

















Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Big Question</b> 	What do I need to make my body move?	How did the Romans change Britain?	What is King Henry VIII remembered for?	How did Britain change during prehistory?	What is there to discover in North America?	What are the key geographical features of the United Kingdom?
<b>Real Life Experiences</b> 	Aspen to come in and talk about nutrition	Royal Cornwall Museum visit for Romans workshop	Visit from Henry VIII	Visit to Discover 42 Science Museum	Take a virtual tour of the Rockies	Visit to Wheal Martyn
<b>Environment and Community</b> 	Clay TAWC - Food bank in St Dennis - children to donate to food bank	Create a School Values mosaic	Visit Pendennis Castle	Planting in the local community/school grounds.	Link to Environment Week – transport and pollution. Encourage 'green' travel.	Engagement with local renewable energy company / farm
<b>English</b> 	<b>Storytelling Fiction:</b> Reggie Mouse <b>Novel Study:</b> Charlotte's Web <b>Writing linked to the wider curriculum:</b> Non chronological report. Write a report about the human skeleton (Science)	<b>Storytelling Fiction:</b> Escape from Pompeii <b>Novel Study:</b> A Roman Story <b>Writing linked to the wider curriculum:</b> <b>Explanation:</b> Volcanoes	<b>Storytelling Fiction:</b> Tudor Tales <b>Novel Study:</b> The Queen's Token <b>Writing linked to the wider curriculum:</b> Non chronological report to show the changes in homes over time (History)	<b>Storytelling Fiction:</b> Stone Age Boy <b>Novel Study:</b> Stig of the Dump <b>Writing linked to the wider curriculum:</b> Instructional text. Write a guide on how to survive in a particular time period (History)	<b>Storytelling Fiction:</b> This moose belongs to me? <b>Novel Study:</b> The Wild Robot <b>Writing linked to the wider curriculum:</b> Not applicable	<b>Storytelling Fiction:</b> Katie in London <b>Novel Study:</b> Gangsta Granny <b>Writing linked to the wider curriculum:</b> Recount postcard about Katie's adventures in London (Geography)
<b>Maths</b> 	<b>Number:</b> Place Value <b>Number:</b> Addition and Subtraction <b>Number:</b> Multiplication and Division		<b>Number:</b> Multiplication and Division <b>Measurement:</b> Length and Perimeter <b>Number:</b> Fractions <b>Measurement:</b> Mass and Capacity		<b>Number:</b> Fractions <b>Measurement:</b> Money <b>Number:</b> 4 Operations <b>Measurement:</b> Time <b>Number:</b> Addition and Subtraction <b>Geometry:</b> Shape <b>Statistics</b> <b>Number:</b> 4 Operations	
<b>Science</b> 	<b>Biology:</b> Animals including humans	<b>Chemistry:</b> Rocks	<b>Physics:</b> Forces and magnets	<b>Biology:</b> Plants	<b>Physics:</b> Light	

<p>History</p> 		<p><b>Enquiry Question:</b> How did the Romans change Britain?  <b>NC:</b> The Romans – the Roman Empire and its impact on Britain  <b>Themes:</b> Society / Location</p>	<p><b>Enquiry Question:</b> What is King Henry VIII remembered for?  <b>NC:</b> The Tudors – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  <b>Themes:</b> Beliefs</p>	<p><b>Enquiry Question:</b> How did Britain change during Prehistory?  <b>NC:</b> The Stone Age and Iron Age – changes in Britain from the Stone Age to the Iron Age  <b>Themes:</b> Settlements / Food and Farming / Location</p>		
<p>Geography</p> 	<p><b>Unit:</b> Volcanoes  <b>Fieldwork:</b> Virtual visit to Mount Vesuvius – make chart of times it has erupted in recent years. How has this affected local people?  Check fieldwork</p>				<p><b>Unit:</b> North America  <b>Fieldwork:</b> Virtual visit to the Rockies  Link up with a school in the Rockies – compare with human and physical features of our local area  Check fieldwork</p>	<p><b>Unit:</b> United Kingdom  <b>Fieldwork:</b> Find out what percentage of energy created by UK is renewable  Check fieldwork</p>
<p>Physical Education and Sport</p> 	<p><b>PE:</b> REAL Gymnastics (Personal)  <b>Sport:</b> Football</p>	<p><b>PE:</b> REAL Dance (Social)  <b>Sport:</b> Tag Rugby</p>	<p><b>PE:</b> REAL Gymnastics (Cognitive)  <b>Sport:</b> Hockey</p>	<p><b>PE:</b> REAL PE (Creative)  <b>Sport:</b> Cricket</p>	<p><b>PE:</b> REAL Dance (Physical)  <b>Sport:</b> Swimming</p>	<p><b>PE:</b> REAL PE (Fitness)  <b>Sport:</b> Athletics</p>
<p>Religious Education</p> 	<p><b>CREATION/FALL:</b>  What do Christians learn from the creation story? (Unit 23)</p>	<p>How do festivals and family life show what matters to Jewish people? (Unit 22)</p>	<p><b>PEOPLE OF GOD:</b>  What is it like for someone to follow God? (Unit 19)</p>	<p>How do festivals and worship show what matters to a Muslim? (Unit 21)</p>	<p><b>INCARNATION/GOD:</b>  What is the 'trinity' and why is it important for Christians? (Unit 20)</p>	<p>How and why do people try to make the world a better place? (Unit 24)</p>
<p>Art</p> 	<p><b>Techniques:</b> Drawing  <b>Outcomes:</b> Shading techniques using graded pencils, chalk and charcoal / Drawings of Durer's Rhino  <b>Artist:</b> Albrecht Durer</p>	<p><b>Techniques:</b> Drawing, sculpture and collage  <b>Outcomes:</b> Drawing Roman artefacts, making shields/mosaics  <b>Artist:</b> Ancient Roman examples</p>	<p><b>Techniques:</b> Drawing and painting  <b>Outcomes:</b> Portraits of Henry VIII and his wives using graded pencils, chalks and charcoal, portrait paintings in the style of Seurat or Derain</p>	<p><b>Techniques:</b> Drawing, painting and sculpture  <b>Outcomes:</b> Drawings, pastel and charcoal studies, cave paintings, Stone Age necklaces and Stone Age huts  <b>Artist:</b> Examples of cave paintings</p>	<p><b>Techniques:</b> Drawing, printing and textiles  <b>Outcomes:</b> Create prints for miniature teepees, weaving. Make a dream catcher.  <b>Artist:</b> Shan Goshorn</p>	<p><b>Techniques:</b> Drawing and painting  <b>Outcomes:</b> Drawings of the school, Lowry inspired paintings, abstract paintings incorporating religious symbols</p>

