

## Long Term Topic Planner - Year Three

<u>Term One</u>	
<b>Topic Name</b>	<b>Who First lived in Britain?</b>
<u>Knowledge, Skills and Understanding</u>	
<u>History</u>	
<ul style="list-style-type: none"> <li>• I can describe events and periods using the words: BC, AD and decade?</li> <li>• I can describe events from the past using dates when things happened?</li> <li>• I can describe events and periods using the words: ancient and century?</li> <li>• I can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• I can use my mathematical knowledge to work out how long ago events would have happened?</li> </ul>	
<b><u>Mastery</u></b>	
<b>I can demonstrate a deep knowledge and understanding of the skills I have learnt and apply them in a variety of contexts.</b>	
<u>English</u> Narrative - Historical stories  Class text – Stone Age Boy / Stig Of The Dump	<u>Maths</u> Timelines and difference between periods of the stone age.
<u>WOW Moment</u> Theatre workshop – Stoneage workshop <a href="http://www.theatreworkshop.co.uk/chw_stone-age-workshop.html">http://www.theatreworkshop.co.uk/chw_stone-age-workshop.html</a>	<u>Outdoor Learning</u> Archaeological dig

## Term One

**Topic Name**

**What makes the earth angry? What do rocks tell us about the way the Earth is formed?**

### Knowledge, Skills and Understanding

#### Science

- I can compare and group together different rocks on the basis of their appearance and simple physical properties?
- I can describe and explain how different rocks can be useful to us?
- I can describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed?
- I can they describe in simple terms how fossils are formed when things that have lived are trapped within rock?
- I can classify igneous and sedimentary rocks?
- I can begin to relate the properties of rocks with their uses

#### Geography

- I can locate and name some of the world's most famous volcanoes?
- I can describe how volcanoes are created?
- I can describe how earthquakes are created?
- I can describe how volcanoes have an impact on people's lives?

#### DT/ART

- I can put together a step-by-step plan which shows the order and also what equipment and tools I need?
- Hatsushika Hokusai- pastels and charcoal images of Mount Fuji

**Mastery** I can demonstrate a deep knowledge and understanding of the skills I have learnt and apply them in a variety of contexts.

#### English

Newspaper reports/Recount texts  
Explanation Texts  
**Class Text**  
**Escape From Pompeii**

#### Maths

Comparing statistics eg volcano height ,  
using place value, addition and subtraction

#### WOW Moment

Design and create Rock Characters  
Erupting volcano models

#### Outdoor Learning

**Visit the graveyard at church to observe different types of rock on gravestones.**

## Term Two

Topic Name

**Are You Attractive enough?**

### Knowledge, Skills and Understanding

#### Science

I can use different ideas and suggest how to find something out?

- I can make and record a prediction before testing?
- I can plan a fair test and explain why it was fair?
- I can set up a simple fair test to make comparisons?
  - I can record observations in different ways? labelled diagrams, charts etc
  
- I can compare how things move on different surfaces?
- I can observe that magnetic forces can be transmitted without direct contact?
- I can observe how some magnets attract or repel each other?
- I can classify which materials are attracted to magnets and which are not?
- I can notice that some forces need contact between two objects, but magnetic forces can act at a distance?
  
- I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet?
- I can identify some magnetic materials?
- I can describe magnets have having two poles (N & S)?
- I can predict whether two magnets will attract or repel each other depending on which poles are facing?

#### **Mastery**

**I can demonstrate a deep knowledge and understanding of the skills I have learnt and apply them in a variety of contexts.**

#### English

Non-fiction Explanation texts & Poems

#### Maths

#### WOW Moment

Play games with magnetic toys

#### Outdoor Learning

## Term Two

**Topic Name**

What did Samuel Crompton do for Bolton? -  
How did the Victorian period help to shape the Bolton we know today?

### Knowledge, Skills and Understanding

#### History

- I can describe events and periods using the words: BC, AD and decade?
- I can describe events from the past using dates when things happened?
- I can describe events and periods using the words: ancient and century?
- I can use a timeline within a specific time in history to set out the order things may have happened?
- I can use mathematical knowledge to work out how long ago events would have happened?
- I appreciate that the early Brits would not have communicated as we do or have eaten as we do?

#### Art/ DT

- I can use their sketches to produce a final piece of work?
- I can write an explanation of their sketch in notes?
- I Can use different grades of pencil shade, to show different tones and texture?
- I can suggest improvements to their work by keeping notes in their sketch books?
- I can explore work from other periods of time?
- I can use sewing to add detail to a piece of work?
- I can use more than one type of stitch?
- I can join textiles of different types in different ways?

**Mastery**

**I can demonstrate a deep knowledge and understanding of the skills I have learnt and apply them in a variety of contexts.**

#### English

Diary writing – life as a Victorian Apprentice  
Stories with historical settings  
Class Text  
Oliver Twist/ Alice in Wonderland

#### Maths

**Statistics – Victorian Census data**  
**Money – shopping and calculating change**

#### WOW Moment

**Trip to Quarry Bank Mill Styal**  
**Victorian School day**

#### Outdoor Learning

**Victorian Playground games**

## Term Three

Topic Name

How can Usain Bolt move so quickly?

