



Science – Rocks and Soils

To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
That differences between rocks can be identified by testing.
To describe in simple terms how fossils are formed when things that have lived are trapped within rock.
To recognise that soils are made from rocks and organic matter.
That there are different kinds of soil depending on the rock from which they come.
To observe differences and make comparisons between different soil types.
To plan a fair test.

Geography - Local Area

To locate their village and school on maps at a range of scales.
To increase awareness of links within a region.
To enable children to use maps.
To increase the awareness that settlements vary in size and have a variety of functions.
To plan routes around the village on a base map
To investigate places about the wider context of places
To look at human and physical features
To look at land use in settlements
To increase awareness of where they live in the broader context.

History –

Stone Age/Bronze Age/Iron Age

To learn and understand the term pre-history.
To introduce the definition and time scale of human
Pre-history.
To find out about early humans, their lifestyle and the Palaeolithic period.
To find out about people who lived in the Mesolithic
Period and their life style.
To find out how people lived in the Neolithic Period and their life style.
To find out about how people lived in the Bronze Age.
To find out about how people lived in the Iron Age.
To compare life styles and changes throughout the pre-historic ages.
To recap and summarise the pre-history of Britain.

Computing

E - Safety

To understand the risks of using the internet
To communicate appropriately online.
To know how to protect themselves online
To know how to identify cyberbullying and its consequences.
To know how to report any concerns.
To know how to behave positively in cyberspace.
To know the risks of online gaming and how to protect themselves.
To know who they can trust and share their personal information with online.

Let's Get Blogging

To understand how the internet works and how to access it.
To learn how they can use the internet to communicate.
To learn how to create a basic wiki.
To understand what a blog is.
To learn how to publish a blog.
To evaluate a blog.

We Are Publishers

To understand how illustrations are used in books.
To use an app to produce digital art.
To know how to recreate a version of a popular book using technology
To create and illustrate own book

<p>Music Animal Magic – Descriptive Sounds Play it Again – Rhythmic Patterns</p>	<p>R.E. Harvest To be able to ask good questions about the meaning and purpose of Harvest celebrations; To know why harvest festival is celebrated and talk about related Christian beliefs; To understand that Harvest is celebrated around the world in many different ways. To reflect and talk sensitively about their experiences of Harvest festivals. Called By God To investigate the lives of people who have been called by God; To know about Old Testament prophets e.g. Abraham, Moses, Elijah, Isaiah, Jeremiah, Jonah and Samuel; To know about people in more recent history who have been called by God; To be able to talk about in detail the Bible stories you have discussed; To be able to connect their feelings and actions to their values and commitments; To be able to interpret the stories and identify Christian beliefs;</p>	<p>Art: String/Mono Printing To investigate cultural patterns. To compare ideas and different methods of working. To record observations and collect evidence. To understand and review the process of working with printing to produce a finished product. To learn key vocabulary of printing – mono print, repeating, collograph. To record observations and collect evidence. To review their work and that of others indicating what they feel went well and what they would change.</p>	<p>D.T. – Puppets To know that there are different types of puppets To know that puppets are made up of different parts To make simple drawing and label parts To identify simple design criteria To plan their own designs To learn basic sewing techniques To compare joining techniques To use simple vocabulary associated with the use of textile To join fabric pieces to make the main part of their puppet To combine materials effectively To mark out, cut and join fabric pieces To use appropriate finishing techniques To evaluate against design criteria</p>
<p>Britishness To be familiar with a list of the great British inventions and details of a few. To know 2 stories about two of them.</p> <p>To know main geographical features of the British Isles and place them on a map. Rivers – Thames, Severn Mountains – Snowdonia, Pennines Seas – Seas / Oceans etc etc</p> <p>To know some famous British Children's Writers</p>	<p>To use developing religious vocabulary to show they understand the Christian beliefs; To describe the impact of religion on believers lives. To ask important questions about religion and beliefs; To be able to tell you what they think God would be asking prophets to speak out against today. God is With Us To know that Christmas is a celebration of God's presence with us; To know that we/Christians believe God is with us through his Son, Jesus; To know that we believe that the presence of God changes our lives; To be able to talk about the actions of Christians showing Jesus' presence in the world. To make links between their own experiences and the experiences of others; To ask good questions about religious beliefs.</p>		
<p>P.E. Football To learn how to move whilst keeping a football under control To learn how to stop a football To learn how to control the football To learn different ways of controlling the football with their feet To learn how to pass a football with accuracy to a team mate</p>	<p>P.E. Swimming/Dance Dance: To perform with control & co-ordination To respond imaginatively to a variety of stimuli To vary dynamics, levels, speed & direction To discuss my own & others performance with simple vocabulary. I understand the need for warm up & cool down.</p>	<p>P.E. Hockey To learn the correct grip when holding a hockey stick To develop their understanding of basic hockey rules To learn how to pass a hockey ball using the push pass technique To develop their ball control skills in a small</p>	<p>P.E. Handball To pass, receive and dribble the ball, keeping control and possession consistently To use a range of skills to help them keep possession and control of the ball To use a range of skills to keep possession and make progress towards a goal, on their own and with others To weigh up the options and often make good</p>

