>Diary - A Day in the Life of a Spy</p> <p>Newspaper Report - Spy Mission</p>
<i>Maths</i>	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> <p>Number: Multiplication and Division</p>	<p>Number: Multiplication and Division</p> <p>Measurement: Money</p> <p>Number: Fractions</p> <p>Measurement: Length and Perimeter</p>	<p>Statistics</p> <p>Measurement: Time</p> <p>Geometry: Properties of shapes</p> <p>Measurement: Mass and capacity</p>
<i>Computing</i>	<p>Online Safety</p> <p>Internet Research and Communication</p> <p>Programming Turtle Logo and Scratch</p>	<p>Word Processing</p> <p>Drawing and Desktop Publishing</p>	<p>Presentation Skills</p> <p>Using and Applying</p>



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<p><i>Science</i></p>	<p>Rocks and fossils - This could be met through a stand-alone topic as follows: Year 3, we need your help to create an amazing rock and fossil museum such as the Natural History or Geology Society, to which you will invite your family! Each session you will build up your knowledge to become expert museum creators and make exhibits, quizzes and activities for your exciting pop-up museum.</p>	<p>Plants - This could be met through the following context: After Nellie Bly travelled around the world for 72 days, she decided that she wanted to see planets in outer space, so she went in a space shuttle and found alien beings on Planet Dock 5 and they need your help. They want to open a hotel for humans on their planet, but they have a problem. It's too far away to have deliveries of fresh food from Earth so they need to build a space farm for Earth food plants. The problem is, they have no idea what these plants need to grow. Can you help by becoming their Earth Plant Researchers?</p>	<p>Light - This could be met by the following contexts: Year 3 children, I need you to go on a spy mission to retrieve a precious jewel, no one can see you, so you need to think about everything like your shadow. If people see your shadows, then they will know you are there. Find out when it is best to take on the mission. When is your shadow the shortest? Can you find a time of day when there is no shadow? This could also be met through the following: On your mission you must go in pairs so that someone can be on the lookout for people, and, if they see anyone, they must warn you with light to help you get out of there safely. Can you find a way of doing this?</p> <p>Forces and magnets - This could be taught through this stand-alone context: Mr Andrew Newton of the British Scientific Society needs your help. Are you up to the task of developing some exciting activities on the theme of magnetism to delight visitors at their annual science fair? If the answer is "Yes," it's time to have some fun with magnets whilst learning at the same time!</p> <p>Part of these objectives could also be taught through the following: Can you be a spy who dazzles and confuses people around you by getting the magnets to float without touching them!</p>
<p><i>R.E</i></p>	<p>Autumn 1 - Hinduism (Diwali)</p>	<p>Spring 1 - Christianity - Incarnation (Jesus' Miracles)</p>	<p>Summer 1 - Sikhism (Community and Sharing)</p>



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	Autumn 2 - Christianity - Incarnation (Christmas - Jesus a gift from God)	Spring 2 - Christianity - Salvation (Easter - Forgiveness)	Summer 2 - Hinduism (Pilgrimage to the River Ganges)
History	<p>Chronological understanding - Children to receive a letter from David Walliams. He would like to write his first non-fiction book, but it is his very first time, so he needs Year 3's help as he has heard that they are amazing historians. He would love you to send him a video explaining the timeline for the Stone Age to the Iron Age. In the video please make sure you have clear illustrations with your timeline as well, as this will help him to remember the chronological order.</p> <p>This could also be met through the following: Stone Age boy has stumbled across a time machine and transported forward in time. He has brought us these artefacts. (They could receive a video from the Stone Age boy in school requesting their help from his secret cave time machine) What are they? Who were they used by? When were they used? Can you help the Stone Age boy to put them into chronological time order, so he knows which year to go back to in his time machine? He must return these precious artefacts to the correct time period. We must complete this mission and send a video back to the Stone Age boy today or angry cavemen will be after him. (Remember children need to handle the artefacts to be real historians.)</p>	<p>Range and depth of historical knowledge - We know what Aspley/Nottingham is like now, but what was it like in the past? Nellie Bly would have seen the world differently in the past when she began her journey around the world in 1890. I would like you to imagine you are Nellie Bly and find out what Nottingham/Aspley was like in the past. How has it changed over time? Why has it changed over time? What are the differences now compared to the past? What is still the same now as in the past?</p>	



