



Fritwell C of E Primary School
Year 3 Seahorses Long Term Curriculum Plan 2020-21

Year 3	Near and Far Focus – Geography	Monsters, Myths and Mummies Focus – History	The Secret Garden Focus - Science
Science	<p>Uses of Everyday Materials - Year 2 POS</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Rocks – Year 3 POS</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. 	<p>Forces and Magnets – Year 3 POS</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 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 describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Light – Year 3 POS</p> <ul style="list-style-type: none"> 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>Plants – Year 2 POS</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Plants – Year 3 POS</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.



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		<ul style="list-style-type: none"> recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change. 	<p>Animals Including Humans – Year 2 POS Revision</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <p>Animals Including Humans - Year 3 POS</p> <ul style="list-style-type: none"> 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 identify that humans and some other animals have skeletons and muscles for support, protection and movement.
History	<p>How has it changed? A local history study beyond 1066 – village history e.g .church, school, evacuees</p> <ul style="list-style-type: none"> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 	<p>Did the Egyptians only build pyramids?</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study Ancient Egypt. 	
Geography	<p>Where are we? Locational Knowledge</p>	<p>Where is Egypt? Geographical skills and fieldwork</p>	<p>What does our school look like from above? Geographical skills and fieldwork</p>



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	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	<ul style="list-style-type: none"> 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><i>Linked to Year1/2 work – transition unit/opportunity for collaboration</i></p> <p>What does it look like from above?</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Art	<p>‘How can we record what we see?’</p> <ul style="list-style-type: none"> Sketching and water colours buildings of Fritwell/compare to other places 	<p>‘What art did the Egyptians produce?’</p> <ul style="list-style-type: none"> Egyptian art Sarcophagus art (sculpture and art) Make a sarcophagus 	<p>‘How are textiles and collage used in art?’</p> <ul style="list-style-type: none"> Monet/Van Gogh Collage/textile project



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	<ul style="list-style-type: none"> Look at water colours and drawings of local artists/ compare to modern art – Paul Klee houses <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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]
DT	<p>‘How can we get water from the ground?’</p> <ul style="list-style-type: none"> Design and make a well using a pulley (cutting and joining) Link to materials in science – What shall we make the vessel from? (waterproof/hardness testing and investigating etc.) <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria 		<p>‘What can we make with the food that we grow?’</p> <ul style="list-style-type: none"> Food – linked to PHSE and science plants and growing <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and,



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	<ul style="list-style-type: none">• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none">• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none">• explore and evaluate a range of existing product• evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none">• build structures, exploring how they can be made stronger, stiffer and more stable <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<p>where appropriate, information and communication technology</p> <p>Make</p> <ul style="list-style-type: none">• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none">• explore and evaluate a range of existing product• evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none">• build structures, exploring how they can be made stronger, stiffer and more stable <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
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PE/RE/Music/PSHE/Languages/Computing – please see separate Long Term Planning Documents