

Year 3 - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English - Fiction Texts/ Writing	<p>Stone Age Boy by Satoshi Kitamura</p> <p>How to Wash a Woolly Mammoth by Michelle Robinson</p> <p>Poetry</p> <p>Character descriptions Description of setting Narrative Paragraphs Fronted Adverbials Ambitious Vocabulary Comparing – then/now</p>	<p>Hansel and Gretel by Anthony Browne</p> <p>Character descriptions Description of setting Narrative Paragraphs Fronted Adverbials Ambitious Vocabulary</p> <p>Festive Poetry</p>	<p>The Lion, the Witch and The Wardrobe by C.S. Lewis</p> <p>Letter</p> <p>Feelings description</p> <p>Narrative</p>	<p>Charlie and The Chocolate Factory</p> <p>Character Descriptions</p> <p>Diary Entry</p> <p>Newspaper reports</p> <p>Oompa Loompa Similies</p>	<p>Greek Mythology - Theseus and the Minotaur</p> <p>Pandora’s Box</p> <p>Advert Letter Poster</p>	<p>Iron Man by Ted Hughes</p> <p>Character descriptions Description of setting Narrative Paragraphs Fronted Adverbials Ambitious Vocabulary</p>
English - Non-Fiction Texts /Writing	<p>Research Skara Brae</p> <p>Explanation texts</p> <p>Non-chronological report</p>		<p>Fact Files/Research</p> <p>Big Cats Non-chronological Reports</p> <p>Explanation Texts</p> <p>Information Posters</p>	<p>The Process of Making Chocolate</p> <p>Tasting/Comparing a Range of Chocolate</p> <p>Sweet Invention</p> <p>Non-chronological report Posters Roald Dahl Fact File</p>		<p>Research and Investigate different metals</p> <p>Explanation Text Which metals are better used for a particular job? Which metals are magnetic?</p>

Year 3 - Long Term Plan

<p>English - Grammar</p>	<p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use word families to help with spelling patterns.</p> <p>Use and punctuate direct speech using inverted commas (or speech marks).</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use and understand consonant, consonant vowel letter and vowel letter.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Use word families to help with spelling patterns.</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use and understand consonant, consonant vowel letter and vowel letter.</p>	<p>Use and punctuate direct speech using inverted commas (or speech marks).</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use word families to help with spelling patterns.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use and punctuate direct speech using inverted commas (or speech marks).</p> <p>Use present perfect form of verbs instead of the simple past.</p>
---------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 3 - Long Term Plan

Maths	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division		Number: Multiplication and Division Measurement: Money Statistics Measurement: Length and Perimeter Number: Fractions		Number: Fractions Measurement: Time Geometry: Properties of Shape Measurement: Mass and Capacity	
Science	Plants L1 – Parts of Plants L2 – What do plants need to grow well? L3 – What Have you found out? L4 – Moving Water L5 – Fantastic Flowers L6 – Life Cycle	Rock and Fossils L1 – Types of Rocks L2 – Grouping Rocks L3 – fantastic Fossils L4 – Mary Anning L5 – Soil Formation L6 – Investigating Soil Permeability	Humans and Animals L1 – Types of Nutrition L2 – Amounts of Nutrition L3 – Types of Skeletons L4 – Naming Bones L5 – Functions of a Skeleton L6 – Mighty Muscles	Light L1 – Light and Dark L2 – Reflective Surfaces L3 – Marvellous Mirrors L4 – Sun Safety L5 – Making Shadows L6 – Changing Shadows	The Power of Force L1 – Pushes and Pulls L2 – Faster and Slower L3 – Scrapyrd Challenge L4 – Magnet Strength L5 - Magnetic Poles L6 – Marvellous Magnets	Additional Investigation
Computing	Basic Skills Edit picture for use.	Use sequence to write programs that accomplish specific goals (Scratch)	Use a database to create a graph	Use sequences in programs Work with various forms of input.	Work with various forms of output.	Understand the Digital Literacy Year objectives
PE	Dance Athletics - Pass the Baton	Invasion Games - Three Touch Ball Gymnastics – Balancing Act		Games - Football	OAA - Shipwrecked	Athletics – Three Jump Challenge

Year 3 - Long Term Plan

<p>History</p>	<p>Stone Age to Iron Age</p> <p>What was prehistoric Britain like? Timelines - Where on a timeline does the Stone Age and Iron Age sit? Skara Brae (linked to English) Compare houses in the different times and to houses in Esh Winning Early farming and hunter-gatherers Sources of evidence Similarities and differences</p>		<p>Ancient Egypt</p> <p>Why did Ancient Egyptians build pyramids? Who was Tutankhamun? Where on a timeline did he reign? When were pyramids built? Were they built for a purpose? Research Howard Carter.</p> <p>Tutankhamun Who was Tutankhamun? Biography and auto biography Non-chronological reports Diary entry Instructions</p> <p>The River Nile Research/Fact File</p>		<p>Ancient Greece</p> <p>How have the Ancient Greeks shaped our world? When were the Ancient Greeks powerful? When were the Ancient Greeks powerful? What was daily life like in Athens? Who made the important decisions? What new ideas did the Greeks have and why do we still use them? How well did the Greeks get on with their neighbours? Research Alexander the Great. What was the most important legacy of the Ancient Greeks?</p>	
-----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Year 3 - Long Term Plan

<p>Geography</p>		<p>Exploring the UK – Is the UK the same everywhere?</p> <p>What can we spot on a satellite image of the UK? Where are the UK’s hills, mountains and rivers? What are the major UK landmarks and where are they? What would we see if we sailed around the edge of the UK? Why have I got a County in my address? What’s the weather like near you? Why is the weather in the UK changing? What have we learned about the UK?</p>		<p>UK Towns – Why do we have cities?</p> <p>Where do people live in the UK today? Are all cities in the UK the same? What can we find in UK cities? How have our cities changes over the years? What is changing in cities around the world?</p>		<p>North East – Why is the North East special?</p> <p>What do we know about the North East region of England? What are some of the main human and physical features of the North East? What does the North East look like on a map? What is made in the North East? What do we need water for and where does it come from? Where do rivers of the North East start and finish? What do we see on a river’s journey to the sea? What can we find out at our local river? What makes the North East a special place to live?</p>
<p>Art</p>	<p>Clay pots Stone Age Cave Paintings</p>		<p>Hieroglyphics</p>			<p>Local artist - Norman Cornish</p>

Year 3 - Long Term Plan

						Observational drawings using the village as a stimuli
DT		Control - Christmas cards	Egyptian Death Masks	Cross-stitch Book marks	Cooking and nutrition- Salads from garden	
Music	Harvest Festival Songs Three Little Birds	Christmas Carol Service Carols Ho Ho Ho	Glockenspiel Stage 2	Benjamin Britton – There was a monkey	Let your spirit fly	Reflect, Rewind, Replay
RE	How do Hindus worship?	Big Question How and why is Advent important to Christians?	What do Hindus believe and how does this affect the way they live their lives?	Big Question What do Christians remember on Palm Sunday?	What can we learn about Christian symbols and beliefs by visiting churches?	Big Question
MFL	Phonetics - I'm Learning French	Salutations	Colours and Numbers	Fruits	Vegetables	Little Red Riding Hood
PSHE	Health and Well-Being		Relationships		Living in the wider world	