





Lee Mount Academy Curriculum Long Term Plan

Year 3



Understanding the world	Geography	Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle Locate and name key British rivers. Draw a sketch route of a river with key features Sequence and briefly describe the water cycle Understand the role of renewable energy sources and the role of carbon capture Offer own ideas to geographical questions 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 line graphs, and digital technologies	Locate and name 5 key countries in Europe Describe and understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom, and of a larger area in a contrasting European country Begin to ask/initiate own geographical questions Investigate the main features and themes of locations at one level (i.e., micro or macro) Make comparisons between places based on several sources of the same type Make simple conclusions about locations based on evidence/sources Draw a simple sketch map including physical and natural features Identify five ordnance survey symbols		Identify UK seas Locate and name 5 key UK cities Describe and understand key aspects of human geography, including: types of settlement and land use Order types of settlements – hamlet, village, town, city etc Describe the different ways land is used in different types of settlements Make simple conclusions about locations based on evidence/sources Draw a simple sketch map including physical and natural features Use the 8 points of the compass to describe locations (NW, SW etc) Describe features of two locations during fieldwork – including digital technology (webcams etc)		
	History		The sub lenses for this unit are migration, trade, civilisation, settlement and industry. It will cover the how civilisation started, how agriculture became a huge driving force for things like stone circles to be built and how different metals such as bronze and iron changed the way we interacted with each other and created huge defensive earthworks. What was life like in the Palaeolithic and Mesolithic? What key changes took place from the Neolithic to the Bronze Age? How did daily life change from the Stone Age to the Iron Age?		The sub lenses for this unit are civilisation, trade, settlement, empire, monarchy and rebellion. This unit will cover how early civilisation started within Egypt. It will compare the Egyptian time period to Neolithic in Britain, to find out what was happening at the same time and how these two civilisations compared. It will look at the Egyptian gods and what Ancient Egyptians believed about the afterlife, how the pyramids were built and who the greatest pharaoh was in all of Egypt's history. What is the chronology of Ancient Egypt? What was life like in early Egypt? Did Ancient Egyptians write anything down? How did the River Nile contribute to the power within Ancient Egypt? What did the Ancient Egyptians believe about the afterlife? What were the consequences of invasion on the Old Kingdom of Ancient Egypt? What were the success of the New Kingdom? Who was Ramses II? How did the Egyptian Empire end?		The sub lenses for this unit are, trade, society and community. This unit will cover look at the invention of making new sweets and promoting a national saving scheme during WWII. Who was John Mackintosh? What is he famous for?
	RE	How do Jews remember God's covenant with Abraham and Moses?	What is spirituality and how do people experience this?	What do the creation stories tell us?	Who can inspire us?	What do Christians believe about a good life?	
	MFL	Bienvenidos a Madrid	Una visita a una escuela española	¡Vamos a la granja!	¡Vamos al mercado!		¡A la cafetería!

Expressive arts and design	Art	<p>Drawing Hilary Pecis American - Contemporary</p>  <p>Still life Still life (Lily and books)</p>	<p>Painting Claude Monet</p>  <p>French - Impressionism Blending / Acrylics Water Lilies</p>	<p>Print Making Andy Warhol</p>  <p>American - Pop Art Stenciling/Screen Printing Marilyn Monroe</p>	<p>Collage/ Textile Henri Matisse</p>  <p>French - Fauvism Paper cuts Sadness of the King</p>	<p>Sculpture Joan Miro</p>  <p>Spanish – Surrealism Papier mâché/ Mod Roc</p>	
	DT		<p>Mechanisms Select appropriate tools / techniques. Alter product after checking, to make it better. Begin to try new/different ideas. Use simple lever and linkages to create movement.</p>		<p>Structures Use appropriate materials. Work accurately to make cuts and holes. Join materials. Begin to make strong structures.</p>		<p>Food Carefully select ingredients. Use equipment safely. Make product look attractive. Think about how to grow plants to use in cooking. Begin to understand food comes from UK and wider world. Describe how healthy diet = variety/balance of food/drinks. Explain how food and drink are needed for active/healthy bodies. Prepare and cook some dishes safely and hygienically. Grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>
	Music	In Harmony Opera North – External Provider					
STEM	Science	<p>Forces and magnets Compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. 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. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p>	<p>Animals, including humans 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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Light Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change</p>	<p>Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	
Working Scientifically							

	Computing	Online Safety	Networks and the Internet	Programming – Scratch	Online Safety – ThinkUKnow	Journey inside a Computer	Video Trailers
Physical Development	PE	<p>Netball Use space effectively. Understand the rules. Make good decisions about what to do in order to keep possession (develop tactics to support their play). Use a range of skills including throwing and catching to help keep possession and control of the ball and score goals/points. Pass, receive and dribble the ball, keeping control and possession consistently with others. Use space to support team-mates and cause problems for the opposition.</p>	<p>Gymnastics Compare and contrast sequences. Explain best performance and why. Adapt sequence to include apparatus or a partner. Adapt sequence to improve performance. Work well on own and contribute to partner's sequence. Understand what is involved in the process of improving performance. Use previous learning to consolidate and improve actions and their ability to link movements into sequences (up to 6 actions) individually or in pairs. Select appropriate actions and execute jumping and balancing with tension (transferring weight, rolling, turning, weight on hands). Recognise the importance of suppleness, strength and coordination. Adapt sequences to improve performance, quality of actions and transitions between actions.</p>	<p>Dance Understand the importance of warming-up/stretching the main body parts used in the dances they will perform. Sequence shows a clear order with clear start and finish. Recognise unison and canon. Complete sequences using canon and unison. Show imaginative response to stimuli through choice of movement. Explore and develop new motifs and sequences whilst working with a partner or small group. Perform dance sequences (up to 5 parts) with expression and an awareness of rhythm. Link actions to make dance sequences with partner.</p>	<p>Hockey Change positioning whilst fielding, e.g. for different batters. Judge how far they can run to score points. Choose where to stand as a fielder to make it hard for the batter to score points. Develop body position/movement of fielder to intercept the ball. Throw accurately with control then strike ball accurately (using kicking, rackets, bats). Intercept and stop the ball with consistency and sometimes catch the ball.</p>	<p>Short Tennis Use tactics (length, speed height) to send ball. Choose good places to stand when receiving and give reasons for their choice. Perform basic skills needed to defend their area with control and consistency (stay in the middle of the court, effective approach to the ball, body position and returning to the middle of the court). Vary speed and direction of the ball. Play games using a racket, getting their body into correct positions, hitting a ball fed to them and keeping a rally going using a small range of shots (backhand, forehand and volley).</p>	<p>Athletics Throw accurately at target and into space. Planning how to cover distance as a team – running faster over set distance or paced for a set time. Can perform role - observe, record and measure. Sustain running pace over longer distances, e.g. sprint for 7 seconds, run for 1 or 2 minutes. Throw with greater control, accuracy and efficiency. Jump with greater control, accuracy and efficiency. Use suggestions to improve performance.</p>
Personal Development	PSHE/ SCARF	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Responsibilities	Growing and Changing	Being my Best
	Enrichment/ Trips and Experiences	River Calder Cromwell Bottom	Scammonden Outdoor Experience – Stone Age Day	French experience day	Bagshaw Museum Batley	Harlow Carr	Nestle