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	<p><i>Range and depth of historical knowledge, interpretations of history, historical enquiry, organisation and communication - To cover the skills from the progression of skills in these areas: Children to become real historians and be given a challenge each week from David Walliams to support him in making his brand-new non-fiction book - they must report back to him via email or letter.</i></p> <p><i>Or this could also be covered as follows: The time machine has caused the Stone Age boy to become all confused - he has forgotten about the past. Can you help him find the answers to his puzzling questions, so he remembers just what it was like back then? He is so upset that he just can't remember, but knows you are amazing historians and will help him with everything he needs to know.</i></p>		
<i>Geography</i>		<p><i>This can all be taught through the following contexts: Year 3, I would love you to be just like Nellie Bly - we are going to explore our world together. We must travel from country to country and find out everything about where we are. We must keep a detailed journal of our travel around the world. We must complete our mission within 72 days (just like Nellie Bly) and then publish our Around the World Journals in Aspley library so that all other young children in our community can find out about the world from our travel to other lands.</i></p>	<p><i>Drawing maps, direction and location, representation, using maps, perspective, style of maps: Children to receive a letter from the greatest spy agent of all - Mr Xavier. Year 3, you have been trusted with a precious jewel. You are now part of my secret spy agent company. You must put the jewel in a great, secure hideout and then send me a map of its location. Remember to make a key and mark on the different physical and human features, also draw it to scale so I can find my precious jewel when it is safe for it to come out of the hideout.</i></p>



Place knowledge - To begin our journey around the world we must travel to a European country. Let's go get into our plane. (Plane set up in the hall with rows, children need their passport to come on board.) Children could enter the hall at the start of the day. Plane flying image up on the screen. Children to be served drinks and snacks on their plane journey. When they arrive, they will step off to find out everything about that country from different sources. (The Year 3 classrooms could be set up in the style of the chosen European country, so they really are stepping into another world, and one classroom set up as an area in the UK s. Nottingham.) Their mission after stepping off the plane is to complete the different activities/enter the different rooms to find out about the geographical similarities and differences compared to somewhere in the UK (human and physical). Remember to board the plane at the end with their passports and bags to arrive back at school for the end of day to go home.

Human and physical geography - On your journey last week we found out about many amazing things and we published them in our journal which Ms Bromley found. She needs some help as she doesn't understand why the human and physical features we found in this European country and place in the UK are there. Can you find this out and complete your journal as Ms Bromley needs to know this? Without your help she won't be able to tell the rest of



the school about the human and physical features in these localities.

Drawing maps, direction and location, representation, using maps, perspective, style of maps -Year 3, I need your help. We must go on an exploration of an area of Nottingham near our school and complete a map for our school of the human and physical features. Without this we won't be able to prove all the human and physical features we saw in 2021 (if someone reads our amazing journal in 50 years' time - remember it may have changed).

I also need you to complete a mission. Miss Johnson has left some letters around our local area which reveal a password. The password opens a chest in Miss Johnson's office which has treats from the European country we visited. Can you follow the map to find the password and get the treats? A map will need to be drawn of the local area with points where the letters are marked on, and letters will need to be laminated and stuck up in these areas.

Scale/distance, style of maps - We need to create a map for our journal. We must mark on it the UK and European countries and mark on all the ones we have travelled to on our Around the World journey. We must use different maps to help us work out the countries.

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		<p><i>Locational knowledge, using maps, style of maps - Today we must get on our train (train to be made and set up in classroom) and travel to the main towns, cities and counties in the United Kingdom. Once we have found them and marked them on our maps for our journal, we will show the train driver where to go. When we get to each place, we must find out about the land use from the different sources and for our local area and how this has changed over time!</i></p> <p><i>This can also be met as follows: Today we must travel by sea to the two largest seas in Europe - where are they? Which countries are they near? What are they called? We must log our travel in our journal and record what we found out.</i></p> <p><i>This can also be met as follows: Get your passports ready! We are going on board the plane again. We need to visit the capital cities of neighbouring European countries. The pilot doesn't know where we want to go. Can you locate them on a map to pass to the pilot to get us there? When we arrive, we need to explore land use of the countries so we can help Ms Bromley understand all the different things that land is used for,</i></p>	
<p><i>Music</i></p>	<p><i>Singing songs with control and using voice expressively - To meet this, children to sing along to the Stone Age song written to the 'We Will Rock You' theme tune.</i></p>	<p><i>Exploring sounds, melody and accompaniment; control of instruments; composition; reading and writing notation; evaluating and appraising; listening, memory and movement - This could be met by discussing the different animals that Nellie Bly may have seen on her travels around the world. Can</i></p>	<p><i>Exploring sounds, melody and accompaniment; control of instruments; composition; reading and writing notation; evaluating and appraising: Year 3, Mr Xavier is very happy that you are now part of his new spy company and he needs you to create a theme tune for when his spies need to be told about</i></p>



