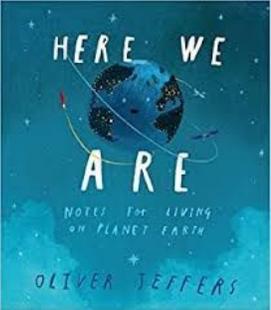
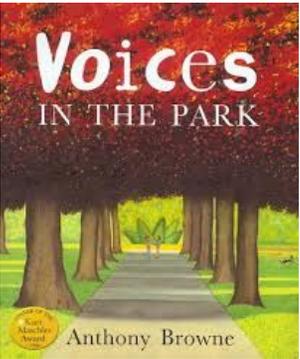
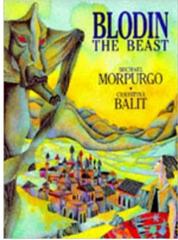
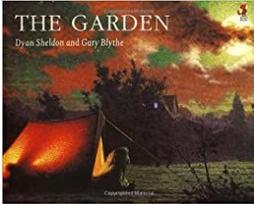
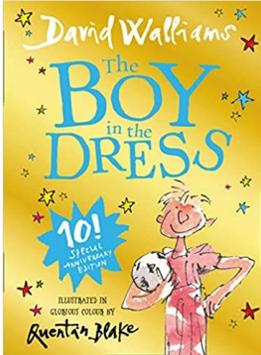
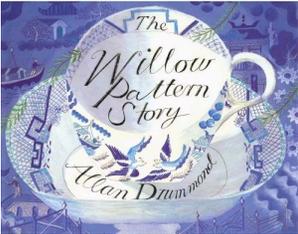
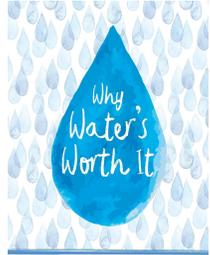
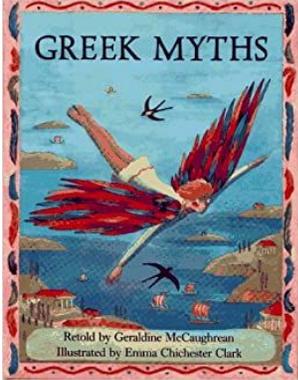
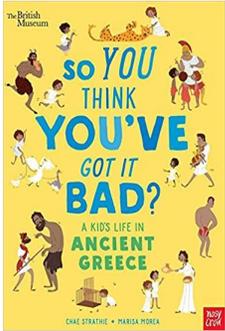
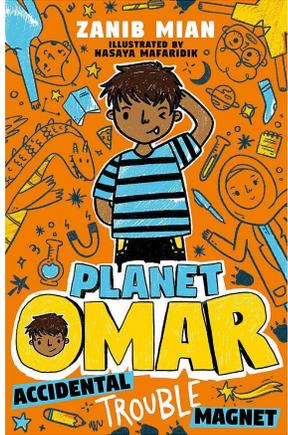


Long Term Plan - Year 3

Autumn Term		Spring Term		Summer Term	
Autumn 1 Peace and Conflict	Autumn 2 Globalisation and Interdependence	Spring 1 Identity and Diversity	Spring 2 Sustainable Development	Summer 1 Power and Governance	Summer 2 Identity and Diversity
Big Question What skills resolve conflict?	Big Question Where do people live?	Big Question What is the legacy of the Shang Dynasty?	Big Question How can we make a difference?	Big Question What impact can humans have on the world?	Big Question What is a hero?
<p>Core Text: Here We Are (Oliver Jeffers) Voices in the park (Anthony Browne)</p>  	<p>Core Text: Belonging (Jeannie Baker) The Garden (Dylan Sheldon) Greta and the giants</p>   	<p>Core Text: A boy in a dress (David Walliams) Paper Bag Princess The Willow Pattern (Allan Drummond)</p>  	<p>Core Text: Why's Water Worth It! No one is too small to make a difference (Greta Thunberg)</p>  	<p>Core Text: Greek Myths You think you've got it bad!</p>  	<p>Core Text: Planet Omar, Accidental Trouble Magnet</p> 

