

Long Term Map Overview Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Connector	Journey to the Centre of the Earth		Destinations		Back to the Future	
Learning						
English	Adventure Stories Shape Poems SMSC (1)	Informal Letters Information texts SMSC (2)	Mystery Diary Persuasive Writing SMSC (2)	Information Texts Persuasive Writing Online Report SMSC (1)	Diary Fables	Information Texts Performance Poetry SMSC (1)
Maths	Problem solving with: Number and place value Addition and subtraction to 200 Measure – money Measure – mass Fractions Multiplication & division Capacity SMSC (3)	Using and applying measures Fractions Shape Multiplication and division Pixl question work and tables SMSC (3)	Problem solving with: Number and place value Addition and subtraction to 1000 Measure – length Fractions Pixl question work and tables SMSC (3)	Problem solving with: Shape, position and direction Division and Multiplication Measure – time Number and place value Pixl question work and tables SMSC (3)	Problem solving with: Number and place value. Fractions Multiplication and division Measure – Mass Pixl question work and tables SMSC (3)	Problem solving with: Multiplication and division Shape, position and direction Statistics Roman Numerals Pixl question work and tables SMSC (3)
Science	Forces & Magnets	Rocks and Soils	Animals including humans (diet) SMSC (5)	Animals including humans (bones and muscles)	Plants SMSC (5)	Light & Shadow
Essential Learning - specific	I can compare how things move on different surfaces. I notice that some forces need contact between two objects, but magnetic forces can act at a distance. I can observe how magnets attract or repel each other and	I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. I can describe in simple terms how fossils are formed when things that have	I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. I can identify that humans and some	I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. I can identify that humans and some	I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. I can explore the requirements of plants for life and growth (air, light, water, nutrients from	I can recognise that we need light in order to see things and 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

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	<p>attract some materials and not others.</p> <p>I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>I can describe magnets as having two poles.</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>lived are trapped within rock.</p> <p>I can recognise that soils are made from rocks and organic matter.</p>	<p>other animals have skeletons and muscles for support, protection and movement.</p>	<p>other animals have skeletons and muscles for support, protection and movement.</p>	<p>soil, and room to grow) and how they vary from plant to plant.</p> <p>I can investigate the way in which water is transported within plants.</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>that there are ways to protect our eyes.</p> <p>I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>I can find patterns in the way that the size of shadows change.</p>
<p>Science: Essential Learning - general</p>	<p>I can ask relevant questions and use different types of scientific enquiry to answer them.</p> <p>I can create simple experiments, comparative (comparing things) and fair tests.</p> <p>I can make careful observations and make accurate measurements using a range of equipment including thermometers and data loggers.</p> <p>I can take accurate measurements using a range of equipment.</p> <p>I can gather and group (classify) data in a variety of ways to help answer questions.</p> <p>I can record my findings using simple scientific language, drawings, keys, bar charts, tables and labelled diagrams.</p> <p>I can talk, write and make presentations about my results and conclusions.</p> <p>I can use my results to create new questions, make predictions, suggest improvements and produce conclusions.</p> <p>I can find (identify) similarities, differences and changes in processes and experiments.</p> <p>I can use evidence to answers questions and support my ideas.</p>					
<p>Computing (aspects which are taught discretely)</p>	<p>Big Robot</p>	<p>We love games</p>	<p>Blogging</p>	<p>Digital Publishing: My Online Life</p>	<p>Democracy</p>	<p>My first program</p>

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<p style="text-align: center;">Essential Learning</p>	<p>I can program a floor robot, identify bugs and predict outcomes.</p> <p>I can use search technologies safely and effectively.</p> <p>I can decompose an algorithm using a flow chart and make improvements to it.</p> <p>I can explain that an algorithm is a program working on a computer and what an input is.</p> <p>I can create an animation using Photospeak.</p> <p>I can create a simple game using Hopscotch.</p> <p>I can create a simple game using Scratch including sprites and backgrounds that I have designed.</p>	<p>I can program a floor robot, identify bugs and predict outcomes.</p> <p>I can use search technologies safely and effectively.</p> <p>I can decompose an algorithm using a flow chart and make improvements to it.</p> <p>I can explain that an algorithm is a program working on a computer and what an input is.</p> <p>I can create an animation using Photospeak.</p> <p>I can create a simple game using Hopscotch.</p> <p>I can create a simple game using Scratch including sprites and backgrounds that I have designed.</p>	<p>I can publish a blog entry.</p> <p>I can explain how the internet works.</p> <p>I can use search technologies safely and effectively.</p> <p>I can create an e-book including images I have created using an art package.</p>	<p>I can publish a blog entry.</p> <p>I can explain how the internet works.</p> <p>I can use search technologies safely and effectively.</p> <p>I can create an e-book including images I have created using an art package.</p>	<p>I can use search technologies safely and effectively.</p> <p>I can program a floor robot, identify bugs and predict outcomes.</p>	<p>I can use search technologies safely and effectively.</p> <p>I can program a floor robot, identify bugs and predict outcomes.</p>
<p>Computing (aspects ongoing)</p>	<p>E-safety Essential Learning - I can understand how to be safe on the internet; I can use ICT to present information in different ways.</p> <p>Research and the Internet Essential Learning – I can use a program effectively to collect, present and analyse information.</p> <p>Multi-media Essential Learning - I can use ICT to present information in different ways;</p>					

