Year 3 Long-Term Plan

Subject	Autumn		Spring		Summer	
	1	2	1	2	1	2
Topic	**The Stone Age**	**Where in the world?**	**The Ancient Egyptians**		**Ancient Greece**	
English	**Text: Stone Age Boy by Satoshi Kitamura** Genre: diary entry **Text: The First Drawings by Mordicai Gerstein** Genre: character description and recount	**Text: How to Wash a Woolly Mammoth by Michelle Robinson** Genre: Instruction Writing **Text: The Iron Giant by Ted Hughes** Genre: poetry and mystery narrative	**Text: Cinderella of the Nile by Beverley Naidoo** Genre: traditional tale **Text: The story of Tutankhamun by Patricia Cleveland-Peck** Genre: biography	**Text: Marcy and the riddle of the sphinx by Joe Todd Stanton** Genre: non-fiction	**Text: The Odyssey by Gillian Cross** Genre: epic adventure story	**Text: Who let the Gods out by Maz Evans** Genre: advert and letter
Maths	**Number – place value** * count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number * recognise the place value of each digit in a three-digit number (hundreds, tens, ones) * compare and order numbers up to 1000 * identify, represent and estimate numbers using different representations * read and write numbers up to 1000 in numerals and in words	**Number – fractions** * recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a set of objects or quantity * write simple fractions, for example ½ of 6 = 3 * recognise the equivalence of 2/4 and ½ * count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 * understand that fractions can be added together to make a whole (bar model examples) and also show	**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 **Measure – money**	**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 (moving on to 'formal' method with confident X tables and no exchanging) * solve problems, including missing number problems,	**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	**Measure – weights/mass volume/capacity** * measure, compare, add and subtract: mass (kg/g); * measure, compare, add and subtract: volume/capacity (l/ml) **Consolidation work based on the year – to include fractions.**

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	* solve number problems and practical problems involving these ideas **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 (dividing to focus on the inverse of multiplying this term with no need to do 'formal' method).	using missing fraction sentences (1/5 + ? = 1) * recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators **Measure – lengths** * measure, compare, add and subtract lengths measure, compare, add and subtract: lengths (m/cm/mm) **Measure – perimeter** * measure the perimeter of simple 2-D shapes	* add and subtract amounts of money to give change, using both £ and p in practical contexts **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 perpendicular and parallel lines **Number – fractions** * recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a set of amount/quatity * 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	involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects **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 taken by particular events or tasks]	and/exchanging if confident) * solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects **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 **Numbers -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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			* 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).**			
Science	**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	**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	**Sound** * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * find patterns between the pitch of a sound and features of the object that produced it * find patterns between the volume of a sound and the strength of the vibrations that produced it * recognise that sounds get fainter as the distance from the sound source increases	**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	**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	
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:** *Beliefs in Action in the World* What do Christians mean when they talk about the Kingdom of God?	**Humanist** Why do humanists use the golden rule as a basis for marality?	**Sikhism** *How does the teaching of the gurus move Sikhs from dark to light?*

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Geography	*History this half-term*		*History this half-term*	**Egypt – River Nile/compare to Thames?** **Why are major cities built around a river?** Locational knowledge *locate the world's countries, using maps Human and physical geography *describe and understand key aspects of: *physical geography, including: rivers *Human geography, including: types of settlement and land use	*History this half-term*	**Greece – trade (fishing/olive oil)** **Featuring islands** Locational knowledge *Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place knowledge U*nderstand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country
History	*** changes in Britain from the Stone Age to the 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	*Geography this half-term*	*** the achievements of the earliest civilizations – 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	*Geography this half-term*	*** to know about the Ancient Greeks from over 2,500 years ago** -What can we work out about ancient Athens from pottery evidence remains? -Why was Athens able to be so strong? -What was so special about Athens? -What can we found out about their interest in theatre and Olympics? -How have the Ancient Greeks influenced our lives today?	*Geography this half-term*