<p>Overview: Children will discuss their feelings on their return to school and reflect on the recent global situation. They will reflect on their readjustment to where they are now and what has happened recently. Children will think about the uniqueness of planet Earth and how we can appreciate it using Here We Are as a stimulus.</p> <p>Children will discuss the importance of friendship, differing points of view and possible resolutions using Voices in the Park as a stimulus.</p>	<p>Overview:Children will understand how settlements have developed overtime and why these have changed since early settlements. Next they will look at what shapes settlements, the patterns settlements have and the land uses of cities in particular. Once understanding is concrete in the above, children will think about how we can use architecture to build for own future linking to sustainability. They will understand how future settlements will need building practices which are a positive response to climate hazards e.g. low carbon housing, flood-proof housing, heat-proof housing. This will ensure children will be more able to settle into 'new times' rather than being unsettled by what lies ahead.</p>	<p>Overview: In this term children will be looking at how the Shang Dynasty has left its mark on the world through different aspects such as the Oracle Bones.</p> <p>Through the Willow Pattern Story the children will explore different identities, stereotypes and prejudices and how these can be overcome.</p> <p>This leads us onto further exploration of stereo-typing through the modern novel of A boy in a Dress.</p>	<p>Overview: In this term children will be looking at the current impact of a young person Greta Thunberg. They will explore how Greta has made a difference in the current climate and how her small actions have impacted on the world.</p> <p><i>No One Is Too Small to Make A Difference</i> is a rallying cry for why we must all wake up and fight to protect the living planet, no matter how powerless we feel. Our future depends upon it.</p>	<p>Overview: In this term children will be looking at how the Ancient Greeks have left their mark on the world through different aspects such as: democracy, sport, culture, philosophers, warriors, writers, actors, architects and politicians. Once this has been covered, children think critically about their own place within the world and ask themselves what type of society do they want to create? What legacy would they leave behind to make the world a better place? Children explore the statement: 'Be the change you wish to see in the world' and create a time capsule with their personal 'pledges' to impact positively on their society that in turn can create and leave their own legacy as the Greeks once did.</p>	<p>Overview: Children will study and understand the concept of stereotyping - including the roots of prejudice - and the role that history, statistics and fake news can have in creating and breaking stereotypes that exist. They will also understand the impact stereotyping has on individuals and their life chances. e.g. gender, beauty and Islamophobia. This explores the idea of what it is to be an upstander and what they can do to use critical thinking to challenge what they are told and protect all members of the community against prejudice in a way that educates and inspires those within their immediate communities they are involved in.</p>
<p>Sub texts/Guided Reading Text:</p> <p>Stone Age non-fiction books</p> <p>The First Drawing</p> <p>Stone Age Stories - Terry Deary</p>	<p>Sub texts/Guided Reading Text:</p> <p>The Garden</p> <p>Seeds of Friendship by Michael Foreman</p> <p>Jenny Button</p>	<p>Sub texts/Guided Reading Text:</p> <p>China Through Time</p> <p>Chinese New Year</p> <p>Multicultural stories from China</p> <p>The Monkey King (Usbourne)</p>	<p>Sub texts/Guided Reading Text:</p> <p>We are all Greta - be inspired to save the world</p>	<p>Sub texts/Guided Reading Text:</p> <p>Greek Myths</p>	<p>Sub texts/Guided Reading Text:</p> <p>King of the Cloud Forests Michael Morpurgo</p>

