**Year 3Roseberry Primary School Working Long term Map 2018-2019**

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|  | | **Aut 1**  8 Weeks | **Aut 2**  7 Weeks | **Spr 1**  6 Weeks | **Spr 2**  6 Weeks | **Sum 1**  5 Weeks | **Sum 2**  7 Weeks |
| **Topic Question** | | Were the Pharaohs fair? | Where will the Magic Faraway tree take us? | Who is Stone Boy? | Who is the king of the Jungle? | Where does our food come from? | Who is Magnet Man and what do his friends do? |
| **NC Coverage**  **(Taken from jigsaw)** | | Light  Earliest ancient civilisations | Plants  Describe and understand climate, mountains, earthquakes, settlements and study a region of the UK | Stone Age to Iron Age Britain  Rocks | Animals including Humans | Use annotated sketches to explain ideas, understand seasonality; prepare and cook mainly savoury dishes for a healthy and varied diet | Use fieldwork to measure, observe and record, use 8 points of compass, symbols and keys, locate world’s countries, focusing on Europe and Americas, focus on key physical and human features, countries and cities.  Forces and Magnets |
| Use research and criteria to develop products which are fit for purpose and aimed at specific groups or individuals, analyse and evaluate existing products and improve own work, understand how events and people in DTY have shaped the world, use mechanical systems in own work  Use internet safely and appropriately, collect and present data appropriately, design and write programs including controlling or simulating, to achieve specific goals, including solving problems, use logical reasoning and understand computer networks | | | | | |
| **British Values**  **SMSC** | | Understand and appreciate a wide range of cultural influences and the heritage of others | Having a sense of enjoyment and fascination, whilst using their imagination and creativity, when learning about the world. | Understand how key events from the past shape our history and values and continue to develop Britain. | Having respect for the environment and an understanding and respect for ethical issues. | Having a sense of enjoyment and fascination, whilst using their imagination and creativity, when learning about the world. | Looking at moral and ethical issues and appreciate the opinions of others.  Rights Respecting |
| **RRSA**  **Global Goal** | | **Article 8**  You have the right to an identity  **Article 27**  You have the right to have your basic needs met.  Global Goal 6 – Clean water and sanitation | **Article 7** You have the right to a nationality  Global Goal 15 – Life on Land | **Article 30**  You have the right to practice your own culture  Global Goal 4 – Quality Education | **Article 39**  You have the right to help if you've been hurt, neglected or badly treated.  **Article 5**  Your family has the responsibility to help you  **Article 20**  You have the right to special care and help if you cannot live with your parents.  Global Goal 1 – No Poverty | **Article 24**  You have the right to the  nutritious food  **Article 27**  You have the right to food  Global Goals 2 – Zero Hunger 3 – Good health and well being | **Article 28**  You have the right to a good quality education.  You should be encouraged to go to school to the highest level you can.  Global Goal 4 – Quality Education |
| **National curriculum coverage** | **Science** | Light and Shadows | Plants | Rocks | Animals Including Humans | | Forces and Magnets |
| **Computing** | We are publishers  E-safety-  Communicating online, images and Social networks. | Get blogging  E-safety-  Cyber bullying and report abuse. | My first program  We love Games  E-safety-  Gaming and collaboration | E-safety  Raising awareness | Class democracy  E-safety-  Review. | Big Robots-  E-safety-  Friend or Foe? |
| **History** | Earliest ancient civilisations |  | Stone Age to Iron Age Britain |  |  |  |
| **Geography** | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) to build their knowledge of the United Kingdom and the wider world | Describe and understand key aspects of:  physical geography, including: mountains and earthquakes | Describe and understand key aspects of:  human geography, including:  types of settlement  Concentrating on their environmental regions, key physical and human characteristics, countries and major cities. | 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. | Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied  Use the eight points of a compass,  Describe and understand key aspects of economic activity including trade links | 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. |
| **Art** | **3D Work**  **Designing and making** Egyptian mask | **Drawing** Line drawing imaginary subject |  |  | **Painting**  Guiseppe Arcimboldo |  |
| **DT** | **Designing and making** Shoebox model of faraway land | **Designing and making** Stone village | **Designing and making** Animal Habitat (bug hotel, den, wormery) |  |  |
| **Music** | Composing Skills | Notation Skills | Performing Skills | Listening Skills | Music History Skills | Composing Skills |
| **PE** |  |  |  |  |  |  |
| **RE** | **Sacred Texts** (Christianity) | **Festivals/Beliefs and Practices** (Christianity) | **Places of Worship** (Islam) | **Festivals/Beliefs and Practices**  (Christianity) | **Beliefs and Practices** (Judaism) | **Sacred Texts**  (Judaism) |
| **Visits, Visitors and Enrichment** | | Ancient Egypt workshop at Billingham Library | Forbidden Corner | Stone age visitor | Pet Mania | Visit local restaurant  (La Porto?) Phunky Foods |  |
| **English** | | Myths and Legends | Reports Play scripts | Recount | Adventure/Mystery Stories Modern and Classic Fiction by significant authors | Persuasive Adverts/Posters | Classic and Modern Poetry  Shape Poems |
| **Suggested titles/texts** | |  | The Magic faraway Tree |  | Jungle Book Rudyard Kippling | Cloudy with a chance of meatballs |  |
| **Maths** | | 3D Shapes  Measures the perimeter of simple 2-D shapes | Knows the number of seconds in a minute and the number of days in each month, year and leap year Horizontal and vertical lines | Measures and compares lengths, mass and volume | Identifies horizontal and vertical lines and pairs of perpendicular and parallel lines  Comparing and ordering fractions | Estimates and reads time with increasing accuracy to the nearest minute  Records and compares time in terms of seconds, minutes and hours |  |
| **Assessment Focus** | | Science  History | Science  Geography | Science History | Science DT | Science Art | Science Music |
| **French** | | C’est moi  Numbers to 10) | At school | Playtime | Animals | La nourriture  Food  J’aime, je n’aime pas  Express a preference | Quel temps fail il?  Weather |

**English/Maths/Science assessments to be carried out termly**