<p>To learn the correct technique for a football pass To learn how to shoot a stationary football To learn how to shoot a moving football</p>	<p>Swimming Objectives will depend on initial assessment during first session.</p>	<p>sided game To learn how to shoot in hockey To be able to shoot accurately and effectively in hockey To learn the correct technique when dribbling a ball in hockey To be able to effectively dribble a ball with a hockey stick To learn how to tackle safely and correctly in hockey</p> <p>To be able to tackle effectively in a game situation To create their own drills/games which will improve one or more skills in hockey</p>	<p>decisions about what to do To know how to use space in games To recognise and describe what happens to their breathing and heart when they play games, link this to how warm they feel To identify which games and activities have the biggest impact when trying to improve stamina To describe how some games use short bursts of speed To explain how to keep possession and describe how they and others have achieved it To identify what they do best and what they find most difficult To recognise some players who play well in games and give reasons why.</p>
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Cronton C.E. Primary School Long Term Plan Year 3 Spring

<p><u>Science -Plants</u> To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To 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. To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><u>Geography</u> <u>Settlements – Cronton/Widnes</u> I can recognise different types of settlements and land use. I can recognise the different economic activities I can collect evidence I know about physical and human features I know about land use in settlements I can use and interpret maps I can to use a map with symbols and recognise where they live on a map. Interpret the symbols and use a key.</p>	<p><u>Computing</u> <u>Big Robots</u> To identify what directional language. To learn how to use a programmable resource to support learning. To learn how write a sequence of instructions to move a floor robot to a designated point incorporating turns. To use the repeat key to produce symmetrical shapes. To write a list of commands to produce a pre-drawn shape and amend instructions as required. Hopscotch (iPad app). To use an iPad application to draw shapes. To know what an algorithm is To learn how to write an algorithm</p> <p><u>Big Class Democracy</u> To introduce the concept of democracy and apply knowledge in class vote. To work in teams to develop plan of action for bill. To learn how to plan and create resources to complement their campaign To create Animation To learn how to save and publish their work To peer evaluate animations Using Game Apps to Develop Computational Thinking Skills.</p>	<p><u>Music</u> <u>Exploring Arrangements</u> <u>Exploring Pentatonic Scales</u></p>
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<p><u>Science -Living Things & Habitats</u></p> <p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><u>D.T. Structures & Mechanisms-bridges</u></p> <p>To investigate and evaluate bridges</p> <p>To generate ideas considering use and purpose</p> <p>To look at bridges with moving parts</p> <p>To investigate how a pulley works</p> <p>To begin to design a bridge with moving parts</p> <p>To begin to make a bridge with moving parts.</p> <p>To be aware if the quality of their structure</p> <p>To evaluate their product against an agreed success criteria.</p>	<p><u>R.E.</u></p> <p><u>Jesus – The Man Who Changed Lives</u></p> <p>To know and be able to retell the stories of Jesus covered in this unit;</p> <p>To begin to be able to make the connection between the Bible stories and Christian belief;</p> <p>To be able to ask questions about and identify the impact faith has on a believer's life;</p> <p>To be able to describe and show understanding of the impact of faith on the life of Mother Teresa.</p> <p>To be able to make links between values and behaviour.</p> <p><u>Easter – Joy, Sadness, Joy</u></p> <p>To be able to retell the stories of the events of Palm Sunday, Holy Week and Easter, making reference to the emotions of sadness and joy;</p> <p>To be able to make links between beliefs and religious stories;</p> <p>To be able to describe some forms of religious expression;</p> <p>To be able to use religious vocabulary and show understanding of the significance of the Easter story.</p> <p>To be able to ask important questions about religious beliefs;</p> <p>To be able to make links between values and behaviour.</p>	<p><u>Art – Artist Study – David Hockney</u></p> <p>To find out about David Hockney and his life and work.</p> <p>To use the internet for research.</p> <p>To decide on an action which can be captured using photography.</p> <p>To create simple background in the style of an artist.</p> <p>To think about contrast and display.</p> <p>To explore pop art and know that artists have different styles within their own work.</p> <p>To collect ideas within a sketch book to help develop ideas.</p> <p>To create own work in the style of an artist.</p>
<p><u>P.E.</u></p> <p><u>Gymnastics</u></p> <p>To explore balances on 2 points</p> <p>To select and link balances and travelling actions</p> <p>To know what makes a good balance using criteria</p> <p>To apply learning when using apparatus demonstrating the ability to travel towards and away from it</p> <p>To travel in different ways towards and away from a partner</p> <p>To work in pairs to select and combine balances with travelling actions towards and away from each other</p> <p>To teach their sequences to others</p> <p>To use criteria to assess their own and others work</p> <p>To know what sequences of contrasting actions look like</p> <p>To copy short sequences of contrasting actions from work cards on floor and</p>	<p><u>P.E.</u></p> <p><u>Judo/Games</u></p> <p>To begin to influence an opposed conditioned game</p> <p>To control and catch a ball with movement</p> <p>To accurately pass to someone else</p> <p>To move with a ball (unihoc / football)</p> <p>To talk about reasons for warming up / why exercise is good for health</p>	<p><u>P.E.</u></p> <p><u>Golf</u></p> <p>To control the direction of the ball using both a putter and a chipper.</p> <p>To understand where to stand safely when playing Tri-Golf games.</p> <p>To control the distance of the ball using both putter and chipper.</p> <p>To use a putter as a unit of measurement.</p> <p>To control the distance of the ball in the air using a chipper.</p> <p>To control the distance and height of the ball using a chipper.</p> <p>To identify the importance of persevering on a task.</p> <p>To work together as a team, measure out and build a challenge.</p> <p>To demonstrate a challenge to their peers.</p> <p>To demonstrate their understanding of aim and distance control through taking part in a number of skills challenges.</p>	<p><u>P.E.</u></p> <p><u>Dance</u></p> <p>To perform with control & co-ordination</p> <p>To respond imaginatively to a variety of stimuli</p> <p>To vary dynamics, levels, speed & direction</p> <p>To move to music using rhythm and imagination.</p> <p>To discuss my own & others performance with simple vocabulary. I understand the need for warm up & cool down</p>