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throughout the year)	Data Information – VLE, laptops, i-pads, computer-connected devices).					
Humanities Theme (History & Geography)	Physical and Human features Europe and America maps. Symbols and keys.	Changes in Britain from Stone Age to Iron Age Information texts.	Climate and extreme weather Microclimate of Whitstable. Climate persuasive texts and reports.	Climate and extreme weather Microclimate of Whitstable. Climate persuasive texts and reports.	Roman Britain	
Essential Learning	<p>I can locate a number of the world's countries focusing on Europe and America and the key physical and human features.</p> <p>I can name the capital cities of at least 6 European countries and I know whether a country is in the Northern or Southern hemispheres.</p> <p>I can use 8 points of the compass, symbols and keys.</p>	<p>I recognise that the past can be divided into different periods of time.</p> <p>I can use inference and deduction to answer questions about the past</p>	<p>I can describe, understand and locate the most famous mountains and volcanoes.</p> <p>I can describe and understand the key aspects of earthquakes.</p>	<p>I can describe, understand and locate the most famous mountains and volcanoes.</p> <p>I can describe and understand the key aspects of earthquakes.</p>	<p>I recognise that the past can be divided into different periods of time</p> <p>I recognise some similarities and differences between different periods of time.</p> <p>I show knowledge and understanding of the events, people and changes I have learnt about</p> <p>I can identify some different ways in which the past is represented</p>	
Art/ D.T. Theme	Soup making	Cave paintings	Picture frames	Moving Monsters (pneumatics)	Mosaics	Matisse Cut Outs
Essential Learning	I understand and can use the principles of a healthy and varied diet.	I can plan, record and evaluate my ideas using my sketchbook identifying next steps.	I can plan, record and evaluate my ideas using my sketchbook identifying next steps.	I can apply understanding to stiffen, strengthen and reinforce more complex structures.	I can plan, record and evaluate my ideas using my sketchbook identifying next steps.	I can generate, develop, model and communicate ideas through discussion, annotated sketches,

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	<p>I can prepare and cook vegetables to make soup.</p> <p>I can evaluate ideas and products against own design criteria and consider the views of others to improve my work.</p>	<p>I can select the right tools for the piece of art I am creating.</p> <p>I can describe some of the characteristics of great artists, architects and designers in history using my sketchbook.</p> <p>I can improve my mastery of art and design techniques including drawing, printing and collage.</p>	<p>I can select the right tools for the piece of art I am creating.</p> <p>I can describe some of the characteristics of great artists, architects and designers in history using my sketchbook.</p>	<p>I can generate, develop, model and communicate ideas through discussion, annotated sketches, cross sectional and exploded diagrams.</p> <p>I understand and use mechanical systems in my products.</p> <p>I can apply my understanding of computing to program, monitor and control products.</p> <p>I can evaluate ideas and products against own design criteria and consider the views of others to improve my work.</p>	<p>I can select the right tools for the piece of art I am creating.</p> <p>I can comment on similarities and differences between my own and others' work and use this knowledge to adapt and improve aspects of my own.</p> <p>I can collect and share visual and other information for a piece of art using my sketchbook.</p> <p>I can develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>I can improve my mastery of art and design techniques including drawing, printing and collage.</p>	<p>cross sectional and exploded diagrams.</p> <p>I can evaluate ideas and products against own design criteria and consider the views of others to improve my work.</p>
Music theme	Vivaldi – Four Seasons Listening and Composition	Recorders	Recorders	Singing in preparation for class presentations Recorder	Composing	Composing

