Year 3 Long Term Plan

	1st. Autumn Sep/Oct	2nd. Autumn Nov/Dec	1st. Spring Jan/Feb	2nd. Spring Mar/Apr	1st. Summer Apr/May	2nd. Summer June/Jul
English Reading/Writing Genre	**Stories in Familiar Settings** Children will read a variety of stories in familiar settings and review the main features of the characters, plot and setting. They will write their own story with the focus on describing the setting. **Instructions (Link with DT/Science Topic: Food.)** Children will read and compare examples of instructional texts, reviewing common features and judging how effective the	**Dialogue in Stories** Children will read and discuss a range of stories identifying different voices and characters. They will learn the rules of speech punctuation and use these in their own stories. **Playscripts** Children will read, discuss and perform, a range of playscripts, analysing the language and layout features. They will use these to write their own playscript based on a nursery rhyme.	**Fables** Children will read, and listen to, a range of fables. They will identify common themes, such as good over evil, wise over foolish etc…, identifying and suggesting morals for the stories read. They will choose a theme and write their own fable, based on ones they have read. **Information Texts (Link with Geography Topic: Countries of the UK.)** Children will research a country of the United Kingdom, using	**Myths and Legends** Children will read, and listen to, a range of myths and legends, identifying common themes and features. They will use these to write their own myth or legend. **Letters** Children will analyse letters written for different purposes, identifying language features and conventions. They will write a letter to someone they find inspirational.	**Poems to Perform** Children will read and discuss a range of performance poems, identifying distinctive features such as repetition, rhyme, rhythm, alliteration and the use of oral language based on speech. **Authors** Children will read, and respond to, a selection of the work of the chosen author and another author of their choice.	**Adventure and Mystery** Following a visit from an 'honest fisherman', children will find out about the history of Pirates and what life was like on board a pirate ship. They will use this information to write a detailed character description of a pirate, as part of a pirate adventure story. **Language Play** Children will read, discuss and analyse poems that play with language, e.g. nonsense verse, riddles, puns,

	instructions are. They will write instructions for making a healthy sandwich for a special occasion. **<u>Colour Poems</u>** Children will read a selection of poems on the theme of colour and write their own using ideas and vocabulary from these.		reference materials, including ICT. They will create a group information poster about one of the countries of the United Kingdom.	**<u>Reports</u>** (Link with History Topic: Ancient Egypt) Children will work in pairs to research a given aspect of life in Ancient Egypt, and write a historical report on papyrus.		word games and puzzles.
English Punctuation/Grammar	Alphabetical order Vowels and consonants Articles (the, a an) Common nouns and proper nouns Adjectives Sentence construction, including capital	Verbs – present and past simple tense Inverted commas (speech) Synonyms of 'said' Collective nouns Adjectives - comparative and superlative Adverbs (manner,	Verbs – past present and future tenses Capital letters Prepositions (with, around, behind, during, above, through, far, before, below, after, because of, without, near, off) Personal Pronouns (I, you, he, she, it,	Comparative and superlative adjectives Determiners (the, a, an, this, that) Direct speech Adjective phrases	Apostrophes (singular possession) Apostrophes (singular and plural possession) Commas to mark grammatical boundaries. Adverbial phrases Nouns and verbs (chosen for	Perfect form of verbs (e.g. has gone, have listened) Paragraphs (time change) Main and subordinate clauses

	letters and full stops Conjunctions (and, but, because, so, when) Prepositions (up, in, on, over, under, down, off, out, outside, inside)	time and place) Conjunctions (but, so, because, when, before, after, while)	we, they, me, you, him, her, us, them) Conjunctions (because, but, or, yet, so, when, before, after) Apostrophes (contraction)		precision and impact)	
	Use new terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas, speech marks, paragraph, comparative adjective, superlative adjective.					
English Spelling/Phonics	Plurals – (s, es, ies) Homophones Suffix (ly) Topic words (Skeleton) Revisit & Review: Y2 Common Exception Words. Begin to learn Y3/4 words	The ou sound (the /ʌ/ sound spelt ou eg young, touch) Plurals – (ves) Homophones Suffix (ful) The ei sound (eɪ sound spelt ei, eigh, or ey (ey - they, ei - vein, eigh – eight) Topic words	Prefixes –un, re, pre. Suffix -y The e sound (sound spelt in measure) Contractions Revisit & Review: Y3&4 Common Exception Words	Prefixes -dis, mis. The y sound (the /ɪ/ sound spelt y elsewhere than at the end of words eg gym, myth) Soft 'c' (e.g. centre, cycle, cinema) Soft 'g' (e.g. giraffe, geography, ginger, germinate) Topic words	Prefix - co The ch sound (the /k/ sound spelt ch (Greek in origin) eg scheme, chorus). The sc sound (the s sound in science). Homophones Topic words (Rocks)	Prefixes– super, anti, auto, sub, tele Topic words Suffix – ment Revisit & Review: Y3&4 Common Exception Words