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	<p>Exploring sounds, melody and accompaniment; control of instruments; composition; reading and writing notation; evaluating and appraising listening, memory and movement: The author of the Stone Age Boy is making her book into a film and needs you to create a piece of music for it. Can you think about what it would be like when hunting for food? Would there be a quiet section when you are watching and waiting? Will the music speed up as you chase down the animal you are hunting? Would the music be different depending on the animal you are hunting? If you are catching fish, can you create the sounds of the crashing waves? Please video your hunting music and send your entries by email to Satoshi Kitamura. The winner will receive their very own copy of the Stone Age Boy book to keep at home.</p>	<p>you make music that matches each animal? Can you make movements that match the animal as well?</p> <p>Singing songs with control and using voice expressively - Can they sing songs that are about Nottingham, European countries or exploring our world?</p> <p>Invite a band/orchestra in from Nottingham - children will be able to appreciate and understand live local music.</p>	<p>their mission and also a spy celebration theme tune for when their/your mission is complete. Listen to theme tunes like Mission Impossible to explore how mood is set. Give the children pictures of these situations to support their composition. Children to be set off in small groups or pairs to create their music to send off to Mr Xavier. He will be picking a winning entry which will receive a cool spy prize.</p> <p>Listening, memory and movement: Can you create a dance or movements to match the music you have made for Mr Xavier? Can you do this for the Mission Impossible theme tune as well? Send your spy movements to the top-secret agent, Mr Xavier, and see if he wants to teach any of his spies your moves!</p>
<p>Art</p>	<p>Exploring and developing ideas, evaluating and developing work, drawing, painting- This can be taught in the context of cave drawings. Share with children how in the Stone Age they created Stone Age art through natural resources. Explain they are going to be cave people and go under their tables to paint in their cave. Stick paper to the underside of tables. Let children explore different ways the cave people would have painted with their fingers, with a stick, with a homemade paintbrush, with natural resources like blackberries etc compared to charcoal, sketching pencils and paint. Children also to experiment painting on different surfaces like large rocks,</p>	<p>Exploring and developing ideas, evaluating and developing work, drawings: Nellie Bly saw a lot of nature on her journey across the world and she loved to draw what she saw. We are going to go on a journey in our local area and sketch what we see using different grades of sketching pencils and a variety of other materials to create this art. Make sure you annotate, sketch and improve as you go.</p> <p>Painting, evaluating and developing ideas - Explain that some places in our local area, such as Aspley Library and old people's homes, would like some art to cheer people up. Look at the artist Georgia</p>	<p>Exploring and developing ideas, evaluating and developing work, drawings, paintings - Year 3, Mr Xavier needs a portrait of you for a secret gallery of his spy agents. Please look at these different artists: Lucian Freud, Picasso, Paul Klee and evaluate which would be the best artistic style to create our portraits. Children to create portraits trying different mediums in the style of Lucian Freud and send them off to Mr Xavier. Mr Xavier will reply via email or text to the winner of the best portrait for his Spy Agent Gallery. The children could then be tasked with making a disguise to go on top of their actual portrait for the</p>