<p>Writing outcomes linked to core texts:</p> <p>Letter to Beegu</p> <p>Narrative from a particular viewpoint</p>	<p>Writing outcomes linked to core texts:</p> <p>Narrative with only images as a stimulus</p>	<p>Writing outcomes linked to core texts:</p> <p>Narrative with an alternative ending</p>	<p>Writing outcomes linked to core texts:</p> <p>A guide to making a difference with climate change</p>	<p>Writing outcomes linked to core texts:</p> <p>Narrative - Greek Myths</p> <p>Legacy statement</p>	<p>Writing outcomes linked to core texts:</p> <p>Comic strips - being a hero</p>
<p>Writing Skills:</p> <p>Simple and compound sentences punctuated correctly. Using a range of simple conjunctions, e.g. and, then, but, so, because.</p> <p>Beginning to use pronouns to avoid repetition and other ways to begin sentences.</p> <p>Punctuating sentences correctly with capital letters, full stops, exclamation and question marks</p> <p>Developing an understanding of purpose and audience for different writing.</p>		<p>Writing Skills:</p> <p>To be confirmed based on children's needs identified in Autumn Term</p>		<p>Writing Skills:</p> <p>To be confirmed based on children's needs identified in Spring Term</p>	
<p>Diversity, Community, Global project outcome:</p> <p>Children create a reflective letter recognising the beauty and uniqueness of the Earth whilst acknowledging mankind's weaknesses</p>	<p>Diversity, Community, Global project outcome:</p> <p>Children create diary entries from different points of view which address complex social, cultural, historical and global issues</p>	<p>Diversity, Community, Global project outcome:</p> <p><i>To be confirmed based on learning throughout the year</i></p>	<p>Diversity, Community, Global project outcome:</p> <p><i>To be confirmed based on learning throughout the year</i></p>	<p>Diversity, Community, Global project outcome:</p> <p><i>To be confirmed based on learning throughout the year</i></p>	<p>Diversity, Community, Global project outcome:</p> <p><i>To be confirmed based on learning throughout the year</i></p>
<p>Other Curriculum areas:</p> <p>PSHE: How can I be a good friend?</p> <p>Science: What would life be like without skeletons and muscles?</p> <p>RE: What is the Bible's big story and what</p>	<p>Other Curriculum areas:</p> <p>PSHE: What keeps us safe?</p> <p>Science: Why do we need light?</p> <p>RE: How do Advent and Epiphany show what Christmas is really about?</p>	<p>Other Curriculum areas:</p> <p>PSHE: What jobs do people do?</p> <p>Science: How do magnetic forces act?</p> <p>RE: Who is the most important person in the Easter story?</p>	<p>Other Curriculum areas:</p> <p>PSHE: What makes a community?</p> <p>Science: What are the parts and functions of a flowering plant?</p> <p>RE: What is the contemporary Anglican church?</p>	<p>Other Curriculum areas:</p> <p>PSHE: Why should we eat well and look after our teeth?</p> <p>Science: What is the life-cycle of a flowering plant?</p> <p>RE: What Does It Mean To Be a Muslim?</p>	<p>Other Curriculum areas:</p> <p>PSHE: Why should we keep active and sleep well?</p> <p>Science: Can I be a rock detective - studying the different properties of rocks?</p>

<p>does it reveal about having a faith in God?</p> <p>Art: Can I appreciate the prehistoric use of bones and skulls when printmaking?</p> <p>History: What do you know about life in the Stone Age?</p> <p>Maths: The story of place value and the four operations.</p> <p>Computing: What skills do I need to create a comic strip for a target audience?</p>	<p>DT: Can I create a healthy snack bar using my scientific knowledge?</p> <p>Geography: Where do people live?</p> <p>Computing: What skills do I need to <i>communicate and collaborating online using Google Slides?</i></p>	<p>DT: Can I use the Ancient Chinese techniques to make puppets & kites?</p> <p>History: What do we know about life during the Shang Dynasty?</p> <p>Computing: How can I gather and present data findings appropriately?</p>	<p>Art: Painting - What observational skills can I use to accurately draw a plant?</p> <p>Geography: To what extent is the UK's weather to be expected?</p> <p>Computing: What skills do I need to create a vlog?</p>	<p>DT: Can I create an Ancient Greek object using pneumatics? (theatre & masks)</p> <p>History: How did the Ancient Greeks leave their mark on the world?</p> <p>Computing: Can I design a problem as an algorithm and solve it?</p>	<p>RE: What Is The Best Way For A Muslim To Show Commitment To God (Allah)?</p> <p>Art: Can I use mixed media & Pop Art style to create a piece of art about volcanoes?</p> <p>Geography: Why do volcanic eruptions and earthquakes occur?.</p> <p>Computing: What skills do I need to code using Scratch?</p>
--	---	--	--	---	--