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	Iron Age and how can we possibly know? -Can you solve the mystery of the 52 skeletons of Maiden Castle?		Egypt have in common with other civilizations from that time?			
Art	**Painting & Mixed Media: Prehistoric Paintings** * create sketch books to record their observations and use them to review and revisit ideas * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms * develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design * improve their mastery of art and design techniques, including drawing, painting and sculpture * improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * learn about great artists, architects and designers in history	*DT this half-term*	**Craft and Design: Ancient Egypt Scroll writing** * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history	*DT this half-term*	**Drawing: Growing Artists** * create sketchbooks to record their observations and use them to review and revise ideas * improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * learn about great artists, architects and designers in history	*DT this half-term*
DT	*Art this half-term*	**Textiles: weaving (God's Eye)** **Make** * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Design**	*Art this half-term*	**Mechanical systems: Pneumatic toys (open an Egyptian tomb)** * select from and use a wider range of tools and equipment to perform practical tasks * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * select from and use a wider range of materials and components, including	*Art this half-term*	**Cooking and Nutrition: Greek dips and dippers** **Make** *Children learn basic food preparation techniques and ways of combining components to create simple food products for a particular purpose, i.e. *designing a healthy dip for a party.* *They develop their designing skills by using their own experiences and evaluating

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		* 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 **Evaluate** * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Design** * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided 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 **Evaluate** ***** valuate their ideas and products against their own design criteria and consider the views of others to improve their work **Technical knowledge** * apply their understanding of how to strengthen, stiffen and reinforce more complex structures		existing products to develop ideas. *Through discussion, they develop criteria for their design proposals and suggest ways to proceed. *They develop their making skills by learning to combine components according to taste, appearance, texture and aroma to create a product that contributes to a healthy diet. *Through this activity children develop an awareness of health and safety and learn that the quality of the product depends on how well it **is made and presented.**
Music	*Computing this half-term*	**Ballads** *Identify the key features of a ballad. *Perform a ballad using actions. *Sing in time and in tune with a song and incorporate actions. *Retell a summary of an animation's story. *Write a verse with rhyming words which tell part of a story. *Perform their lyrics fluently and with actions.	*Computing this half-term*	**Pentatonic Melodies and Composition Chinese New Year** * Match their movements to the music, explaining why they chose these movements. * Accurately notate and play a pentatonic melody. *Play their part in a composition confidently. *Work as a group to perform a piece of music.	*Computing this half-term*	**Jazz** * play and perform in ensemble contexts, using their voices and playing musical instruments * improvise and compose music for a range of purposes using the interrelated dimensions of music * listen with attention to detail and recall sounds with increasing aural memory □* use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music

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Computing	**Computing Systems and Networks:** *Connecting Computers* Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	*Music this half-term*	**Creative Media:** *Stop-Frame Animation* Capturing and editing digital still images to produce a stop-frame animation that tells a story. * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	*Music this half-term*	**Programming:** *Sequencing Sounds* Creating sequences in a block-based programming language to make music. * design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output *use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	*Music this half-term*
RSE/Life Skills	**Introduction** * Setting ground rules and signposting	**Family and relationships** * Healthy families * Friendship conflicts * Friendship: conflict vs bullying * Learning who to trust * Respecting differences in others *Stereotyping gender	**Health and wellbeing** * My healthy diary * Wonderful me * Resilience: breaking down barriers * Diet and dental health	**Safety and the changing body** * First Aid: emergencies and calling for help * Cyberbullying * Influences * Keeping safe out and about	**Citizenship** * Rights of the child * Charity * Local democracy	**Economic wellbeing** * Budgeting * Career quest
French	**Phonetics** **I am learning French**	**Animals**	**Instruments**	**I am able…**	**Fruits**	**Ice-Creams**

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PE	**Matball** Assessment focus: * use running, jumping, throwing and catching in combination * play competitive games, modified where appropriate (for example matball) and apply basic principles suitable for attacking and defending * communication and collaboration * pupil knows how to improve within this physical discipline	**Skittleball** Assessment focus: * use running, jumping, throwing and catching in combination. * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * communication and collaboration * pupil knows how to improve within this physical discipline.	**Dance** Assessment focus: * develop flexibility, strength, technique, control and balance * perform dances using a range of movement patterns, develop sequences of movement. * pupil can evaluate their performance and recognise their own success.	**Gymnastics** Assessment focus: * developing balance, agility and co-ordination, and begin to apply these in a range of activities. * communication and collaboration * pupil knows how to improve within this physical discipline. * develop flexibility, strength, technique, control and balance	**Athletics** Assessment focus: * use running, jumping, throwing and catching in isolation * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * communication and collaboration * pupil knows how to improve within this physical discipline * compare their performances with previous ones and demonstrate improvement to achieve their personal best	**Unihoc** Assessment focus: * use running, jumping, throwing and catching in combination * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * communication and collaboration * pupil knows how to improve within this physical discipline