### Knowledge, Skills and Understanding

#### Science

- I can explain the importance of a nutritionally balanced diet?
- I can describe how nutrients, water and oxygen are transported within animals and humans?
- I can identify that animals, including humans, cannot make their own food: they get nutrition from what they eat?
- I can describe and explain the skeletal system of a human?
- I can describe and explain the muscular system of a human?

#### D T/ Art

##### Fruit Smoothies

- I can choose the right ingredients for a product?
- I can use equipment safely?
- I can make sure that my product looks attractive?
- I can describe how my combined ingredients come together?

##### Giacometti Sculptures

#### **Mastery**

**I can demonstrate a deep knowledge and understanding of the skill I have learnt and apply them in a variety of contexts.**

#### English

Report writing  
Biographies

Class Text

#### Maths

Statistics  
Measures – time/ distance

#### WOW Moment

Visit to Pizza Express to make pizza as a healthy food

#### Outdoor Learning

Data collection of timings for laps and measures of distance for jumps

<u>Term Three</u>		
<b>Topic Name</b>	<b>How did that blossom become an apple?</b>	
<u>Knowledge, Skills and Understanding</u>		
<u>Science</u>	<u>DT</u>	<u>Geography</u>
<ul style="list-style-type: none"> <li>• I can identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)?</li> <li>• I can explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)?</li> <li>• I can explain how they vary from plant to plant?</li> <li>• I can investigate the way in which water is transported within plants?</li> <li>• I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?</li> </ul>	<ul style="list-style-type: none"> <li>• I can set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?</li> </ul>	
	<u>Computing</u> Scratch coding – move a bee across the screen towards a flower.	
<b>Mastery</b> I can demonstrate a deep knowledge and understanding of the skill I have learnt and apply them in a variety of contexts.		

## **English**

Retell a traditional tale - linked to the text

### **Class Text**

Jack and the Baked Bean Stalk

## **Maths**

Measures including length and capacity

## **Wow Moment**

Visit to Incredible Edible garden

## **Outdoor Learning**

Visit to Incredible Edible garden  
Growing and tending beans in the school allotment

<u>Term Three</u>		
<b>Topic Name</b>	Has Greece always been in the news? Why do so many people go to the Mediterranean for their holidays?	
<u>Knowledge, Skills and Understanding</u>		
<u>History</u>	<u>Geography</u>	<u>Art/DT</u>
<ul style="list-style-type: none"> <li>• I can use various sources of evidence to answer questions?</li> <li>• I can use various sources to piece together information about a period in history?</li> <li>• I can research a specific event from the past?</li> <li>• I can use my 'information finding' skills in writing to help me write about historical information?</li> <li>• I can, through research, identify similarities and differences between given periods in history?</li> </ul>	<p>I can confidently describe human features in a locality?</p> <ul style="list-style-type: none"> <li>• I can explain why a locality has certain human features?</li> <li>• I can explain why a place is like it is?</li> <li>• I can explain how the lives of people living in the Mediterranean would be different from my own?</li> </ul> <p>I can locate the Mediterranean and explain why it is a popular holiday destination?</p> <ul style="list-style-type: none"> <li>• I can recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</li> </ul> <p>I can name and locate some well-known European countries?</p> <ul style="list-style-type: none"> <li>• I can name and locate the capital cities of neighbouring European countries?</li> <li>• I am aware of different weather in different parts of the world, especially Europe?</li> </ul>	<p>Greek Pots from Clay/Mod Rock</p> <p>I can add onto my work to create texture and shape?</p> <ul style="list-style-type: none"> <li>• I can work with life size materials?</li> </ul>
<b>Mastery</b>		
I can demonstrate a deep knowledge and understanding of the skill I have learnt and apply them in a variety of contexts.		
<u>English</u>	<u>Maths</u>	
Letters /postcards      Myths and Legends Plays Scripts <u>Class Text</u> Classic Greek Myths	Subtractions – comparing temperatures	
<u>WOW Moment</u>	<u>Outdoor Learning</u>	
Make Mediterranean Food <b>Greeks Wow Day - Virtual trip</b>	Measure temperature in degrees	

## Term TWO

Topic Name

How far Can You Throw Your Shadow?

### Knowledge, Skills and Understanding

#### Science

I can recognise that they need light in order to see things?  
• I can recognise that dark is the absence of light?  
I can notice that light is reflected from surfaces?  
I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes?  
• I can recognise that shadows are formed when the light from a light source is blocked by a solid object?  
I can find patterns in the way that the size of shadows change?  
I can explain the difference between transparent, translucent and opaque?  
I can explain why their shadow changes when the light source is moved closer or further from the object?

#### Art

Use watercolour paints to re-create an image showing reflections on the water.

#### **Mastery**

**I can demonstrate a deep knowledge and understanding of the skill I have learnt and apply them in a variety of contexts.**

#### English

Poetry

#### Maths

Compare the change in the angle of a shadow during a day.

#### WOW Moment

Shadow Puppet workshop

#### Outdoor Learning

Make shadow images on the ground record over time to compare size and position