



Childwall CE Primary School
Curriculum Long Term Plan 2021 - 2022

Year 3

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Community	Hope	Wisdom	Joy	Peace	Dignity
English	Ug: Stone Age Genius/Stone Age Boy Stories with Familiar Settings Adventure Stories	The Iron Man Reports Mystery	Charlie and the Chocolate Factory Instructions	Charlie and the Chocolate Factory Shape Poetry and Calligrams Information	Myths and Legends Poetry and Language Plays	Poems to perform Dialogues and Plays
Maths	<p>Number and Place Value, Addition and Subtraction</p> <p>Read, write, order and compare numbers to at least 1 000 000.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10000, 100 000.</p> <p>Read Roman numerals</p>	<p>Number and Place Value, Multiplication and Division</p> <p>Identify multiples and Factors.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written.</p> <p>Multiply and divide</p>	<p>Fractions and Measurement</p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10</p> <p>Recognise, find and write fractions of a discrete set of objects: unit</p>	<p>Fractions and Measurement</p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10</p> <p>Recognise, find and write fractions of a discrete set of objects: unit</p>	<p>Geometry and Statistics</p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>Draw given angles, and measure them in degrees (°)</p>	<p>Geometry and Statistics</p> <p>This term will be used to assess the children's understanding of year 5 objectives and consolidate understanding of all previous learning during year 5</p>



	<p>to 1000 (M) and recognise years written in Roman numerals.</p> <p>Add and subtract whole numbers with more than 4 digits.</p> <p>Solve number problems and practical problems.</p> <p>Solve addition and subtraction multi-step problems in contexts.</p>	<p>numbers mentally.</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method.</p> <p>Multiply and divide whole numbers and those involving decimals.</p> <p>Recognise and use square numbers and cube numbers.</p> <p>Compare and order Fractions. Identify, name and write equivalent fractions of a given fraction.</p>	<p>fractions and non-unit fractions with small denominators</p> <p>Recognise and use fractions as numbers: unit fractions and nonunit fractions with small denominators</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Compare and order unit fractions, and fractions with the same denominators</p> <p style="color: red;">Convert between</p>	<p>fractions and non-unit fractions with small denominators</p> <p>Recognise and use fractions as numbers: unit fractions and nonunit fractions with small denominators</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Compare and order unit fractions, and fractions with the same denominators</p> <p style="color: red;">Convert between</p>	<p>Identify: -angles at a point and one whole turn (total 360°) angles at a point on a straight line and a turn (total 180°)</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>Identify, describe and represent the position of a shape following a reflection or translation</p> <p style="text-align: center;">Statistics</p> <p>Solve comparison, sum and difference problems using information presented in a line graph</p>
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			<p>different units of metric measure</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>Calculate and compare the area of rectangles (including squares)</p> <p>Estimate Volume</p>	<p>different units of metric measure</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>Calculate and compare the area of rectangles (including squares)</p> <p>Estimate Volume</p>	<p>Complete, read and interpret information in tables, including timetables.</p>	
<p>Religious Education</p>	<p>3.6 Harvest What happens at a harvest festival? What do we know already?</p> <p>Understand how Harvest is referred to in the Bible.</p> <p>Understand how harvest is celebrated around the world. What do Jews celebrate at Sukkot and what do we learn about Jewish belief from this?</p> <p>How do Sikhs celebrate harvest?</p>	<p>3.2 Christmas: God with us Think about what is meant by the word 'Present'</p> <p>Understand the emotions of the shepherds in the Nativity story.</p> <p>Use guided meditation to understand what it would be like to enter the stable.</p> <p>Understand the meaning of the word 'Immanuel'</p>	<p>3.1 Jesus the man who changes lives Think about what we mean by 'change'. Use the story of Zacchaeus to consider how Jesus changes lives. Use the story of Jesus and the rich man to consider how Jesus changes lives. Understand the life of Mother Teresa.</p>	<p>3.4 Easter Ask questions about the events of Holy Week. Write a poem about the events of Palm Sunday. Consider whether Easter is a time of sadness or joy. Express emotions of Easter through painting. Use emojis to express the different emotions of Easter. Write an Easter prayer and learn how other</p>	<p>3.5 Which rules should we follow? (Other Faiths Unit) Understand the need and use of rules and laws in society. Religious rules and laws of different faiths.</p> <p>Judaism – The 5 books of Law of the Torah scroll.</p> <p>Islam – The 5 Pillars of Islam.</p> <p>Sikhism – The Four Commandments.</p> <p>Buddhism – The Five Precepts.</p> <p>Christianity – The Ten Commandments.</p>	



