NBA Al Dafna

Year 3 Long Term Planning

	English (TfW)	Spelling (NC Appendix)	Grammar (TfW)	Mathematics (WR)	Science (WR)	History (Key Stage History)	Geography (Oddizzi)	Art and Design (Kapow)	Design and Technology (Kapow)
Autumn 1	**Fiction** **Narrative Writing** Fables **Non-fiction** Explanation Text – How to build a Stone age home **Poetry** Calligrams	'ou' makes 'ow' sound- mouth, sprout… 'ou' makes 'u' sound – touch, double… 'y' makes 'i' sound- symbol, Egypt… words ending in 'sure'- treasure, pleasure… words ending 'ture'- adventure, future… Challenge Words prefix 're'- return, redo prefix 'dis'- disobey, dislike… prefix 'mis'-mislead, misplace… words where 'ing', 'er' and 'ed' are added to multisyllabic word- developing, gardener… words where 'ing', 'ed' and 'ed' are added to multisyllabic word- forgetting, forgotten.. Challenge Words	Revising sentence types and sentence punctuation Expanding noun phrases Using adjectives before and after the noun Using 'a' or 'an' (determiners) in a noun phrase Using commas to separate items in a list of noun phrases Compound sentences using coordinating conjunctions Revising 'how' adverbs (manner)- 'ly' endings Using adverbs to express time and place Adverbial phrases used as 'where', 'when' and 'how' starter (fronted adverbials) to embellish a simple sentence Apostrophes for singular possession distinguishing apostrophes for possession and omission Using the terms 'clause' and 'phrase' in relation to forming sentences Punctuation: use of commas after fronted adverbials Punctuation: use of commas after fronted adverbials	**<u>Place Value</u>** • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • solve number problems and practical problems involving these ideas **<u>Addition and Subtraction</u>** • add and subtract numbers mentally, including: ¬a three-digit number and ones ¬a three-digit number and tens ¬a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction **<u>Multiplication and Division</u>** • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	**<u>Skeletons</u>** • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • Working scientifically – Asking relevant questions and using different types of scientific enquiries to answer them. – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. – Talk about criteria for grouping, sorting and classifying (non-statutory). – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. **<u>Movement</u>** • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • Working scientifically – Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations (non-statutory). – Communicate their findings in ways that are appropriate for different audiences (non-statutory). **3-2-1 Museum for muscles and movement.* **<u>Nutrition and Diet</u>** • 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. • Working scientifically – Talk about criteria for grouping, sorting and		**<u>The United Kingdom</u>** -Comparing the countries of the UK. -The UK's major cities. -Physical characteristics of the UK. -The UK's landscape and people. -Industries in the UK. -Energy sources in the UK. The United Kingdom includes England, Scotland, Wales and Northern Ireland. Each country in the UK has a capital city: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). The UK has many physical features, including mountain ranges, rivers and coastlines. There are a number of ways power is generated in the UK. Energy can be generated at gas-fired power stations, by nuclear power and by burning coal. There are also renewable power options that use the wind, sun or water to generate energy.		**<u>Mechanical Systems: Pneumatic Toys</u>** **Skills**: **Design** -Creating simple design criteria that outline basic functionality and appeal to individual users or target audiences. -Taking part in structured idea-generation sessions. -Coming up with more ideas and considering the feasibility of their ideas in the classroom. -Developing drawing and sketching skills with a focus on clarity and simplicity. -Developing designs by adding details and justifications about materials, tools and methods. -Beginning to recognise the benefit of a range of diagram types of prototypes to communicate ideas. -Adding extra information on drawings or diagrams to help the user understand a design or idea. -Using thumbnail sketches that are less detailed, quick sketches. -Identifying cross-sectional diagrams that show the inside of a product and exploded diagrams that show how the parts of a product fit together. **Make** -Selecting equipment required for a series of tasks based on the plan. Explain why each piece is suitable for each stage. -Suggesting simple safety rules based on their understanding of tool dangers. -Participating in discussions about classroom safety procedures. -Cutting out more complex shapes accurately. -Choosing shapes to suit the function of a product. -Painting or colouring precisely to improve the finish. -Making facades from a range of materials. -Creating different textural effects with a variety of materials. **Evaluate**

