Year 3 Long Term Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Mrs Janisch	**Genre 1: Story: Treasure discovery. (Entertain)** *Key text(s): Mildenhall Treasure by Roald Dahl*	**Genre 1: Speech. (Persuade)** *Key text(s): Voices of history: Speeches that changed the world by Simon Sebag Montefiore*	**Genre 1: Nonfiction Recount (inform): Ancient Egyptians – Discovery of Tutankhamun tomb** *Key text(s):*	**Genre 1: Biography (Inform) Based on Black History Month** *Key text(s):*	**Genre 2: Recount of Tornado Experience (Inform)** *Key text(s):*	**Genre 1: Letter (Persuade) Coasts link.** *Key text(s):*
	Mrs Harris	**Genre 2: Diary (Inform)** *Key text(s): Rainforest Calling*	**Genre 2: Description (Entertain)** *Key text: Egg Hunt*	**Genre 2: Stories: (Entertain)** *Key text: Egyptian Cinderella*	**Genre 1: Advert/Poster. (Persuade)** *Key text: Hansel & Gretel by Hans Christian Andersson*	**Genre 2: Poetry. (Entertain)** *Key texts: A range of World Poetry*	**Genre 1: Short Film – Coasts link (Entertain)** *Key text: Lighthouse*

Maths		**Number** – place value recognise the place value of each digit in a 3digit number (100s, 10s, 1s) compare and order numbers up to 1,000 compare and order numbers up to 1,000 identify, represent and estimate numbers using different representations read and write numbers up to 1,000 in numerals and in words **Number** – addition and subtraction add and subtract numbers mentally, including: a three-digit number and 1s a three-digit number and 10s a three-digit number and 100s add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction (no carrying/exchanging) **Number** – multiplication and division recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 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 (USE INVERSE - no need to do 'formal' method).	**Number** – addition and subtraction (to also revise Place Value throughout) add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction (moving on to carrying/exchanging if confident) 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 **Fractions** recognise, find, name and write fractions , , and of a length, shape and **amount/quantity recognise and show, using diagrams, equivalent fractions with small denominators** 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 **(e.g. a shape has 6 equal parts and the children are asked to shade in 1/3).** **Number** – multiplication and division recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit	**Number** - 4 operation revision add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction (moving on to carrying/exchanging if confident) solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction write and calculate mathematical statements for multiplication and division using the multiplication tables that they know using formal written methods (carrying and/exchanging if confident) solve problems, including missing number problems, involving multiplication and division **Fractions** recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole compare and order unit fractions, and fractions with the same denominators

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		Number – fractions	numbers times one-digit numbers, using mental and progressing to formal written methods (moving on to	

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recognise, find, name and write

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		Measure - Length Measure, compare, add and subtract: lengths (m/cm/mm); Measure - perimeter Measure the perimeter of simple 2-D shapes	**Geometry** – Shape Draw 2-D shapes and make 3-D shapes using modelling materials; Recognise 3-D shapes in different orientations and describe them 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 Identify horizontal and vertical lines and pairs of	**Measure** – Time 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 [for example, to calculate the time	**Statistics** Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	**Measure – Mass Volume & Capacity** Measure, compare, add and subtract: mass (kg/g); Measure, compare, add and subtract: volume/capacity (l/ml)

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			perpendicular and parallel lines	taken by particular events or tasks]		

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Science 	**Animals inc 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	**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	**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	**Forces and magnets** *compare how things move on different surfaces *notice that some forces need contact between 2 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 2 poles *predict whether 2 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, 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

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 History	**Stone Age to Iron Age** Was Stone Age man simply a hunter and gatherer, concerned only with survival? How different was life in the Stone Age when man started to farm? What can we learn about life in the Stone Age from a study of Skara Brae? Why is it so difficult to work out why Stonehenge was built? How much did life really change during the Iron Age and how can we possibly know? Can you solve the mystery of the 52 skeletons of Maiden Castle?	**Ancient Egyptians** What can we quickly find out to add to what we already know about Ancient Egypt? How can we discover what Ancient Egypt was like over 5,000 years ago? What sources of evidence have survived and how were they discovered? What does the evidence tells us about everyday life for men, women and children? What did the Ancient Egyptians believe about life after death and how do we know? What did Ancient Egypt have in common with other civilizations from that time?		

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 Geography			**Our World** Where on Earth are we?	**Climate & Weather** Why is climate important?	**Coasts** Do we like to be beside the seaside?

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Art 		**Painting and mixed media:** Prehistoric painting Investigate making own paints, making tools and painting on different surfaces, explore prehistoric art. **Craft and design:** Ancient Egyptian scrolls Learning about the way colour, scale and pattern influenced ancient Egyptian art, explore the technique of papermaking to create a papyrusstyle scroll.	**Drawing: Growing artists** Inspired by botanical drawings, pupils explore the techniques of artists such as Georgia O'Keefe and traditional Chinese painters to draw natural forms.	**Sculpture and 3D:** Abstract shape and space Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.	

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DT	**Food: Eating seasonally** Discovering when and where fruits and vegetables are grown. Learning about seasonality in the UK and the relationship between the colour of fruits and vegetables and their health benefits by making three dishes.	**Digital world: Electronic charm** Designing, coding, making and promoting a Micro:bit electronic charm to use in low-light conditions. Children develop their understanding of programming to monitor and control their products.				**Structures: Constructing a castle** Learning about the features of a castle, children design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.
RE	 Christianity: Religion and the Individual How do Christians show that reconciliation with God and other people is important?	 Islam: Religion and the Individual How does a Muslim show their submission and obedience to Allah?	 Hinduism: Religion and the Individual Why does a Hindu want to collect good karma?	 Christianity: Symbols and Religious Expression Why is the cross more than a sacrifice for Christians?	 Christianity: Beliefs in Action in the World What do Christians mean when they talk about the Kingdom of God?	 Judaism: Revisiting What symbols and stories help Jewish people remember their covenant with God?

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LIFE SKILLS 	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
Music 	**Ballads** Children learn what ballads are, how to identify their features and how to convey different emotions when performing them.		**Jazz** Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm		**Traditional instruments and improvisation** Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.	
 French	French greetings with puppets	French adjectives of size, colour and shape	French playground games – numbers and age	In a French classroom	French transport	A circle of life in French
PE 	Tag Rugby	Dance	Skittleball	Football	Rounders	Athletics

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ICT 		Computing Systems and Networks: Networks and Internet (Microsoft Office 365		Programming: Scratch		Creating Media: Video Trailers (using iPads)