

YEAR 3 LONG TERM PLAN 2020-21

SUBJECT	AUTUMN TERM	SPRING TERM	SUMMER TERM – under development
ENGLISH	Stone Age Boy – instructions, diary, non-chronological report The Thieves of Ostia – prediction, news report, chapter writing	Tin Forest – setting description, letters between characters, diary entry The Creakers – written predictions, character description, news report, written dialogue	Charlotte’s Web – setting description, diary entry, letter, information writing Iron Man – story opening, news report, story ending,
MATHS	Place value Sequencing numbers Counting in multiples of 4, 8, 50 and 100 Addition and subtraction of 2 and 3 digit numbers Mental methods for multiplication and division, progressing to written methods Written methods for addition and subtraction Written methods for multiplication and division	Written methods for addition and subtraction Written methods for multiplication and division Money Bar graphs, pictograms and tables Length and perimeter of 2D shapes Fractions – finding fractions of amounts	Revision of written methods for addition and subtraction Revision of written methods for multiplication and division Fractions -comparing, ordering and adding Time to the nearest five minutes Properties of Shape – 2D and 3D shape, angles, lines Mass and Capacity
SCIENCE	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 a 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.	What plants need - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant Light and shadows -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 there are ways to protect their eyes -Recognise that shadow are formed when the light from a light source is blocked by a solid object	Forces and Magnets -Compare how things move on different surfaces -observe how magnets attract or repel each other and attract some materials and not others. -compare and group together a variety of different 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. Parts of plants -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -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 dispersal.
PSHCE	Heartsmart units 1 and 2	Heartsmart units 3 and 4	Heartsmart units 5 and 6
RE	Rules and responsibilities in school and society 10 commandments, Moses	Sikhism The Easter story	Local charities Special people – Abraham
PE	Tag Rugby Dance Indoor Athletics / Cross Country Golf	Football Gymnastics Boccia Benchball	Basketball Badminton Sports Day Athletics Cricket
MFL	Countries that speak Spanish, Greetings – How are you? What is your name? Numbers 1 – 15, How old are you?	Revision of greetings/numbers/age through conversations Where do you live?	Revision of greetings/numbers/age/Where do you live? Alphabet

Spanish		Colours	Classroom Instruction
HISTORY	History curriculum project – see separate plan	Environment curriculum project – see separate plan	Changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture
GEOGRAPHY			Rural/urban land use -identify different land uses in and around UK -compare and contrast rural and urban locations
ART			Frida Kahlo To learn about great artists. To improve their mastery of art and design techniques drawing, painting and sculpture --Use a sketchbook to make notes about artist, skills and techniques. Annotate a sketch book
DT			Make a moving picture Generate, develop, model and communicate their ideas through discussion. Select from and use a wider range of tools and equipment to perform practical tasks accurately
MUSIC	Glockenspiel Stage 1 (Second Half Term) Learning notation through playing the glockenspiel.	Schools Concert- The Royal Liverpool Philharmonic Orchestra (TBC) Possible 10-week Ukulele or stings course with Edsential (TBC)	Charanga Unit: - Bringing Us Together Improvisation, composition and performance.
COMPUTING	Coding E-safety Further curriculum-linked activities – see History curriculum plan	Coding E-safety Further curriculum-linked activities – see Environment curriculum plan	Through Geography... Use Google Earth to look at different locations in the UK and the Wirral. Use Street View to compare and contrast the area and find different routes from place to place. Through History... Use Lego Digital Designer software (technician to put this onto school computers) to build their own version of Stonehenge/Stone Age dwelling. Use Tiny Tap app to create “ask a question” games about Stone Age and Bronze Age artefacts.