NBA Al Dafna

Year 3 Long Term Planning

					classifying (non-statutory). – Using straightforward scientific evidence to answer questions or to support their findings. – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. – Identifying differences, similarities or changes related to simple scientific ideas and processes. **Food Waste** • Working scientifically – Asking relevant questions and using different types of scientific enquiries to answer them. – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. **Rocks** • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Working scientifically – Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. – Talk about criteria for grouping, sorting and classifying (non-statutory). – Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. – Gathering, recording, classifying and presenting data in a variety of ways to				-Analysing why specific products, designers or inventors are successful. -Evaluating their designs by comparing them against design criteria and considering feedback from peers to suggest improvements. -Evaluating how effective their chosen materials and tools were in fulfilling the design brief. -Explaining why they think certain aspects of a peer's design are effective or why they suggested specific improvements. **To know:** -How mechanisms work. -A mechanical system can allow us to move something more easily. -Mechanical systems can have more than one mechanism that moves to make them work. -Mechanical systems are often hidden in products to make them look more appealing. -Pneumatic systems can be found in everyday objects. -Pushing air can be used to move a mechanism. -Pivots can be used to create more movement in a mechanical system. -A combination of mechanisms can improve a product.
Autumn2						**From Stone Age to Iron Age** -Sequence in the correct order the names used by historians to describe different periods during this time -Say what was distinctive about 3 different periods from this time e.g. Bronze Age -Explain what the two biggest changes that developed in Britain during the New Stone Age were and describe the impact on daily life -Explain the different theories as to why Stonehenge was built -Describe the ways in which life changed during the Iron Age -Explain how we can know so much about a time that happened thousands of years ago.		**Painting and Mixed Media: Prehistoric Painting** **Skills:** Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Using sketchbooks: -Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Making skills: -Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. -Confidently use a range of materials and tools, selecting and using these appropriately with more independence. Knowledge of artists:	

NBA Al Dafna

Year 3 Long Term Planning

					help in answering questions.			-Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. -Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Evaluating and analysing: -Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. -Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. **Knowledge:** Formal elements: -Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. -Shape: Negative shapes show the space around and between objects. -Line: Using different tools or using the same tool in different ways can create different types of lines. -Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. Making skills: -How to use simple shapes to scale up a drawing to make it bigger. -How to make a cave wall surface. -How to paint on a rough surface. -How to make a negative and positive image. -How to create a textured background using charcoal and chalk. -How to use natural objects to make tools to paint with. -How to make natural paints using natural materials. -How to create different textures using different parts of a brush.	

