



Long Term Planning - Year 3



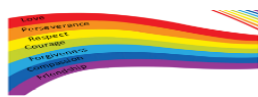
Topics	Autumn Term – Prehistoric Britain		Spring Term – Natural Disasters		Summer Term – The Greeks	
Key Drivers	A love of reading	Keeping healthy and fit	Working collaboratively	Finding out about the wider world	Explore the place where we live.	Building an aspirational curriculum where children can show perseverance and resilience in all that they do.
SIAMS and value focus.	Perseverance – Let us begin... from small beginnings great things come Respect – Citizens and community – supporting those in need in our locality.		Courage – Our family of faith can move mountains – Justice, fair rights, life, freedom, dignity and global dimensions. Charity Forgiveness – showing we are sorry by having faith in ourselves and others. Aspirational people who have forgiven and made the world a better place.		Compassion – Show compassion and care for all of God's creation. Caring for our amazing universe - awe and wonder. Enterprise Friendship – sharing and celebrating our talents. Showing compassion and trust to others.	
Key text(s)	Charlotte's Web by EB White Aesop's Fables by Micheal Rosen Hansel and Gretel by Anthony Browne The Butterfly Lion by Micheal Morpurgo		The Lion the Witch and the Wardrobe by C.S. Lewis The Last Polar Bears by Harry Horse Varjak Paw by S F Said		The Demon Headmaster by Gillian Cross Myths and Legends by Anthony Horowitz The legend of Podkin One Ear by Kieran Larwood	
English and drama links	<u>Writing</u> Aesop Fable's – Immersion of genre through drama and role play opportunities. Practice using all previously taught punctuation and learn about using 'a' and 'an' accurately. Write a fable to convey a moral told in the first person. Diary entries – Use noun phrases to clarify		<u>Writing</u> Setting & character descriptions - Use nouns and pronouns to aid cohesion within sentences. Write a detailed setting and character description. Letters - Use a range of adverbials of time and place. Write a narrative told as a series of letters.		<u>Writing</u> Adventure Stories - Use present perfect form of verbs and simple and progressive tenses consistently and accurately. Use nouns and pronouns to aid cohesion within paragraphs. Write an adventure quest story Persuasive letters - Use paragraphs to	



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	and add detail. Write a diary piece from the viewpoint of a character. Newspaper reports –Demarcate direct speech with inverted commas. Write a newspaper report of a local event including commentary. Instructions – Immersion of genre by playing a range of board games and evaluating their instructions. Use sentences with different forms and learn to use coordinating conjunctions accurately and effectively. Write a set of instructions linked to a PE game. Limericks – Immersion and recital of familiar limericks by Edward Lear. Reading Vocabulary: use root words to help read and understand unfamiliar words. Understand how suffixes and prefixes can change the meaning of a word. Comprehension: identify and summarise main ideas drawn from more than one paragraph and explain why it is relevant Analysis: explain how language can be used to create effects. Identify themes and connections in a range of books	Poetry – Explore and write Haiku, Tanka and Kennings Explanations - Use a range of adverbials of cause and effect. Create and use a flowchart to write an explanation of a process ensuring that relevant details are included, and accounts ended effectively. Reports - Identify and use word families showing how words are related in form and meaning. Use a range of coordinating and subordinating conjunctions accurately to form a variety of compound and complex sentences. Gather and organise information to produce a report. Reading Vocabulary: use knowledge of letter strings to help decode unfamiliar words. Know some words have similar pronunciation but are written differently/ have different meanings Comprehension: discuss the meaning of words in a poem. Choose specific texts for a specific purpose. Analysis: give a personal response to a text with evidence to support. Explain how structure and organisation of a text supports understanding	group related ideas. Form nouns using a range of prefixes. Write a persuasive letter, linking points and selecting style and vocabulary accordingly to engage the reader. Poetry - Poetry appreciation and research Michael Rosen. Write about personal response to poetry and recite familiar poems by heart. Read, write and perform free verse. Reading Vocabulary: choose words to create effect, as an author would. Use ambitious language in correct context. Comprehension: infer characters feelings, thoughts, motives from their actions. Demonstrate connections between books by the same author Analysis: adapt own ideas in response to others' thoughts and ideas. Explain how the meaning of poetry is enhanced through performance
Maths	Number and place value ➤ Find 10 or 100 more or less than a given number ➤ Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) ➤ Compare and order numbers up to 1,000 ➤ Identify, represent and estimate	Fractions ➤ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators ➤ recognise and show, using diagrams, equivalent fractions with small denominators	Fractions ➤ add and subtract fractions with the same denominator within one whole ➤ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators



