



Curriculum Long Term Plan

Key Stage: 2 Year Three 2023-2024

	Autumn		Spring		Summer	
	Mariam Term	Remembrance Term	Candlemas Term	Lenten Term	Rosary Term	Trinity Term
Reading	Science: Forces & Magnets	Stories & Poetry – different forms	Geography: Mountains & Rivers	Fairy Stories & Poetry – different forms	History: Egyptians	Stories/ Plays & Poetry – different forms
RE	Come & See: Homes Promises Visitors World Faith Week: Hinduism		Come & See: Journeys Listening and Sharing Giving All Easter Passion Play in Church		Come & See: Energy Choices Special Places World Faith Week: Islam	
History	What was life like for hunter-gatherers? Stone Age – Lives, houses and weaponry Chronological awareness – what happened in the Stone Age, how people lived, hunter gathers, tools and weapons Use sources to understand the past – cave paintings Trends, comparisons and contrasts over time - To look at different homes from the Palaeolithic, Mesolithic and Neolithic times. To find out what we know about Skara Brae How life changed for people in the stone - Consider life in the Stone Age and how it compares to life to today.		How did life change in the Iron Age? <i>Bronze Age to Iron Age – Lives, houses and weaponry</i> Chronological awareness – when was the Bronze Age and into the Iron Age Changes in how people lived, tools and weapons Trends, comparisons and contrasts over time, houses. <i>To discover why people built hillforts in Iron Age Britain and what we know about them.</i> <i>The lives of Celtic Tribes in the Iron Age</i>		Who were the Ancient Egyptians? <i>Ancient Egypt - The achievements of the earliest civilizations</i> <i>The Ancient Empire and Hierarchy, including The absolute rule and power of Pharaohs, Tutankhamun The death of a Pharaoh</i> <i>The importance of the River Nile</i> <i>The Valley of the Kings and Howard Carter's work</i>	
Geography	Why do people live near Volcanoes and Earthquakes? Earth's layers, tectonic plates, plate boundaries. Know what volcanoes and earthquakes are and how they are formed, affect they have on landscape and human activity.		What makes up the UK? Geographical context of the UK, 8 compass points, counties and cities of the UK, identify and locate human and physical characteristics, land use in the UK, explore settlement patterns such in the UK and how patterns change over time, consider how weather affects the use of urban and rural environments		Where in the world is Europe? Climate Zones. Learn the geographical context of Europe and its place in the wider world. Locate Europe and its countries. European Place Study: Spain – Andalusia Children will learn the broader geographical context of the Andalusia region, which is located in Spain. Children explore similarities between the region and that of Blackburn	

<p style="text-align: center;">Science</p>	<p style="text-align: center;">Forces & Magnets</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p style="text-align: center;">Rocks</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p style="text-align: center;">Animals, including Humans ‘</p> <p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p style="text-align: center;">Investigative Work</p> <p>- planning different types of scientific enquiries to answer questions</p> <p>- taking measurements, using a range of scientific equipment</p> <p>- recording data and results of increasing complexity</p> <p>- using test results to make predictions to set up further comparative and fair tests</p> <p>- reporting and presenting findings</p> <p>- identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p style="text-align: center;">Light & Shadows</p> <p>Recognise that they need light in order to see things, and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p>	<p style="text-align: center;">Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers.</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
<p style="text-align: center;">Art</p>	<p style="text-align: center;">Ammonite</p> <p>Use nature and natural forms as a starting point for artwork.</p> <p>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p>Make a two-colour print.</p> <p>Use and combine a range of visual elements in artwork.</p>	<p style="text-align: center;">Colour Theory</p> <p>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p>Identify, mix and use contrasting coloured paints.</p> <p>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p> <p>Identify, mix and use contrasting coloured paints.</p> <p>Make suggestions for ways to adapt and improve a piece of artwork.</p>	<p style="text-align: center;">People & Places</p> <p>Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.</p> <p>Work in the style of a significant artist, architect, culture or designer.</p> <p>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. View progression</p> <p>Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.</p> <p>Draw, collage, paint or photograph an urban landscape.</p> <p>Make suggestions for ways to adapt and improve a piece of artwork.</p>			
<p style="text-align: center;">DT</p>	<p style="text-align: center;">Making It Move</p> <p>Explain how an existing product benefits the user.</p>	<p style="text-align: center;">Cook Well, Eat Well</p> <p>Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars).</p>	<p style="text-align: center;">Tomb Builders</p> <p>Explore and use a range of mechanisms (levers, axles, cams,</p>			