<p>apparatus</p> <p>To know about other movement ideas that add interest to sequences e.g. changes in speed, shape, level, direction</p> <p>To work with a partner to discuss sequence development ideas</p> <p>To spin on different body parts</p> <p>To explore ways of linking spinning and travelling actions on the floor then apparatus</p> <p>To teach their actions to a partner</p> <p>To know ow to avoid getting dizzy</p>		<p>To identify how they concentrated on a task.</p>	
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 Cronton C.E. Primary School Long Term Plan Year 3 Summer			
<p><u>Science – Light</u></p> <p>To recognise that they need light in order to see things and that dark is the absence of light.</p> <p>To notice that light is reflected from surfaces.</p> <p>To recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>To find patterns in the way that the size of shadows change.</p> <p>To recognise that they need light in order to see things and that dark is the absence of light.</p> <p>To notice that light is reflected from surfaces.</p> <p>To recognise that light from the Sun can be dangerous and that there are ways to protect their eyes.</p>	<p><u>History - Romans</u></p> <p>To understand the words 'invade' and 'settle' and place the Romans on a timeline.</p> <p>To identify and name Countries on a World Map that were part of the Roman Empire</p> <p>To identify on a map cities in the UK that were invaded by the Romans.</p> <p>To understand what life was like in Britain before the Roman Invasion</p> <p>To explore who Boudicca was from different points of view.</p> <p>To understand why the Roman army was successful.</p> <p>To find out about the Roman way of life</p> <p>To find out what survived from the Roman settlement of Britain.</p> <p><u>Link to Chester.</u></p>	<p><u>Computing</u></p> <p><u>My First Program</u></p> <p>To learn what an algorithm is</p> <p>To learn how to apply an algorithm to a real life situation</p> <p>To learn how to decompose an algorithm into smaller parts</p> <p>To learn how to decompose a game into smaller parts</p> <p>To learn how to alter or improve an algorithm.</p> <p>To understand what an input is and how it can trigger events and what role it plays in an algorithm.</p> <p>To learn how to use a range of inputs and selection within an algorithm.</p> <p>To learn how to create basic game using Hopscotch.</p> <p>To learn how to discuss programming environments</p> <p><u>My First Game.</u></p> <p>To understand what a sprite is and create their own sprites in Scratch.</p> <p>To learn how to create their own background image for the stage.</p> <p>To learn to create a variable and ask user for their input.</p>	<p><u>R.E.</u></p> <p><u>Rules for Living</u></p> <p>To know that Moses received the 10 Commandments from God and that the story can be found in the Old Testament;</p> <p>To know that the Commandments are the rules on which Christian and Jewish Societies founded their law;</p> <p>To know that we/Christians try and follow God's rules and "live His way."</p> <p>To be able to create their own rules for living and explain briefly why they have chosen those rules;</p> <p>To understand why we have rules and grasp some understanding of what would happen if we didn't.</p> <p>To know that accepting the rules affects our behaviour.</p> <p>To be able to ask important questions about religion and beliefs.</p> <p>To be able to apply their ideas to their own and other people's lives</p>

