







Oakwood Primary Academy
Year 3 Long Term Curriculum Plan 2021-2022

Unit/Theme		Prehistoric Britain (7 weeks)	Dinosaurs and Fossils (7 weeks)	Master of Disaster (7 weeks)	Farming and Food (6 weeks)	Egyptians (5 weeks)	Our city : Plymouth Hoe (7 weeks)
Destination		A classroom exhibition across Prehistoric ages.	Class directory of fossils and dinosaurs.	Class non-fiction book about natural disasters.	Prepare and serve a fair-trade meal for parents.	Create a shadow puppet play about Egypt.	Perform a concert for the school
Big Question		How different was life in Prehistoric Britain?	What are fossils?	Why do natural disasters happen?	Where does food come from?	What made the Egyptians successful?	What makes our city great?
STEM	STEM Skills	 Problem Solving	 Creativity	 Inquiry Skills	 Observation	 Flexibility	 Collaboration
	Science	Scientific knowledge To use knowledge of materials and their properties to identify why they were used to make tools.	To describe how fossils are formed. To investigate the differences between carnivores and herbivores (dinosaurs). To discover how dinosaurs adapted to the environment.	To understand that forces need contact between two objects. To investigate surface friction (e.g. caramel down a slope)	To understand what plants need to survive. To identify parts of plants and their functions. To explain the life cycle of flowering plants. To conduct a fair test experiment on plant living conditions. To understand 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 To identify that humans and some other animals have skeletons and muscles for support, protection and movement	To understand where light comes from. To understand why light was significant to the Egyptians. To explain how shadows are formed.	
	Computing	To use the internet to research life in Prehistoric Britain.	To use word processing to design and format the Mary Anning biography.		To use the internet to research where foods come from. To explain how search engines work and use then to gather information.	To use publisher to create a poster for the shadow puppet show. To select and add images, text and colour to design their poster.	
		NOS: Self Image and Identity	NOS: Online Relationships	NOS: Online Reputation/Online Bullying	NOS: Managing Online Information	NOS: Health, Wellbeing and Lifestyle	NOS: Privacy and Security/Copyright and Ownership
	DT	To be able to make a cave geodesic dome. To know key differences between the technology and materials of farmers and hunter-gatherers. To explore the development of technology and tools from the Stone Age to the Iron Age		To investigate how structures survive in an earthquake zone. To design a structure to withstand an earthquake. Evaluate and improve design based upon previous results.	To use cooking utensils to prepare a meal. To understand what makes a balanced diet. To evaluate and improve meal design.	To design and make a shadow puppet theatre. To deisgn and make puppet to reflect their play (hinges)	
	Maths	To understand the geometry of the geodesic dome.					
White Rose Maths Scheme of Learning							
English		Narrative – Stone Age Boy Holiday Brochure – Skara Brae	Narrative – Dinosaurs Biography - Anning	Diary Entry – disaster Poetry – acrostic, alliteration. Explanation text how volcanos erupt – Etna (guided) – children can research their own area of interest e.g. other volcanos or earthquakes. (independent)	Explanation – To write an explanation text about plants. Narrative – Narrative about the journey of a piece of fruit.	Playscript – To write a play about ancient Egyptian gods. (Myths and Legends) Narrative -	Narrative – Write and publish a narrative based on Jeannie Baker Information text about Plymouth
(Reading Text)		The First Drawing by Mordicai Gerstein How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley The Boy with the Bronze Axe by Kathleen Fidler Stone Age Boy by Satoshi Kitamura	Mungo and the dinosaur island- Timothy Knapman. Tyrannosaurus Drip – Julia Donaldson.	Pebble in my pocket – Meredith Hooper Various non-fiction books.	The Last Garden	Egyptian Cinderella Ancient Egypt Tales of Gods and Pharaohs Marcy and the tale of the sphinx	Belonging by Jeannie Baker Window by Jeannie Baker
History		To create a timeline covering prehistoric periods. To research dates to go on the timeline from books and the internet. To generate questions about what people hunted and gathered in the Stone Age. To understand the different roles and responsibilities within Prehistoric Britain. To investigate the Neolithic settlement of Skara Brae	To understand where different dinosaurs and fossils fit on a timeline. To research about the life and work of Mary Anning.			To identify significant events in the Egyptian society. To identify achievements of Egyptian civilisation and explain why they are important (pyramids, paper, writing). To create timelines to show chronology.	To explore how Plymouth has changed over time. To create a timeline of historic events of our city. To explore the significance of key landmarks – Smeaton's Tower, breakwater, citadel.
Geography		To explore where Iron Age hill forts where built and why they were built in those locations.	To locate on a map the main fossil hunting areas of the UK.	To locate where tectonic plates around the world are and label (with symbols) key mountain ranges, volcanoes' names and major historical earthquakes. What mountains are and how mountains are formed. Describe how volcanoes are created. Locate mount Etna in Europe and look at the physical and human characteristics of the region, and why people choose to live there. Describe how earthquakes are created. To understand what life is like in an earthquake zone.	To explore food miles and the impact on the environment. To use maps, atlases, globes, and digital/computer mapping to locate countries and climates of different foods – bananas, chocolate, pineapples. To explore fair trade. To explore local produce and how it is grown.	To explore why the River Nile was so important to Egyptian civilisation.	To understand the key physical and human features of our city. To explore why people choose to live in a village or a city. To understand why amenities and service are built in certain locations – train station, shops etc.
Art		To learn how to make paint from charcoal and ochre and use this paint to recreate a painted cave (geodesic dome).	To create mod-roc dinosaurs. Plaster of Paris fossils – linked to Anning discoveries.				To create a piece of art inspired by Brian Pollard. To paint using colour mixing.

