

LONG TERM PLAN YEAR 3

SUBJECT		AUTUMN		SPRING		SUMMER	
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	CORE TEXTS	<p>Dear Teacher By Amy Husband</p> <p>Stone Age Boy by Satoshi Kitamura</p> <p>Remembrance Day Poetry</p>	<p>Faruq and the Wiri Wiri By Sophia Payne</p> <p>Kate on the Case By Hannah Peck</p>	<p>The Thames and Tide Club by Katya Balen</p> <p>Poetry- Present Perfect</p>		<p>Egyptian Cinderella by Shirley Climo</p> <p>Information Texts (Linked to Science- Magnetic games)</p>	<p>The Queen's Token <i>by Pamela Oldfield</i></p> <p>Non-fiction Linked to Humanities</p>
	WRITING OUTCOMES:	<p>To Entertain: Narrative Story Setting descriptions Poems</p> <p>To Inform: Diary Entry Letters</p>	<p>To Entertain: Character Description</p> <p>To Inform: Instructions</p>	<p>To Entertain: Adventure Story (Sequel) Poetry</p> <p>To Persuade: Letter (Persuasive writing)</p> <p>To Inform: Letter home- recount Non-Fiction Information leaflet</p>		<p>To Entertain: Narrative- Own Cinderella Story Play Script Character study Play scripts</p> <p>To Inform: Recount Instructional Texts</p>	<p>To Entertain: Next chapter of story</p> <p>To Inform: (Instructional text)</p>
MATHS		<p>Place Value (within 1000) Addition & Subtraction (formal written methods)</p>	<p>Addition & Subtraction contd. Multiplication and Division (x3, x4, x8)</p>	<p>Multiplication and Division contd. Mass and Capacity (Measure, compare, add and subtract length, mass, volume)</p>	<p>Length and Perimeter (Measure perimeter) Fractions (tenths)</p>	<p>Fractions contd. Time (analogue clocks) Money (give change)</p>	<p>Properties of shape (angles) Statistics (bar charts, tables)</p>
SCIENCE		<p>Animals including humans How do our bodies move and what do they need to work well?</p>	<p>Forces & Magnets How does a magnet work? (May go over the half term)</p>	<p>Rocks Are all rocks the same?</p>		<p>Plants How does your garden grow?</p>	<p>Light Why are some shadows long and some wide?</p>
HUMANITIES		<p><u>How did life change from the Stone Age to the Iron Age?</u> <u>What was it like to live in the Stone Age?</u> Using sources and an understanding of chronology and climate to work out when and where Stone Age took place. Compare to modern houses.</p>		<p><u>Does the whole world have the same climate?</u> Building on knowledge of hot and cold areas, (Year 2 Arctic and Africa). Equator, Northern and</p>	<p><u>What can we find out about Ancient Egypt?</u> Building on Yr3 Stone/Iron Age, find detail from sources to describe and explain reasons for differences in lifestyle -</p>	<p><u>Why are rivers important?</u> Enhance knowledge of UK by mapping and defining land use and rivers/mountains. Describe differences between Thames and Nile,</p>	<p><u>Is all of the UK the same?</u> Compare different regions of the UK including topography, types of settlement and land use and developing map skills.</p>

LONG TERM PLAN YEAR 3

	<p>Identifying key elements for settlement and survival in local environment. Consider habitat, travel, homes, food, clothes and equipment.</p> <p>(Together with next unit to identify the achievements of the earliest civilizations and recognise change and continuity)</p> <p>What was it like to live in the Iron Age?</p> <p>Using sources and an understanding of chronology and climate to work out when and where Iron Age took place</p> <p>Identifying key elements for settlement and survival, and developments from Stone, Victorian and modern Ages. Consider habitat, travel, homes, food, clothes and equipment.</p> <p>(Building on previous learning to understand the changes in Britain from the Stone Age to the Iron Age and recognise achievements, change and continuity)</p>	<p>Southern Hemisphere, Arctic and Antarctic Circle.</p> <p>Discover where the major deserts of the world are, as well exploring the physical and human geography of the desert biome.</p> <p>Explore ways in which humans use natural resources.</p> <p>(Consolidates prior learning about climate and introduce 5 main biomes and vegetation belts in preparation for next unit)</p>	<p>linked to climate – Biomes and vegetation belts, and chronology. Should also include mapping, description+ use of Nile for farming. Consider habitat, travel, homes, food, clothes and equipment.</p> <p>(Consolidate prior learning on Climate and compare to other civilisations to identify achievements, similarities and differences)</p>	<p>and the benefit of settlement in UK for trade/travel to Europe.</p> <p>(Building on knowledge of UK to include Counties and Cities and geographical regions identifying human and physical characteristics. This will provide key knowledge basis for further units on Roman settlement, and trade and transport.)</p>	<p>Understand geographical similarities and differences though the study of human and physical geography of a region of the UK</p> <p>Compare London and the South East region.</p>
COMPUTING	<p>Coding crash course – Purple Mash</p> <p>- Following the 2 code programs in the correct order Objects, action, event blocks, specifying the number of steps, random block, speed, controlling the object by clicking on it or pressing keyboard keys, collision detection, change direction, sound selection</p>	<p>We Are Presenters</p> <p>Unit: Switched on Computing</p> <p>Videoring a presentation against a green screen</p>		<p>PowerPoint – Unit 3.9</p> <p>Inserting text, shapes, images, transitions, timings, and effects onto PowerPoint</p>	
DT	<p><u>Structures Project 2</u></p> <p>Create a card nets on computer using computer aided design 2 design – Purple Mash).</p>	<p><u>Cooking</u></p> <p>Apple Crumble- Tu Bishvat</p> <p>Peel and dice fruit. Measure ingredients accurately, rub and bake. Discuss seasonality of food.</p>		<p><u>Mechanisms Project 3</u></p> <p>Pneumatics Monster in a box</p> <p>Create a monster pop up box using pneumatics.</p>	
ART	<p>Prehistoric Painting</p>		<p>Sculpture (Mask making-Purim)</p>		<p>Pattern Making (Properties of Shape)</p>
PSHE	<p>What are different families like?</p> <p><u>Year 3 – links to Science – How do our bodies move and what do they need to work well?</u></p>		<p>How are we a team?</p> <p>How do we develop skills for friendship?</p> <p>Problem solving – let’s get better.</p>		<p>Why should we eat well and look after our teeth?</p> <p>Why should we keep active and sleep well</p>
MUSIC	<p>Ballads</p> <p>Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.</p>	<p>Developing singing technique and keeping in time (Viking Theme)</p> <p>The children develop their singing technique; learning to keep in time, and work on musical notation and rhythm, culminating in a group performance of a song with actions.</p>		<p>Instrumental Scheme: South Africa</p> <p>Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils' rhythmic, singing and notation skills.</p>	

LONG TERM PLAN YEAR 3

PE	Netball/ Swimming	Netball/ Swimming	Athletics/ Swimming	Athletics/ Swimming
	Swimming Skills/Objectives <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations. 			
FOREIGN LANGUAGES BIBLICAL HEBREW	Develop accurate pronunciation so that others understand what they are reading aloud. Learn a further 250 vocabulary words Begin to learn Rashi script (Spring 2) Focus on spelling in written work through identifying root words Continue to build ability to translate and understand ancient texts (Genesis chapters 23-28) Independently use appropriate vocabulary to describe the culture surrounding Biblical Hebrew			