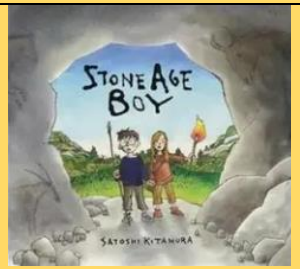
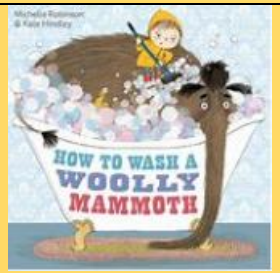
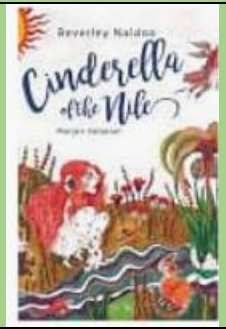
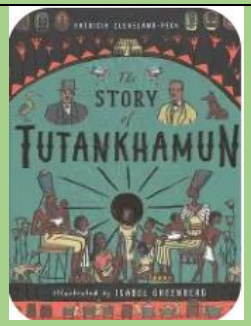
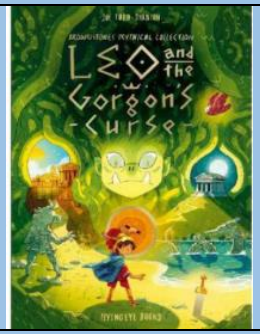
Year 3 Long-Term Plan

Subject	Autumn		Spring		Summer	
	1	2	1	2	1	2
Topic	**The Stone Age**		**The Ancient Egyptians**		**Ancient Greece**	
English	Writing to inform: diary entry	Writing to inform: instructions	Writing to entertain: twisted tale	Writing to inform: biography	Writing to inform: non-chronological report	Writing to persuade: leaflet
	Stone Age Boy by Satoshi Kitamura	**How to Wash a Woolly Mammoth by Michelle Robinson**	**Cinderella of the Nile by Beverley Naidoo**	**The story of Tutankhamun by Patricia Cleveland-Peck**	**Leo and the Gorgon's curse**	**Come to Suffolk**
						
	Writing to entertain: setting and character description	Writing to entertain: short story	Writing to entertain: description	Writing to entertain: Character description	Writing to entertain: poetry	Writing to entertain (with media)
	The First Drawings by Mordicai Gerstein	**The Iron Man by Ted Hughes**	**Marcy and the riddle of the sphinx by Joe Todd Stanton**	**Mythical creatures**	**Senses poem**	**Charlie and the Chocolate factory**

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				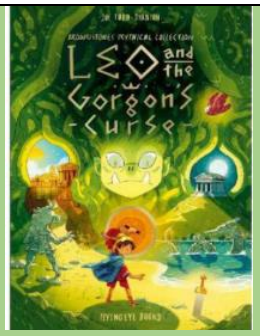		
Maths	**Number – place value** * count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number * recognise the place value of each digit in a three-digit number (hundreds, tens, ones) * compare and order numbers up to 1000 * identify, represent and estimate numbers using different representations * read and write numbers up to 1000 in numerals and in words * 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	**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 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	**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** * add and subtract amounts of money to give change, using both £ and p in practical contexts **Geometry – shape**	**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, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects **Measure – time**	**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, including positive integer scaling problems and correspondence problems in	**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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	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).	**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	* 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 * 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).**	* 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]	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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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	**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	**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	**Sustainability** * What is food waste? *How can we reduce our food waste? *What is biodiversity? *How can we increase biodiversity in our local area?
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 morality?	**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?** <u>Locational knowledge</u> *locate the world's countries, using maps <u>Human and physical geography</u> *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** <u>Locational knowledge</u> *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 <u>Place knowledge</u> *Understand 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 Iron Age and how can we possibly know? -Can you solve the mystery of the 52 skeletons of Maiden Castle?	*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 Egypt have in common with other civilizations from that time?	*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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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** * 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**	*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 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	*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 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.**

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		* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		* 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		
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
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	*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	*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	*Music this half-term*

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	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		* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact		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	
RSE/Life Skills	**Introduction** * Setting ground rules and exploring zones of regulation	**Relationships** * How we treat people * Friendship conflicts * Learning who to trust *Consent * Respecting differences in others *Stereotyping gender *Bullying *Key people	**Keeping Safe** * Online safety *sharing worries *Emergency services *Emergency situations *Risk *secrets *safe touch	**Understanding the law** * Responsible citizen *Enforce the law *Children's rights *What is the law?	**Well-being** * feelings *talking about feelings *vaccinations *mental health	**Transition and change** * change * school *what am I good at?
French	**Phonetics** **I am learning French**	**Animals**	**Instruments**	**I am able…**	**Fruits**	**Ice-Creams**
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 * 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/Tennis** Assessment focus: * 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