NBA Al Dafna

Year 3 Long Term Planning

								-How to use colour mixing to make natural colours. Knowledge of artists: -Art from the past can give us clues about what it was like to live at that time. -Artists have different materials available to them depending on when they live in history. -Artists can make their own tools. -Artists experiment with different tools and materials to create texture. -Artists make decisions about how their work will be displayed. Evaluating and analysing: -Artists make art in more than one way. -People use art to tell stories and communicate. -People use art to help explain or teach things. -One artwork can have several meanings.	
Spring 1	**Fiction** Play script – link to Romans **Non-fiction** Diary entry – A day in Italy **Poetry** Acrostic poetry	'ai' digraph- straight, fainted… 'ei' and 'eigh' words- freight, vein… 'ey' makes 'ai' sound- obey, prey… suffix 'ly'- calmly, deadly… homophones- great, grate… Challenge Words ending 'al'- arrival, personal… ending 'le'- battle, settle… words ending in 'ly' where the base word ends in 'le'- gently, simple… words ending in 'ly' where the base word ends in 'ic'- basically, automatically… words ending 'ly': exceptions- trul, fully… Challenge Words	Punctuation: use of a colon before lists e.g. 'What you need' in instructions Introducing prepositions, using prepositions to express place, place the action, express time. Introducing the term conjunction and revising its function Using main clause and subordinate clause in relation to sentences Using paragraphs to group together relevant ideas on a topic (non-fiction) Using paragraphs to link with writing Use simile to describe Revising the past tense forms of verbs (simple and progressive) Introducing the present perfect form of verbs in contrast to simple past tense Forming nouns with the suffixes –ment, ness, -er, -ship, -ation Forming nouns with the prefixes super-, inter-, auto-	**Multiplication and Division** • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects **Fractions, Decimals and Percentages** • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	**Fossils** • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Working scientifically – Asking relevant questions and using different types of scientific enquiries to answer them. – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. **Soils** • Recognise that soils are made from rocks and organic matter. • Working scientifically – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. – Using straightforward scientific evidence to answer questions or to support their findings. – Setting up simple practical enquiries, comparative and fair tests. – Making systematic and careful observations and, where appropriate,		**European Region: Where is Europe and what is it like?** -The location of Europe and its countries. -Why tourists visit the Mediterranean. -The reasons why people migrate to Greece. -The features of Greece's varied landscape. -The main features of Athens. -To compare daily life in Athens with my own. Modern-day Greece is a country in the European Union. Its capital city, Athens, is rich in sites of human and historical interest. Greece, with its warm climate, varied landscape and location on the Mediterranean Sea, is a popular destination for tourists. It has also become a place that people migrate to from countries such as Syria. There are many reasons that can push and pull people away from their homes to live somewhere else. **May be adaptable for Italy.*	**Drawing: Developing Drawing Artists** **Skills:** **Generating ideas:** -Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process. **Using sketchbooks:** -Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. **Making skills:** -Confidently using a range of materials and tools, selecting and using these appropriately with more independence. -Developing direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form. **Evaluating and analysing:** -Confidently explaining their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. **Knowledge:** **Formal elements:** **-Form:** Three dimensional forms are either organic (natural) or geometric	

NBA Al Dafna

Year 3 Long Term Planning

				• recognise and show, using diagrams, equivalent fractions with small denominators • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above **Measurement** • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes	taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. – Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. **Light** • Recognise that they need light in order to see things and that dark is the absence of light. • Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes. • Notice that light is reflected from surfaces. • 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. • Working scientifically – Identifying differences, similarities or changes related to simple scientific ideas and processes. – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. – Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. – Asking relevant questions and using different types of scientific enquiries to answer them. – Setting up simple practical enquiries, comparative and fair tests. – Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. **Museum of Illusion Visit*			(mathematical shapes, like a cube). -**Line:** Using different tools or using the same tool in different ways can create different types of lines. -**Pattern:** Surface rubbings can be used to add or make patterns. -**Texture:** Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. -**Tone:** That 'tone' in art means 'light and dark'. -**Tone:** Shading helps make drawn objects look realistic. -**Tone:** Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. **Tone:** Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. **Making skills:** -Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin. -Recognise more organic shapes within objects. -Attempt to draw 3D forms using line and shape. -Place tonal shading by experimenting and recognising how it can help to show that a shape has form. -Sketch out an idea or composition using short, fast, light strokes and 2D shapes. **Knowledge of artists:** -Artists experiment with different tools and materials to create texture. -Artists can work in more than one medium. **Evaluating and analysing:** -Artists make art in more than one way. -There are no rules about what art must be. -Art can be purely decorative or it can have a purpose. -People make art for fun and to make the world a nicer place to be. -People make art to explore big ideas, like death or nature.	

NBA Al Dafna

Year 3 Long Term Planning

								**Museum of Islamic Art: Geometric Patterns in Islamic Art - Students will be introduced to patterns and designs in Islamic art through a tour in the galleries. They will learn the basics of geometry, produce a geometric design by constructing, tracing and repeating a geometric shape and finally paint their pattern using a colour scheme inspired by MIA's collection. The complexity and focus of the workshop will be customised based on the age of the students.*	
Spring 2						**Roman Britain** -Explain why Claudius invaded Britain when Caesar didn't stay -Describe how Boudica stood up to the Romans -Explain why we have different interpretations of Boudica today -Describe 4 of the most significant changes the Romans made to how people lived, and how we know for sure -Explain why the Romans were so powerful but then left Britain after nearly 400 years -Describe the main ways in which the Romans still impact on our lives today, 2000 years later			**Electrical Systems: Electrical Poster** **Skills:** -Carrying out research based on a given topic (for example, The Romans) to develop a range of initial ideas. -Generating a final design for the electric poster with consideration for the client's needs and design criteria. -Planning the positioning of the bulb (circuit component) and its purpose. -Mounting the poster onto corrugated card to improve its strength and withstand the weight of the circuit on the rear. -Measuring and marking materials out using a template or ruler. -Fitting an electrical component (bulb). -Learning ways to give the final product a higher quality finish (e.g. framing to conceal a roughly cut edge). -Learning to give and accept constructive criticism on their work and the work of others. -Testing the success of initial ideas against the design criteria and justifying opinions. -Revisiting the requirements of the client to review developing design ideas and check they fulfil their needs. **Knowledge:** -To understand that an electrical system is a group of parts (components) that work together to transport electricity around a circuit. -To understand common features of an electric