	<p>Explore and use a range of mechanisms (levers, sliders, axles, wheels and cams) in models or products.</p> <p>Use tools safely for cutting and joining materials and components.</p> <p>Explore and use a range of mechanisms (levers, sliders, axles, wheels and cams) in models or products.</p> <p>Explore and use a range of mechanisms (levers, sliders, axles, wheels and cams) in models or products.</p> <p>Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.</p>	<p>Describe how key events in design and technology have shaped the world.</p> <p>Explain the importance and characteristics of a healthy, balanced diet.</p> <p>Use appliances safely with adult supervision.</p> <p>Prepare and cook a simple savoury dish.</p> <p>Prepare and cook a simple savoury dish.</p> <p>Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.</p>	<p>gears and pulleys) in models or products.</p> <p>Explore and use a range of mechanisms (levers, axles, cams, gears and pulleys) in models or products.</p> <p>Choose from a range of materials, showing an understanding of their different characteristics.</p> <p>Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.</p>			
<p>Music (Salford Diocese Singing Programme)</p>	<p>Writing Down Music How does music bring us together?</p> <p>Extra-Curricular- Harvest Hymns Remembrance Hymns</p>	<p>Playing in a Band What stories does music tell us about the past?</p> <p>Extra-Curricular- Christmas Hymns</p>	<p>Compose Using Your Imagination How Does Music Make the World a Better Place?</p>	<p>More Musical Styles How Does Music Help Us Get to Know Our Community? Extra-Curricular- Easter Praise</p>	<p>Enjoying Improvisation How Does Music Make a Difference to Us Every Day</p> <p>Extra-Curricular- Crowning of Mary Hymns</p> <p>Assembly performance</p>	<p>Opening Night How Does Music Connect Us with Our Planet?</p>
	<p>Computing</p> <ul style="list-style-type: none"> - Talk about using the internet safely at home. - Find all the devices in our home that use computer software. - Use software at home together to help me learn i.e. Times Tables Rock Stars, Mathletics, Teach your Monster to Read and Learning by Questions. - Use online sources to aid me in identifying facts about our topic. 					
<p>PE</p>	<p>EdStart Intro to invasions games</p>	<p>Edstart Intro to net and wall games</p>	<p>Edstart Intro to fitness</p>	<p>EdStart Intro to invasion games part 2</p>	<p>EdStart Intro to striking and fielding</p>	<p>Edstart Intro to athletics</p>
<p>MFL</p>	<p>Spanish: My Body</p>	<p>Spanish: Meet & Greet</p>	<p>Spanish: Time to Eat</p>	<p>Spanish: All About School</p>	<p>Spanish: The People Around Me</p>	<p>Spanish: Tell Me When</p>

RSE	<p align="center">Ten:Ten: Created & Loved By God</p> <p align="center">Religious Understanding Me, My Body, My Health Emotional Well-Being Life Cycles</p>		<p align="center">Ten:Ten: Created to Love Others</p> <p align="center">Religious Understanding Personal Relationships Keeping Safe</p>		<p align="center">Ten:Ten: Created to Live in Community</p> <p align="center">Religious Understanding Living in the Wider World</p>	
Outdoor	<p align="center">Outdoor Adventurous Activity: Orienteering</p> <p align="center">PE</p>		<p align="center">Outdoor Adventurous Activity: Orienteering</p> <p align="center">PE</p>		<p align="center">Outdoor Adventurous Activity: Orienteering</p> <p align="center">PE</p>	
EDI and BV	<p align="center">First News/Picture News Caritas in Action</p>	<p align="center">First News/Picture News Caritas in Action Friendship Week</p>	<p align="center">First News/Picture News Caritas in Action</p>	<p align="center">First News/Picture News Caritas in Action</p>	<p align="center">First News/Picture News Caritas in Action</p>	<p align="center">First News/Picture News Caritas in Action Laudato Si Week</p>
Visits and Visitors	<p align="center">Pantomime</p>		<p align="center">Cafod Walk</p>		<p align="center">World Museum Liverpool</p>	