		<p>To learn how to use random numbers from 1 to 100 in a program.</p> <p>To learn how to use a loop to make a sprite move.</p> <p>To learn to use a conditional statement to check the answer the user has given.</p> <p>To learn how to use operators to compare the answer given in order to give clues to the user.</p>	
<p><u>Science - Forces & Magnets</u></p> <p>To notice that some forces need contact between two objects but magnetic forces can act at a distance.</p> <p>To observe how magnets attract or repel each other and attract some materials and not others.</p> <p>To 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>To notice that some forces need contact between two objects but magnetic forces can act at a distance.</p>	<p><u>Art - Amphora Pots - Clay</u></p> <p>To learn how to work with clay.</p> <p>To learn the uses of clay and its importance today.</p> <p>To be aware of the shape and form of an artefact.</p> <p>To explore 3D media.</p> <p>To investigate cultural patterns.</p> <p>To use the work of other artists as a starting point for their own.</p> <p>To compare ideas and different methods of working.</p>	<p><u>D.T. Jam Tarts</u></p> <p>To examine a common commercial food product, considering cost, packaging, ingredient</p> <p>To investigate consumer preferences</p> <p>To devise a questionnaire</p> <p>To analyse consumer preferences</p> <p>To use ICT to analyse data</p> <p>To design a specification for their pastry</p> <p>To model their design ideas</p> <p>To make new pastry products</p> <p>To follow simple health and safety procedures</p>	<p><u>Music</u></p> <p><u>Exploring Sound Colours</u></p> <p>Salt, Pepper, Vinegar, Mustard – singing games</p> <p><u>Junior Production</u></p>

P.E.

Tennis

To hold a tennis racket correctly.
To use forehand strokes to return the ball.
To hit the ball accurately over the net.
To hold a rally with a partner.
To understand the basic rules of short tennis.

P.E.

Gymnastics

To explore tuck and pin shapes and combine a minimum of four
To select, link and perform two tuck and two pin shapes to perform on the floor and apparatus
To observe, copy and describe others actions
Which muscles are working during different actions
To turn on the spot (on a vertical axis)
To explore ways of travelling with turning on the floor and apparatus
To use different pathways in their sequences
To know hat they need to do to improve their performance
To travel on different pathways whilst travelling towards and away from a partner
To explore ways of matching a partner's shape whilst performing the same or a different action
To work with a partner to link travelling actions on curved pathways with matching shapes
To jump for length from two feet to two feet and land safely
To know how to link to other actions
To select and combine a jump for length with travelling on different pathways and other actions
To identify what they need to practise
To adapt actions to jump over a partner
To explore and perform different actions using star shapes

To select and combine different actions showing three different shapes
To adapt their sequences to work with a partner
The skills they require to work with a partner
To explore and perform different actions using star shapes on apparatus
To select and link three different actions showing three different shapes on apparatus
To demonstrate previous learning and link to new ideas
To know which muscles are working to perform different actions

P.E.

Athletics

To run at a speed appropriate to the distance I am running
To be able to take a running jump
To demonstrate a range of throwing actions using a variety of objects
To recognise a change in heart rate, temperature and breathing rate

P.E.

Rounders/Cricket

To familiarise themselves with a cricket ball and how it feels to throw and catch
To develop their catching technique when using smaller sized balls
To learn how to field effectively
To learn the long barrier fielding technique and how it is an effective method of stopping the ball
To learn how to over arm throw with accuracy
To learn how to throw quickly and how that may be of benefit for them when playing cricket
To learn the correct batting grip
To learn how to outwit their opponents when batting
To learn the correct bowling technique in cricket
To be able to bowl a cricket ball

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To learn how to outwit their opponents when batting
To learn the correct bowling technique in rounders
To be able to bowl a rounders ball