NBA Al Dafna

Year 3 Long Term Planning

									product (switch, battery or plug, dials, buttons, etc.) -To list examples of common electric products (kettle, remote control, etc.) -To understand that an electric product uses an electrical system to work (function). -To know the name and appearance of a bulb, battery, battery holder and crocodile wire to build simple circuits.
Summer 1	**Fiction – Narrative** Adventure Stories **Non-fiction Report Writing** Report on Tutankhamun **Poetry** Limerick	suffix 'er'- teacher, richer… 'ch' makes 'k' sound- scheme, chorus… 'gue' and que' endings- vague, opaque… 'sc' makes 's' sound- science, scene… homophones- ball, bawl… Challenge Words ending 'sion'- vision, confusion Revision Words	Secure use of inverted commas for direct speech Using paragraphs starting with adverbs and prepositional phrases (to express time and place) Word classes: exploring words with different meanings and functions in different contexts Using the suffixes –er, -est Using words 'more' and 'most' with adjectives drop the y add the i for suffix rules link to superlative and comparative Singular and plural nouns Introducing irregular nouns Introducing personal pronouns and their function Using personal pronouns to avoid repetition Grammatical agreement of pronouns and verbs Introducing root words with prefixes and suffixes Introducing word families based on common words, seeing how the words are related in form and meaning (etymology)	**Fractions, Decimals and Percentages** • add and subtract fractions with the same denominator within one whole [for example, 5/7+1/7 =6/7] • solve problems that involve all of the above **Measurement** • add and subtract amounts of money to give change, using both £ and p in practical contexts • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12 hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks] **Geometry** • draw 2-D shapes • make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines	**Plants** • Identify and describe the functions of different parts of f lowering 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. • Working scientifically – Using straightforward scientific evidence to answer questions or to support their findings. – Talk about criteria for grouping, sorting and classifying (non-statutory). – Asking relevant questions and using different types of scientific enquiries to answer them. – Setting up simple practical enquiries, comparative and fair tests. – Identifying differences, similarities or changes related to simple scientific ideas and processes. – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. – Use relevant scientific language to discuss their ideas and communicate their	**Ancient Egypt and Other Civilisations** -That Ancient Egypt is just one of 5 major ancient civilisations which emerged about 5000 years ago, each being organised with cities and having their own form of communication- e.g. hieroglyphics or cuneiform. -Egypt was ruled by Pharaohs who were seen more like a god than just a person. Tutankhamun is the most famous whose tomb was only discovered 100 years ago Below the pharaoh there were other levels of society from viziers and scribes and priests down to slaves. -The Egyptians worshipped hundreds of gods, many represented by animals. -Much of daily life in Egypt was influenced by the Nile which flooded every year, essential for growing crops. -We know that the Egyptians thought that people who died went to a new world and we have lots of artefacts used in the mummification process. -Much of what we know for sure about Ancient Egypt comes from the Rosetta stone discovered only 200 years ago. There are still a lot of unanswered questions about this ancient civilization such as did slaves really build the pyramids?		**Craft and Design: Ancient Egyptian Scrolls** **Skills:** **Generating ideas:** -Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. -**Using sketchbooks:** -Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. **Making skills:** -Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. -Use hands and tools confidently to cut, shape and join materials for a purpose. -Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. **Knowledge of artists:** -Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. **Evaluating and analysing:** -Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. -Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. **Knowledge:**	