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	numbers using different representations ➤ Read and write numbers up to 1,000 in numerals and in words ➤ Solve number problems and practical problems involving these ideas ➤ 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 <u>Geometry</u> ➤ Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them ➤ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines <u>Multiplication and Division</u> ➤ Count from 0 in multiples of 4, 8, 50 and 100 ➤ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables <u>Addition and Subtraction</u> ➤ Children will be taught to add and subtract numbers mentally, including: ➤ a three-digit number and 1s ➤ a three-digit number and 10s ➤ a three-digit number and 100s ➤ Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	➤ compare and order unit fractions, and fractions with the same denominators <u>Addition and Subtraction</u> ➤ Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction ➤ Estimate the answer to a calculation and use inverse operations to check answers ➤ Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <u>Multiplication and Division</u> ➤ 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 <u>Measurement</u> ➤ Add and subtract amounts of money to give change, using both £ and p in practical contexts	➤ solve problems involving fractions <u>Measurement</u> ➤ Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) ➤ Measure the perimeter of simple 2-D shapes ➤ 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, am/pm, 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 <u>Geometry</u> ➤ Recognise angles as a property of shape or a description of a turn ➤ Identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle <u>Statistics</u> ➤ Interpret and present data using bar charts, pictograms and tables ➤ Solve one-step and two-step questions [using information presented in scaled bar charts and pictograms and tables
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Science

Working scientifically:

During LKS2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- 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 help in answering questions ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- 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
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

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.

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.

Forces and magnets

- compare how things move on different surfaces
- notice that some forces need contact between two 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 two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing

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,

Plants

- 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.

Light

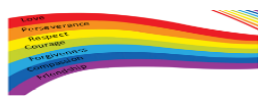
- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.



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		nutrients from soil, and room to grow) and how they vary from plant to plant	
History	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		
	Focused knowledge/skill: Range and Depth of Historical Knowledge - find out about everyday lives of people, compare with our life today, identify reasons for and results of people's actions, understand why people may have had to do something Chronology - place the time studied on a time line, sequence events, use dates related to the passing of time Changes in Britain from the Stone Age to the Iron Age including: ➤ Late Neolithic hunter-gatherers and early farmers ➤ Bronze Age religion, technology and travel ➤ Iron Age hill forts: tribal kingdoms, farming, art and culture	Focused knowledge/skill: Interpretations of History - identify and give reasons for different ways in which the past is represented, distinguish between different sources and evaluate their usefulness. ➤ a local history study	Focused knowledge/skill: Historical Enquiry - use a range of sources to find out about a period, observe small details <i>artefacts, pictures etc</i>, select and record information relevant to the study begin to use the library, e-learning for research, ask and answer questions Organisation and Communication communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode ➤ Ancient Greece – a study of Greek life and achievements including their influence on the western world
Geography	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
	Focused knowledge/skill: Human and Physical Geography Place knowledge ➤ use fieldwork to observe, measure, record and present the human and	Focused knowledge/skill: Human and Physical Geography Locational knowledge ➤ describe and understand key aspects of physical geography (volcanoes and	Focused knowledge/skill: Geographical skills and fieldwork ➤ use maps, atlases, globes and digital/computer mapping to locate countries and describe features



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	physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. ➤ describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources ➤ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	earthquakes) ➤ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ➤ use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	studied ➤ use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ➤ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones
Key piece of music/composer	Discover the music of the past from the Stone Age through to the Iron Age	Claude Debussy - La Mer Links to key artist	Zorba Dance - Mikis Theodorakis
Music	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.		
	➤ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	➤ listen with attention to detail and recall sounds with increasing aural memory ➤ use and understand staff and other musical notations	➤ develop an understanding of the history of music.
Key piece of art/artist	Anni Albers - textile artist and printmaker	Hokusai – Painter and printmaker	Iktinos and Kallikrates - Architects Phidias - Sculptor
Art and Design	Children will learn to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ➤ to create sketch books to record their observations and use them to review and revisit ideas ➤ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials ➤ about great artists, architects and designers in history.		



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	Drawing and pattern focus Sketching Celtic knots and patterns	Colour and printing focus Print making	Form and texture focus Sculptures
DT	<u>Technical knowledge</u> ➤ understand and use mechanical systems in their products <u>Make</u> ➤ select from and use a wider range of tools and equipment to perform practical tasks accurately ➤ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Make a Stonehenge replica using pulleys and cams.	<u>Technical knowledge</u> ➤ understand and use electrical systems in their products <u>Design</u> ➤ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ➤ generate, develop, model and communicate their ideas through discussion and annotated sketches Design a warning system linked to natural disaster	<u>Technical knowledge</u> ➤ apply their understanding of how to strengthen, stiffen and reinforce <u>Cooking and nutrition</u> ➤ understand and apply the principles of a healthy and varied diet ➤ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ➤ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed <u>Evaluate</u> ➤ investigate and analyse a range of existing products ➤ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ➤ understand how key events and individuals in design and technology have helped shape the world Evaluate their Greek masks and Greek recipes.
PE	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.		