# St Dennis Primary Academy – Long Term Plan

			<b>Artist:</b> George Seurat, Andre Derain			<b>Artist:</b> Wassily Kandinsky, LS Lowry
<b>Design Technology</b> 	<b>Area:</b> Food <b>Unit:</b> Eating seasonally <b>Composite:</b> Bake a seasonal tart		<b>Area:</b> Structure <b>Unit:</b> Constructing a castle <b>Composite:</b> A castle	<b>Area:</b> Mechanical systems <b>Unit:</b> Pneumatic toys <b>Composite:</b> Design and make a pneumatic plant including thumbnail sketches and exploded diagrams	<b>Area:</b> Digital world <b>Unit:</b> Wearable technology <b>Composite:</b> Design, develop a program, house and promote a Micro:bit electronic charm to use in low-light conditions	<b>Area:</b> Textiles <b>Unit:</b> Flags <b>Composite:</b> Design and create a flag
<b>Music</b> 		<b>Charanga:</b> Glockenspiel I Learn Christmas Carols for concert		<b>Charanga:</b> Three Little Birds		<b>Charanga:</b> Bringing us together
<b>Computing</b> 	<b>Data and Information:</b> Branching databases <b>Natterhub:</b> Balance it Question it	<b>Computing Systems and Networks:</b> Connecting computers <b>Natterhub:</b> Feel it	<b>Programming:</b> Sequencing sounds <b>Natterhub:</b> Secure it	<b>Creating Media:</b> Stop-frame animation <b>Natterhub:</b> Chat it	<b>Programming:</b> Events and actions in programs <b>Natterhub:</b> Think it	<b>Creating Media:</b> Desktop publishing <b>Natterhub:</b> Learn it Mind it
<b>PSHE</b> 	<b>Emotional Literacy:</b> Introduction to the Zones <b>Whole School Focus:</b> Stay Safe Week Black History Month <b>Brook Learn</b> World of work Spending and Saving Money	<b>Emotional Literacy:</b> Understanding Myself and Others <b>Whole School Focus:</b> Anti-Bullying Week NSPCC PANTS <b>Brook Learn</b> Road safety Individual and Collective Strengths	<b>Emotional Literacy:</b> Identifying and Naming Emotions <b>Whole School Focus:</b> Drug and Alcohol Education Safer Internet Day <b>Brook Learn</b> Physical activity Drugs	<b>Emotional Literacy:</b> Managing Triggers and Sensory Needs <b>Whole School Focus:</b> Money and Careers Week <b>Brook Learn</b> The Internet and Everyday Life Everyday Feelings	<b>Emotional Literacy:</b> Building a Personal Toolbox <b>Whole School Focus:</b> Environment Week <b>Brook Learn</b> Expressing Feelings Strategies to Support Positive Mental Wellbeing	<b>Emotional Literacy:</b> Using Tools Independently <b>Whole School Focus:</b> RSE Week Healthy Week <b>Brook Learn</b> Sun Safety
<b>Languages - Spanish</b> 	Phonics and Pronunciation Lesson 1 Aprendo Español (I'm Learning Spanish)		Los Animales (Animals)		La fruta (Fruits) Sé... (I know how...)	