	How is this different from how Jews and Christians celebrate?	Understand how we can be Jesus' hands and feet today.	Understand how Christian organisations continue Jesus' work to change lives today. Understand how Jesus changes lives by looking at Saul/Paul's conversion.	countries celebrate Easter.	
Science	<p>Animals including humans</p> <p>Know the nutrients we need and why Explain the right amount of nutrients. Sort skeleton types. Learn the names of the bones in our body. Understand the function of the skeleton. Understand the role of muscles</p>	<p>Rocks</p> <p>Compare different types of rocks Investigate the properties of rocks Explain how fossils are formed. Understand why Mary Anning's fossil findings were important Explain how soil is formed investigate soil permeability</p>	<p>Light</p> <p>Recognise that we need light in order to see things Investigate which surfaces reflect light Use a mirror to reflect light and explain how mirrors work Know that light from the sun can be dangerous and how to protect our eyes Investigate which materials block light to form shadows Find patterns when investigating how shadows change size</p>	<p>Forces and magnets</p> <p>Identify the forces acting on objects Investigate the effects of friction on different surfaces. Sort magnetic and non-magnetic materials. Investigate the strength of magnets. Explore magnetic poles Explain that magnets attract some materials</p>	<p>Plants</p> <p>I can name the different parts of a flowering plant and explain their jobs. I can set up an investigation to find out what plants need to grow well. I can investigate how water is transported in plants. I can present the results of my investigation using scientific language</p>
Geography		<p>Can the earth shake, rattle and roll?</p> <p>Our earth is dynamic and ever-changing. In this unit children will explore the dynamism of the earth, learning about the structure of the earth, looking particularly at the causes and distribution of earthquakes and volcanoes and their effects on</p>		<p>Where on earth are we?</p> <p>In this unit, the children will understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the imaginary lines</p>	<p>Do you like to be beside the seaside?</p> <p>In this unit, children will learn about the coast of the British Isles. Many children will have been to the seaside and enjoyed</p>



		<p>landscape and people. They will be introduced to the 'Pacific Ring of Fire', the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are many different types. In the Big Finish, the children will make their own erupting volcano!</p>		<p>used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.</p>		<p>playing on the beach, so there is plenty of scope for building on their natural enthusiasm. Children will consider some of the advantages and disadvantages of living by the coast. Throughout the unit they will also be introduced to some contrasting coasts around the world, extending their coastal and locational knowledge.</p>
History	<p>What was new about the Stone Age?</p> <p>What do we already know and want to know about the Stone Age? Was the Stone Age man was just a simple hunter-gatherer only interested in food and shelter? : How did people live in the stone age? How different was life in the Stone Age when man started to farm? To use sources to identify distinctive features of two periods. To compare changes between the Neolithic and earlier periods. To learn about life in Neolithic times from historical and archaeological sources.</p>		<p>How unpleasant were the Bronze and Iron Ages?</p> <p>In this unit the children will explore the key features of the Bronze and Iron Ages, and come to conclusions about how difficult life was. They look at the developments that were made during the periods and discuss together which made the</p>		<p>What happened when the Romans came?</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> • gain a coherent knowledge and understanding of Britain's past and that of the wider world by knowing about the Roman Empire and its impact on Britain • understand historical concepts and terms such as civilisation, empire, change etc • ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective. 	



	To consider the role of monuments in the New Stone Age. To perform a 'time slip' role play showing what changed through the Stone Age and assess the progress made during this period.		biggest impact o the standard of living.			
Design and Technology	Mechanical systems: Levers and linkages		Food: Healthy and varied diet		DT Week: Making clay pots	
Art and Design	Formal Elements of Art. 1. Seeing simple shapes 2. Geometry 3. Working with wire 4. The 4 rules of shading 5. Shading from light to dark.	Art and design skills. 1. Introduction to sketch books 2. Learning about Carl Gilles 3. Tints and shades 4. Drawing: Toy Story 5. Craft and design: 6. Craft and design	Prehistoric Art 1. Explore prehistoric art 2. Charcoal animals 3. Prehistoric palette 4. Painting on a cave wall 5. Hands on a cave wall.	Prehistoric Art 6. Explore prehistoric art 7. Charcoal animals 8. Prehistoric palette 9. Painting on a cave wall Hands on a cave wall.	Craft 1. Mood Board 2. Tye Dyeing 3. Paper weaving 4. Weaving other materials 5. Sewing a t-shirt	Craft 6. Mood Board 7. Tye Dyeing 8. Paper weaving 9. Weaving other materials 10. Sewing a t-shirt
Wellbeing PSHE/SMSC	ROAR Programme/Mental Health/V4S/Internet	V4S/Firework Safety/Internet Safety/Anti-bullying	Safer Internet Day/V4S/ROAR/	V4S/Internet Safety/ROAR/ Fairtrade and Global Goals	V4S/Internet Safety/ROAR/ Mental Health Awareness	Refugee Week/V4S



	Safety/Black History Month	week/Drug and Alcohol Education			Week/Money Sense Week	
Computing	Online Safety Touch Typing	Online Safety Emailing	Online Safety Roamers	Online Safety Coding	Online Safety Simulation	Online Safety Spreadsheets (Maths link)
Music	Singing through Signs	Christmas	To be decided due to Covid 19 restrictions	To be decided due to Covid 19 restrictions	To be decided due to Covid 19 restrictions	To be decided due to Covid 19 restrictions
PE	Dodegball	Gymnastics: Shape	Swimming		Games	
MFL	Self, Family and Friends	Self, Family and Friends	School Life		Leisure	Summer
Themed Days and Weeks	Black History Week	Remembrance Safer Internet Day Anti-bullying week	Internet safety week Story telling week	World Book Day Comic Relief	St. George's Day Mental Health Awareness Week Sports Day	DT Week Curriculum Enrichment Week

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