Unit/Theme	Prehistoric Britain (7 weeks)	Dinosaurs and Fossils (7 weeks)	Master of Disaster (7 weeks)	Farming and Food (6 weeks)	Egyptians (5 weeks)	Our city : Plymouth Hoe (7 weeks)
Destination	A classroom exhibition across Prehistoric ages.	Class directory of fossils and dinosaurs.	Class non-fiction book about natural disasters.	Prepare and serve a fair-trade meal for parents.	Create a shadow puppet play about Egypt.	Perform a concert for the school
Big Question	How different was life in Prehistoric Britain?	What are fossils?	Why do natural disasters happen?	Where does food come from?	What made the Egyptians successful?	What makes our city great?
	To choose appropriate pieces of art to recreate to make a replica of one or more important caves. To use clay to make prehistoric jewellery.					
Music		To create a piece of music varying in volume and tempo – dinosaur hunt.			To create a piece of ceremonial music to honour the gods. To gather words or phrases to describe Egyptian gods and create a verse for music. To use percussion to create a piece of music and record using music notations. To explore rhythmic patterns linked to music notation.	To write a song about Plymouth in small groups using Wellerman sea shanty. To perform with confidence in small groups. To use percussion instruments to keep a steady beat.
RE	To research the religious importance of Stonehenge during the prehistoric period.	What is it like for someone to follow god?	How to festivals and worship what matters to a Muslim?	How to festivals and family life show what matters to the Jews?	How and why do people try to make the world a better place?	What kind of world did Jesus want?
	What do we learn from the Christian creation story?				To explore Egyptian gods.	
MFL	French/Spanish	French/Spanish	French/Spanish	French/Spanish	French/Spanish	French/Spanish
PSHE	How to be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
PE	Real PE	Real Gym	Games	Real PE	Real Gym	Games
Rich Experiences		Natural History Museum – tour of fossils.		Visit local farm shop/pick your own farm		Treasure hunt on Plymouth Hoe Brian Pollard visit
Discovery List						

House Days:

Date	Subject and Objectives	Outcome