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<p>Essential Learning</p>	<p>I can sing confidently and fluently maintaining an appropriate rhythm.</p> <p>I can have greater control when playing an instrument and show increasing understanding of getting louder, quieter, faster and slower.</p> <p>I can make simple comments about my own and others work (self and peer assessment) and respond to feedback on my own work from others.</p> <p>I can listen and evaluate a range of music from different traditions, styles and times and give my views.</p>	<p>I can sing confidently and fluently maintaining an appropriate rhythm.</p> <p>I can have greater control when playing an instrument and show increasing understanding of getting louder, quieter, faster and slower.</p> <p>I can make simple comments about my own and others work (self and peer assessment) and respond to feedback on my own work from others.</p> <p>I can listen and evaluate a range of music from different traditions, styles and times and give my views.</p>	<p>I can sing confidently and fluently maintaining an appropriate rhythm.</p> <p>I can have greater control when playing an instrument and show increasing understanding of getting louder, quieter, faster and slower.</p> <p>I can make simple comments about my own and others work (self and peer assessment) and respond to feedback on my own work from others.</p>	<p>I can sing confidently and fluently maintaining an appropriate rhythm.</p> <p>I can have greater control when playing an instrument and show increasing understanding of getting louder, quieter, faster and slower.</p> <p>I can make simple comments about my own and others work (self and peer assessment) and respond to feedback on my own work from others.</p>	<p>I can sing confidently and fluently maintaining an appropriate rhythm.</p> <p>I can have greater control when playing an instrument and show increasing understanding of getting louder, quieter, faster and slower.</p> <p>I can make simple comments about my own and others work (self and peer assessment) and respond to feedback on my own work from others.</p> <p>When composing a piece of music, I can suggest symbols that could represent sounds and rests.</p>	<p>I can sing confidently and fluently maintaining an appropriate rhythm.</p> <p>I can have greater control when playing an instrument and show increasing understanding of getting louder, quieter, faster and slower.</p> <p>I can make simple comments about my own and others work (self and peer assessment) and respond to feedback on my own work from others.</p> <p>When composing a piece of music, I can suggest symbols that could represent sounds and rests.</p>
	<p>RE</p>	<p>What do different people believe about God?</p>	<p>Why are festivals important to religious communities?</p>	<p>What does it mean to be a Christian in Britain today?</p>		

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Essential Learning	I can study and discover more about celebrations and worship.		I can study and discover more about celebrations and worship.		I can study and discover more about celebrations and worship.	
	I can describe and understand links between stories and other aspects of the communities I am investigating.		I can consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all.		I can explore similarities and differences within and between different religions.	
	I can explore a range of beliefs, symbols and actions and understand different ways of life.		I can explore a range of beliefs, symbols and actions and understand different ways of life.			
	I can explore similarities and differences within and between different religions.		I can explore similarities and differences within and between different religions.			
PE	Tag Rugby/ Basketball Dance/Gym		Hockey/Tennis iGym/Indoor Athletics and Health Related Fitness		Cricket Athletics	Outdoor and Adventurous Activities Rounders Sports Day
	Essential Learning (ongoing throughout the year)		Essential Learning (ongoing throughout the year)		Essential Learning (ongoing throughout the year)	
French	All About Me	World/My environment	Health and Fitness	School Life	Food and Drink	Other
	I can greet someone in French.	I can identify French speaking countries.	I can recognise health foods in French.	I can respond to classroom instructions in French.	I can follow a French recipe.	I can take part in a French song and respond with actions.

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PSHE/Citizenship/ Keeping safe/SRE/Drugs Education	Me and Feelings and Relationships	Me and Medicines and Drugs	Me and My Healthy Lifestyle	Me and Making Positive Contributions	Me and Keeping Safe	Me and Growing and Changing
Essential Learning	I can talk about my strengths and set goals to improve something I find difficult I can face up to new challenges by asking for help I can talk about and share my view on problems and events. I can understand and respect the views of others SMSC (3) SMSC (9)					
SMSC – including British Values	Value of opinion and choice (1) – Democracy Courtesy and manners (2) – Mutual Respect Setting a challenge and organising yourself (3) – Self Respect Importance of being accountable for words and actions online (4) – Liberty and Self Respect Being able to look after yourself and other living things (5) – Self Respect Making up your own mind when faced with information (6) – Democracy, and Liberty Working together / Team work (7) – Democracy and Decision Making Sharing and performing (8) – Self Respect Having an opinion and knowing it's important (9) – Democracy					
Bringing Learning to Life						
Trips, visits, visitors, events. To be developed and linked to Life Skills.	Local walk to the greengrocers and library	Visit to Local Church Stone Age Museum Day Trip			Forest School Roman Day Visit to Canterbury and the Roman Museum	Guest from Local Church
Life Skills Challenge	Community - Global Christmas around the world presentation		Making a Positive Contribution Litter pick / plastic free school		Entrepreneurial Class Marathon Product marketing and sale	

All details will be on short term plans. English and some aspects of Computing and Maths will be in every unit. Long Term Maps are subject to review during the academic year.