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	<u>Netball</u> ➤ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending ➤ use running, jumping, throwing and catching in isolation and in combination ➤ take part in outdoor and adventurous activity challenges both individually and within a team <u>Hockey</u> ➤ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending ➤ use running, jumping, throwing and catching in isolation and in combination ➤ take part in outdoor and adventurous activity challenges both individually and within a team	<u>Gymnastics</u> ➤ develop flexibility, strength, technique, control and balance <u>Dodgeball</u> ➤ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending ➤ take part in outdoor and adventurous activity challenges both individually and within a team <u>Dance</u> ➤ perform dances using a range of movement patterns ➤ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Athletics</u> ➤ use running, jumping, throwing and catching in isolation and in combination ➤ take part in outdoor and adventurous activity challenges both individually and within a team <u>Cricket</u> ➤ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending ➤ use running, jumping, throwing and catching in isolation and in combination ➤ take part in outdoor and adventurous activity challenges both individually and within a team
Computing	<u>Technology in our Lives</u> ➤ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <u>E-safety</u> ➤ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<u>Multimedia</u> ➤ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration <u>Data</u> ➤ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting	<u>Programming</u> ➤ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ➤ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ➤ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <u>E-safety</u> ➤ use technology safely, respectfully and



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		data and information E-safety ➤ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
RE	L2.1: What do Christians learn from the Creation story? Nature walk, Creation story :Gen 1, Caretaker of world, Adam & Eve: say sorry. Creation L2.2: What is it like for someone to follow God? Bible: OT & NT, Noah: God's rules, rainbow promise, other promises & vows. Christmas: Wise Men People of God	L2.9: How do festivals and worship show what matters to a Muslim?(Lifestyle) 5 pillars: Ramadan & Eid, worship as life (ibadah), peace, self-discipline L2.10: How do festivals and family life show what matters to Jews? (Festivals) Rosh Hashanah: New Year, Yom Kippur: forgiveness, Torah in daily life: prayers, blessings, festivals, Pesach: Passover meal (link Moses' Exodus to Jesus the saviour at Easter)	L2.4: What kind of world did Jesus want? Call of disciples, Jesus and the lepers, Good Samaritan, Christian action, NR views of a better world. Gospel L2.7: What do Hindus believe God is like? (Brahman/atman) aspects of a person, Trimurti, deities, puja worship, symbols of God: aum, salt water, god in all, cycle of life, Rama and Sita (Divali)
PSHE	Health and Wellbeing Healthy lifestyles Derek cooks dinner! (healthy eating) Poorly Harold Body team work Keeping safe The Risk Robot Safe or unsafe?	Relationships Healthy relationships Tangram team challenge Looking after our special people Danger or risk? Body space How can we solve this problem? Friends are special	Living in the Wider World Rules, Rights and Responsibilities As a rule Our friends and neighbours For or against? Thanks Recount task Super Searcher



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	Helping each other to stay safe Getting on with your nerves! Alcohol and cigarettes: the facts Help or harm? None of your business! Raisin challenge (1) Growing and changing My special pet Top talents I am fantastic! My changing body	Zeb Relationship Tree Feelings and emotions Secret or surprise? Dan's dare Valuing difference Family and friends Respect and challenge Let's celebrate our differences	Basic first aid Caring for the Environment Let's have a tidy up! My community Our helpful volunteers Harold's environment project Money Can Harold afford it? Earning money
French	Children will be taught to: ➤ listen attentively to spoken language and show understanding by joining in and responding ➤ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ➤ engage in conversations; ask and answer questions; express opinions and respond to those of others ➤ speak in sentences, using familiar vocabulary, phrases and basic language structures ➤ develop accurate pronunciation and intonation ➤ present ideas and information orally to a range of audiences ➤ read carefully and show understanding of words, phrases and simple writing ➤ appreciate stories, songs, poems and rhymes in the language ➤ broaden their vocabulary and develop their ability to understand new words ➤ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ➤ describe people, places, things and actions orally and in writing ➤ understand basic grammar		
	Term 1 - Getting to know you Term 2 - All about me	Term 3 - Food Term 4 - Family & friends	Term 5 - Our school Term 6 - Time



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Cultural diversity/SMSC	Exploring morals in Aesop's Fable Mary Anning – a female role model in Science French – language appreciation RE – The Creation story & Noah and the Ark	Varjak Paw – bullying RE – Islam and Judaism French – language appreciation Hokusai – Japanese art	Greek democracy, life and achievement Zorba Dance - Mikis Theodorakis Greek architect RE –explore moral & ethical issues and Hinduism French – language appreciation Awe and wonder – Science unit on light
P4C links	<u>RE</u> ➤ The Creation story ➤ Noah and the Ark <u>History</u> ➤ Prehistoric human achievements <u>PSHE</u> ➤ Health and Wellbeing	<u>Geography</u> ➤ The effects on physical geography on people's lives ➤ Global warming <u>RE</u> ➤ Other cultures <u>PSHE</u> ➤ Relationships	<u>Science</u> ➤ Nature <u>History</u> ➤ Greek civilization <u>RE</u> ➤ The Good Samaritan ➤ Other cultures <u>PSHE</u> ➤ Living in the Wider World
Trips/visit to school	➤ Stonehenge ➤ Local hillforts	➤ Ecotricity	➤ Ufton Court Educational Trust ➤ Atlas Sport – Greek Olympics