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	<p>sandpaper and brown paper and using background washes with Stonehenge silhouettes or printing.</p> <p>3d form, evaluating and developing - Look at Stonehenge with the children and discuss how if they were in the Stone Age and they got to create a sculpture, what would have they created for people to remember them by? It may be woolly mammoths, spears, sabre-toothed tigers etc. They are to design their own 3d sculpture and make using and joining clay.</p> <p>Textiles/collage - To link with DT - caveman costumes. Children will be able to join materials together using skills in stitching, cutting and joining.</p> <p>Printing, evaluating and developing - Can you create your own Iron Age Celtic pattern on your very own shield? Evaluate and explore different methods of printing.</p> <p>3d form, printing, evaluating and developing: Miss Sharp loves all the styles of Celtic jewellery and knows you will as well. Can you create Miss Sharp an amazing piece of Celtic jewellery? You might use clay. How will you print the patterns on?</p>	<p>O'Keefe. Explain that we are going to create some observational flower art in the style of Georgia O'Keefe for these places.</p> <p>Exploring and developing ideas, evaluating and developing work, drawings, paintings, and textiles/collage - This could be met as follows: Nellie Bly travelled through and passed lots of countries on her journey around the world. Can you create an Around the World Art Gallery to invite your parents to?</p>	<p>spy gallery and then explore creating a portrait in the style of Paul Klee or Picasso.</p> <p>Printing, exploring and developing ideas, evaluating and developing ideas - Can you design and make the packaging for your spy product? The Spy Gadget Company will send a letter detailing its criteria of the packaging which will have a repeating print on it. Children to experiment with a variety of materials, objects and techniques before deciding how they will complete their packaging for their spy gadget product.</p>
DT	<p>Cooking and nutrition - This could be met as follows: Stone Age people developed from a way of life of being hunter gatherers to starting a new way of life into actually becoming farmers. This began a new way of living and obtaining food with</p>	<p>Cooking and nutrition: - On your plane journey to a European country you must make a meal from that country for the day you are visiting. Can you follow a simple recipe? Can you make an amazing European dish?</p>	<p>Design, make, evaluate, technical knowledge - To meet this, you could receive a secret mission from a brand-new spy gadget design company who need some amazing thinking from great young inventors to create a brand-new spy gadget. The company will</p>



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	<p>cultivation of the soil to grow crops for the first time, so they had to experiment with a range of seeds. What foods do we grow today and how do we grow them? What foods do we grow at different times of the year? Can you grow some food and use it to make an amazing meal for a caveman? Remember to prepare and cook following safety and hygiene rules.</p> <p>Design, make, evaluate, technical knowledge - The Stone Age boy sends the children a video from his time machine and says he would like them to dress just like him for a day so they know what it was like to be caveman and go hunting. He gives them design criteria and asks them to make a caveman costume for their day as a caveman.</p>	<p>This could also be met with a Tastes from Around the World party. Children to create a dish from each country that Nellie Bly visited and then have a Tastes from Around the World party where after they evaluate the best-tasting food and their reasons for this.</p>	<p>outline their design criteria and the children will need to look at existing gadgets and evaluate them. When designing their product, they will need to evaluate as they go and make changes. They will need to make the spy gadget to the design and success criteria and evaluate and improve aspects. Their final product will be sent off with an explanation of how it works to the spy gadget design company. Children to receive a letter back regarding their designs and the chosen spy gadget will get their own spy mission pack.</p> <p>Cooking and nutrition - Spies must be extremely fit and healthy for all their quick running and climbing that they must do to stay hidden. Can you create a healthy meal for them? You will need to explain to them why the meal is healthy, this includes the drink that is provided.</p>
PSHE	<p>Autumn 1 - Being in My World Autumn 2 - Celebrating Difference</p>	<p>Spring 1 - Dreams and Goals Spring 2 - Healthy Me</p>	<p>Summer 1 - Relationships Summer 2 - Changing Me</p>
P.E	<p>Autumn 1 - Striking and Fielding Autumn 2 - Games</p>	<p>Spring 1 - Gymnastics Spring 2 - Net/wall</p>	<p>Summer 1 - Dance Summer 2 - Fundamentals/Athletics (6 weeks) Outdoor Adventure (2 weeks)</p>
Visits	<p>Stone Age visit to Perlethorpe</p>	<p>Geography local area visit</p>	<p>Go Ape/ Spy Centre Canoeing and Climbing</p>
Commando Joe	<p>Ed Stafford 'Walking the Amazon' To be as a stand-alone day - I can understand that places and environments need to be cared for.</p>	<p>Nellie Bly 'Around the World in 72 Days' To run throughout the topic - I can understand how determination and self-discipline can help us to achieve new things.</p>	<p>Ernest Shackleton 'Endurance' To be as a stand-alone day - I can articulate my strengths and needs. I can recognise that you learn from making mistakes.</p>



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	<i>I can recognise that others have needs and that I can help. I can think in different ways. I can apply strategies to resolve differences and co-operate.</i>	<i>I can explain why I am grateful for things others do. I can understand the need to be courteous with different people.</i>	<i>I can recognise that you need to have facts before judgements are made. I can take time to solve problems and find solutions.</i>
<i>Commando Joe's character behaviours</i>	<i>Co-operation, reflection, care, self-confidence, curiosity, creativity, influence.</i>	<i>Courtesy, justice, gratitude, self-discipline, determination, kindness, self-confidence.</i>	<i>Self-discipline, honesty, determination, reflection, positive attitude, decision-making.</i>