

## Davyhulme Primary School

**Year 3**

### Long Term Planning 2022-2023

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Novel	Stone Age Boy		Wolves in the Wall		Tin Forest	
Values	AMBITIOUS	AMBITIOUS	CARING	CARING	COLLABORATIVE	COURAGEOUS
	Hope/Commitment	Determination	Kindness/Happiness	Love	Unity/Understanding /Responsibility	Perseverance/Humility
Mathematics (White Rose Maths)	Number and Place value Number-Addition and Subtraction	Number-Addition and Subtraction Multiplication and Division	Multiplication and Division Measurement - Length and Perimeter	Fractions Mass/ Capacity	Fractions Money Time	Geometry –Properties of shape Statistics
English (Writing)	<b>Poetry:</b> Jane Consodine Autumn is Here Winter is Here	<b>Text: Stone Age Boy</b> Post card /diary entry  Mary Anning recount	<b>Text: Wolves in the Wall.</b> Jane Consodine (Boomtastics skills)	<b>Non Chronological report</b> (Ancient Civilisations /Egyptians)	<b>Text: The Tin Forest.</b> <b>Power of Reading</b> Letter	<b>Instruction Text</b> How to grow a plant from a bean.
Science	What do Scientists do?	What can I find out about Rocks, Fossils & Soils?	How does light affect things?	How do Forces & Magnets work?	How do we stay Healthy? (Health & Movement)	How do Plants Grow?
Geography	<b>The United Kingdom</b> Geographical regions – human and physical characteristics, hills, mountains & coasts of the Uk		<b>Changes to the landscape and use of land in the United Kingdom</b>  Understanding land use and patterns and how these have changed over time.		1)The importance of rivers to the earliest settlements in the UK(&the 4 ancient civilisations)  2) Studying different types of coastlines around Britain and Coastal process	

<b>History</b>	Who first lived in Britain? <b>Stone Age to Iron Age</b>	Who first lived in Britain? <b>Stone Age to Iron Age</b>	The Achievements of the earliest civilisations: Ancient Sumer, The Indus Valley and the Shang Dynasty of Ancient China			
<b>Art Skills &amp; Techniques</b>	Drawing and sketchbooks	Print, collage and colour	Working in three dimensions	Paint, surface and texture	Working in three dimension	Collaboration and community
<b>Art: Activity</b>	<b>Gestural Drawing with Charcoal</b> Making loose, gestural drawings with charcoal, and exploring drama and performance.	<b>Working with shape and colour</b> “Painting with Scissors”: Collage and stencil in response to looking at artwork.	<b>Telling Stories through drawing and making</b> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	<b>Cloth, Thread, Paint</b> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	<b>Making animated drawings</b> Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets.	<b>Using natural materials to make images</b> Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype.
<b>Art: Artist</b>	Heather Hansen, Laura McKendry, Edgar Degas	Henri Matisse, Claire Willberg	Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake	Alice Kettle, Hannah Rae	Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber	Frances Hatch, Anna Atkins
<b>Art: Materials</b>	A2 sugar paper, A4 paper for ‘pallets’, willow charcoal, erasers, hairspray (for fixing), white chalk. Project 1: Drawing by torchlight – Torches, small toys/objects, charcoal, white chalk, buff sugar paper. Project 2: Small cardboard boxes,	Soft B pencils, coloured pencils, oil/chalk pastels, A3 or A2 sugar or cartridge paper, collage papers, PVA glue, scissors. Option 1: Monoprinting with Carbon Paper – Carbon paper, sharp pencil or pen, oil pastels. Option 2: Explore Stencils – Card, oil pastels, scissors.	Soft B pencils, coloured pencils, oil/chalk pastels, handwriting pens, A3 or A2 cartridge paper. Option 1: Modroc or Clay Characters –	Soft B pencils, coloured pencils, handwriting pens, Calico or other neutral fabric cut into A4 or smaller rectangles, acrylic or poster paint, brushes, card for palettes, sewing thread, needles.	Soft B pencils, coloured pencils, handwriting pens, white and/or corrugated card, paper fasteners for moving joints, kebab sticks, masking tape, ready mixed paints, scissors.	Soft B pencils, coloured pencils, oil/chalk pastels. Option 1: Cyanotypes – ‘Sun paper’, found objects or natural forms. Option 2: Primal Painting – Foraged plants or vegetables, rolling pins for mashing, paper brushes. Option 3: Anthotypes – Plants, leaves, spices,

	<p>charcoal, A2 sugar paper, scrap card/modelling materials, small toys/objects, tape, drawing materials as above.</p> <p>Project 3: Charcoal Cave – Medium/large cardboard box, newsprint, charcoal (ideally both willow and compressed) rags, small toys or dollhouse furniture.</p> <p>Project 1: Charcoal and Dance – A2 or A1 paper/wall paper, charcoal.</p>	<p>Option 3: Screenprinting mesh, water-based printing ink, tray, acrylic printing medium, scrap card for squeegee, embroidery hoop (optional), newsprint.</p>	<p>Newspaper, masking tape, modroc, air dry clay, acrylic or ready mixed paint, brushes, trays.</p> <p>Option 2: Plasticine Characters – A3 cartridge paper, modelling plasticine, constructed materials, corrugated card circles.</p> <p>Option 2: Flying MinPin Characters – Air dry clay, wire, A4 or A3 cartridge paper, tissue paper, feathers, PVA glue.</p> <p>Option 3: James and the Giant Peach Literacy Garden – assorted construction materials.</p>	<p>Volcano option: Large canvas sheet, white emulsion paint, acrylic or ready mixed paint, materials to create texture</p>	<p>(For shared background drawing) Black ink in pots, feathers cut as quills, black handwriting pens, Sharpies, pencils, roll of paper.</p>	<p>rolling pins/masher, bowls, jars, water, fine sieve/coffee filter, watercolour paper, brushes, picture frame/clear perspex, flat object, such as pressed flowers</p>
<b>Design Technology</b>		Moving Monsters		Pencil Cases		Making a mini Greenhouse

<b>Music</b>	Trafford Music Service Harvest Festival	Trafford Music Service Harvest Festival	Trafford Music Service	Charanga - The Dragon Song	Charanga – Bringing Us Together	Charanga – Reflect, rewind and replay
<b>P.E</b>	Gymnastics 1 Stretch and Curl	Gymnastics 2 Linking Skills Together	Dance- Dance around the world	Health Related Fitness	Games – Rounders / Tennis (Sports coach Fridays)	Games – Rounders / Netball (Sports coach Fridays)
<b>MFL</b>	<p><b>French:</b> Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p><b>French:</b> Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p><b>French:</b> Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p><b>French:</b> Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p><b>French:</b> Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p><b>French:</b> Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>

<b>RE</b>	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	How special is Allah to Muslims?	Could Jesus heal people? Were these miracles or some other explanation?	How can Brahman be everywhere and in everything?	How important is it for Jewish people to do what God asks them to?	How does the Qu'ran influence Muslims today?
<b>Computing</b>	Composing Emails	Programming a Game	Creating a Programmable World	Alerting Digital Media	How Things Work incl Networks	Publishing Online Content
<b>PSHCE (Jigsaw)</b>	<p><b>BEING IN MY WORLD</b></p> <p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p><b>CELEBRATING DIFFERENCE</b></p> <p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliment</p>	<p><b>DREAMS AND GOALS</b></p> <p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p>	<p><b>HEALTHY ME</b></p> <p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p>	<p><b>RELATIONSHIPS</b></p> <p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p>	<p><b>CHANGING ME</b></p> <p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>