

Year 3 2018-2019

Long Term Plan

Autumn 1 - 8 weeks		Spring			Summer			
Autumn 2 - 7 weeks								
Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry
Stories by the same author: Michael Foreman Stories Diary entries Newspaper reports		Creating images (Week 6 -7)	Stories with historical settings - The Stone Age Boy and The Boy with the Bronze Axe Personal writing - diaries and letters Instructions - Making tools/houses Poetry - Michael Rosen - I was born in the Stone Age Free Verse			Imaginary Worlds: The Rabbit Problem by Emily Gravett 'What is a rabbits worst nightmare?' Information texts - survival guide		Tradition al Poetry - Robert Louis Stevenson
Stories with issues: Billionaire Boy by David Walliams Recounts Persuasive letter Additional chapter	Instructions and explanations Linked to Christmas crafts	Humorous poems	Myths and Legends Play scripts	Non-chronological reports	Performance poems	Adventure stories: The Hodgeheg by Dick King Smith Story writing - Animal stories Recounts Personal writing		
Spelling, Punctuation and Grammar (Taken from Planning Framework and Teaching Toolkit)								

English

	<ul style="list-style-type: none"> • Direct speech • Co-ordinating and subordinating conjunctions (identify and use these) • Conjunctions to express time, place and cause • Main and subordinate clauses in sentences • Dictation of simple sentences 	<ul style="list-style-type: none"> • Subject and verb agreement in writing (Standard English) • Understand 'to be' verbs • Prepositions • Adverbs to express time, place and cause 	<ul style="list-style-type: none"> • Present perfect form of verbs rather than the simple past tense • Identify and use determiners (a, an, the) • Using a wider variety of conjunctions • Review basic conventions of speech • Consolidate word classes - nouns, verbs, conjunctions, adverbs, prepositions and determiners
Spelling - taken from Twinkl scheme to ensure full coverage			
Taken from White Rose Maths Scheme of Work			
Maths	<p>Number Focus</p> <ul style="list-style-type: none"> • Number and Place Value • Addition and Subtraction • Multiplication and division • Consolidation 	<ul style="list-style-type: none"> • Multiplication and division • Measurement - money • Statistics • Measurement - length and perimeter • Fractions 	<ul style="list-style-type: none"> • Fractions • Measurement - time • Geometry - properties of shape • Measurement - mass and capacity

science	<p>Forces and Magnets</p> <ul style="list-style-type: none"> • 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 <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Animals, including humans (Y3)</p> <ul style="list-style-type: none"> • 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. 	<p>Animals including humans (Y4)</p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey <p>Light</p> <ul style="list-style-type: none"> • 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 a solid object • find patterns in the way that the size of shadows change. 	<p>Plants</p> <ul style="list-style-type: none"> • 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, 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.
U o	Internet research weaved into other areas of the curriculum		

	<p>Ozobots - Design, write and debug programs to accomplish goals. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and program</p> <p>Word processing - Using a variety of software and programs to accomplish goals.</p>	<p>Scratch - Design, write and debug programs to accomplish goals.</p> <p>Powerpoint presentation - select and use a variety of software and programs.</p>	<p>Scratch - Design, write and debug programs to accomplish goals.</p>
	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>- Covered in most lessons and emphasised by the Digital Literacy and Citizenship SOW. 2x specific lessons taught each term.</p>		
	<p>Powerful Passwords My Online Community</p>	<p>Things for sale Showing respect online</p>	<p>Writing good emails</p>
History	<p>Geography heavy term</p>	<p>Changes in Britain from the Stone Age to the Iron Age (Spring 1)</p> <ul style="list-style-type: none"> • Hunter-gatherers and early farmers • Religion, technology and travel art and culture 	<p>Ancient Egypt</p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt.</p>
Geography	<p>Location knowledge</p> <ul style="list-style-type: none"> • locate the world'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 	<p>Climate (Spring 2)</p> <ul style="list-style-type: none"> • understanding the difference between weather and climate • recognising that different countries have different climates 	<p>History heavy term</p>

When designing and making, pupils should be taught to:

Design 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, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, 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

Evaluate 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

Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures

- understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages
- understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors
- apply their understanding of computing to programme, monitor and control their products

Human Body

- Portraits
- Exploring emotions in art work through Da Vinci (Mona Lisa and Edvard the Scream)
- Henna art on own handprints

Autumn

- Leonid Afremov - copying his style of art using colour mixing to create autumnal colours (Poster paints/acrylics)
- Van Gogh - Autumn scenery (Watercolour)
- Collecting leaves and creating observational drawings to show the veins and detail using watercolours

Christmas

- Cards and calendars

Weather

- Splatter art and repeated patterns to create a rainy scene
- Designing weather instruments

Stone Age to Iron Age - Focus on exploring different media

- Stone age cave art (charcoal)
- Making flint arrow heads (modelling material)
- Pottery (clay)

Colour

- Georges Seurat - pointillism/use of colour for effect
- Primary and secondary colours
- Colour mixing using watercolours (Tree design)

Egyptians

- Designing an Egyptian shaduf
- Cartouches using model magic/clay
- Sarcophagus
- Pattern and colour through Egyptian art and design

French	<p>Getting to know you:</p> <p>All about me:</p>	<p>Food Glorious Food :</p> <p>Family and Friends:</p>	<p>Our school:</p> <p>Time:</p>
Music	<p><u>Environment</u> Using sounds to represent their environment</p> <p><u>Building</u> Beats and creating rhythm, composing to create a performance.</p>	<p><u>Human Body</u> Skeleton dances and songs Percussion instruments</p> <p><u>Food and Drinks</u> Composing word rhythms, singing a round.</p>	<p>Ancient Egyptian Music</p>
	<p><u>Poetry</u> Percussion, instruments and movements to create a performance.</p> <p><u>Christmas Play</u> Learning and rehearsing songs for the production</p>	<p>Stone Age Music</p>	<p><u>China</u> Pentatonic scale, notating pitch. Chinese New Year</p> <p><u>Time</u> Beat, metre and rhythm.</p>
PSHE	<p>Relationships</p> <ul style="list-style-type: none"> - Feelings and Emotions - Healthy relationships <p>Health and Well being</p> <ul style="list-style-type: none"> - Healthy Lifestyles 	<p>Relationships</p> <ul style="list-style-type: none"> - Growing and changing - Keeping safe <p>Health and Well-being</p> <ul style="list-style-type: none"> - Valuing difference - Respecting feelings and opinions 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> - Rights and responsibilities - Taking care of the environment - Money Matters

PE	<p>Northumberland Agreed Syllabus - SACRE Unit 1- Christianity: God</p> <ul style="list-style-type: none"> • Stories from the Old Testament and stories told by Jesus to reveal to Christians believe about God <p>Unit 5 - Christianity: Festivals and Celebrations</p> <ul style="list-style-type: none"> • Aspects about the festival of Christmas 	<p>Northumberland Agreed Syllabus - SACRE Unit 2 - Christianity: Jesus</p> <ul style="list-style-type: none"> • Stories explaining how Jesus helped people • To discuss the meaning of the stories and what they tell us about Jesus • About the effect Jesus had on the people who met him • That Christians believe that Jesus is the son of God and is referred to as Christ. <p>Unit 5- Christianity: Festivals and Celebrations Aspects of the festival of Easter.</p>	<p>Northumberland Agreed Syllabus - SACRE Unit 2 - Judaism: Lifestyles</p> <ul style="list-style-type: none"> • To learn about some of the ways in which the Torah shapes Jewish lifestyle. <p>Unit 3 - Judaism: Stories</p> <ul style="list-style-type: none"> • To learn about how and why some of the Torah stories are important to Jewish people.
	Covered by Mrs Nicholson (Tuesday PM)		
PE	<p>Netball and invasion games Floor Gymnastics</p>	<p>Equipment Gymnastics Orienteering</p>	<p>Athletics Rounders and cricket</p>
	<p>Multiskills</p>	<p>Dance - The Stone Age Invasion games</p>	<p>Swimming</p>