NBA Al Dafna

Year 3 Long Term Planning

				Statistics • interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	findings in ways that are appropriate for different audiences (non-statutory). – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. – Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. **Forces** • Compare how things move on different surfaces. • Working scientifically – Identifying differences, similarities or changes related to simple scientific ideas and processes. – Using straightforward scientific evidence to answer questions or to support their findings. – Setting up simple practical enquiries, comparative and fair tests. – Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. **Magnets** • Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. • 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. • Observe how magnets attract or repel each other and attract some materials and not others. • Describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other, depending on which poles are facing. • Working scientifically –			**Formal elements:** **-Pattern:** Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). **Making skills:** -Layering materials in opposite directions make the handmade paper stronger. -How to use a sketchbook to research a subject using different techniques and materials to present ideas. -How to construct a new paper material using paper, water and glue -How to use symbols to reflect both literal and figurative ideas. -How to produce and select an effective final design. -How to make a scroll. -How to make a zine. -How to use a zine to present information. **Knowledge of artists:** -Art from the past can give us clues about what it was like to live at that time. -The meanings we take from art made in the past are influenced by our own ideas. -Artists have different materials available to them depending on when they live in history. -Artists can make their own tools. -Artists can work in more than one medium. **Evaluating and analysing:** -Art can be purely decorative or it can have a purpose. -People use art to tell stories and communicate. -People can make art to express their views or beliefs. -People use art to help explain or teach things.	
Summer 2							**Volcanoes and Earthquakes:** **Should we live near Volcano and earthquake zones?** -The structure of the Earth. -Features of a volcano. -Famous volcanoes and earthquakes. -Effects of volcanoes and earthquakes. -Preparing for an earthquake. The Earth is made up of layers. The top layer, the Earth's crust, consists of		**Textiles: Egyptian Collars** **Skills:** -Designing and making a template for an Egyptian collar and applying individual design criteria. -Following their design criteria to create an Egyptian collar. -Selecting and cutting fabrics with ease using fabric scissors. -Threading needles with greater independence. -Tying knots with greater independence.

NBA Al Dafna

Year 3 Long Term Planning

					Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. – Identifying differences, similarities or changes related to simple scientific ideas and processes. – Setting up simple practical enquiries, comparative and fair tests. – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. **Biodiversity** • Working scientifically – Asking relevant questions and using different types of scientific enquiries to answer them. – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. **Sustainability Units of Work**		large slabs of rocks, called plates. The plates move as the hot mantle flows beneath them. The movement of the plates causes earthquakes and leads to volcanoes erupting. Earthquakes are measured on the Richter scale, They can cause devastating damage to buildings, roads and land. When volcanoes erupt they spew out lava. This is a very hot liquid that destroy anything in its path. What it's like living near a volcano. **Longer unit, to adapt as necessary.* **Egypt** **Short Unit:** KS2 Locational Knowledge – locate the word's countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Online Pages: Explore the World – Places – Africa – Egypt Egypt country spotlight Explore the World – Country Close Up – Egypt News, Climate, Landscape, Physical Features, Human Features, Living in Egypt, Economy, Tourism Ancient Egypt Giza, Pyramid of Cheops, Egyptian afterlife, Look inside, Making mummies, Pyramid of Chephren, Pyramid of Mycerinus, The Sphinx, Hieroglyphics Explore the World – Rivers – **River Nile** Online films: Watch Middle Eastern flatbread being made Watch shish tawook (chicken kebab) being prepared Take a virtual tour of the Pyramids of Giza Learn about the Egyptian afterlife		-Sewing cross stitch to decorate or join fabric. -Decorating fabric using appliqué, beads (or other embellishments), ribbon and pinking scissors. -Evaluating an end product. **Knowledge:** -To know that appliqué is a way of mending or decorating a textile by applying smaller pieces of fabric. -To understand that a product's function relies on material choices. -To identify and explain some materials and explain their aesthetic and functional properties.

NBA Al Dafna

Year 3 Long Term Planning

							How do you make a mummy? Learn more about the Sphinx Take a tour of Cairo with the children of Al Rehab school Learn how to make Koshari, Falafels, Tahina, Om Ali, Foul and Mashi Learn how children in Egypt celebrate the Egyptian festival of Sham al-Naseem		