		(Stone Age to Iron Age) Revisit & Review: Y3&4 Common Exception Words		(Ancient Egypt) Revisit & Review: Y3&4 Common Exception Words	Revisit & Review: Y3&4 Common Exception Words	
English Handwriting	<u>Ongoing throughout the year:</u> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.		<u>Ongoing throughout the year.</u> Diagonal joins to letters without ascenders, e.g. ai, ar, un. Horizontal joins to letters without ascenders, e.g. ou, vi, wi. Diagonal joins to letters without ascenders, e.g. ab, ul, it. Horizontal joins to letters with ascenders, e.g. ol, wh, ot.		<u>Ongoing throughout the year.</u> Increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	
Maths.	*** Reading, writing and ordering two-digit and three-digit numbers** • To recognise the place value of each digit in a three-digit number (hundreds, tens, ones). • To compare and order numbers up to 1000. • To read and write numbers up	*** Counting and estimating** • To count from 0 in multiples of 4, 50 and 100; finding 10 or 100 more or less than a given number. • To identify, represent and estimate numbers using different representations. • To solve	*** Number, place value and rounding** To count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number. • To recognise the place value of each digit in a three-digit number (hundreds, tens, ones).	*** Addition and subtraction of 2-digit and 3-digit numbers using columns** • To add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction. • To estimate the answer to a	*** Read, write, order and round two-digit and three-digit numbers** • To count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number. • To recognise the place value of each digit in a	*** Addition and subtraction of two 3-digit numbers using number lines and columns** • To add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction. • To estimate the

	to 1000 in numerals and in words. *** Counting and estimating** • To count from 0 in multiples of3, 50 and 100; finding 10 or 100 more or less than a given number. • To identify, represent and estimate numbers using different representations. *** Number facts to 20 and to 100** *** Addition and subtraction of 1, 2 and 3-digit numbers** • To add and subtract numbers mentally, including: • a three-digit number and ones • a three-digit number and tens • a three-digit number and	problems, including missing number problems, using number facts and place value. *** Addition and subtraction of two and three-digit numbers, using a number line and columns** • To add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction. • To estimate the answer to a calculation and use inverse operations to check answers. • To solve problems, including missing number problems, using number facts, place value,	• To compare and order numbers up to 1000. • To identify, represent and estimate numbers using different representations. • To read and write numbers up to 1000 in numerals and in words. • To solve number problems and practical problems involving these ideas. *** Multiplication and division:** multiplying one-digit numbers by multiples of 10 *** Multiplication and division:** • To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	calculation and use inverse operations to check answers. • To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. *** Multiplication and division: multiplying by multiples of 10, and dividing with remainders** *** Multiplication and division: multiplying and dividing larger numbers** • To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • To write and calculate mathematical	three-digit number (hundreds, tens, ones). • To compare and order numbers up to, and beyond, 1000. • To identify, represent and estimate numbers using different representations. • To read and write numbers up to, and beyond, 1000 in numerals and in words. • To solve number problems and practical problems involving these ideas. *** Multiplication and division problems** • To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • To write and	answer to a calculation and use inverse operations to check answers. • To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. *** Multiplication and division problems: written methods** • To solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects.

	hundreds. • To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. *** Multiplication and division facts** • To recall and use multiplication and division facts for the 3 and 4 multiplication tables. • To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know. *** Measuring using mm, cm and metres** • To measure, compare, add and	and more complex addition and subtraction. *** Multiplication and division: practical and informal written methods** • To recall and use multiplication and division facts for the 3 and 4 multiplication tables. • To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know. • To solve problems, including missing number problems, involving multiplication and division. *** Fractions: representing,**	• To 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. • To solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects. *** Measures: adding and subtracting money**	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. *** Measuring using grams and kilograms** • To measure, compare, add and subtract: mass (kg/g). *** Fractions: representing, comparing and ordering unit and non-unit fractions of shapes and numbers** • To count up and down in tenths; recognise that tenths arise from dividing an object	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. • To solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects. *** Addition and subtraction of two-digit and**	*** Fractions: equivalence, addition and subtraction within 1** • To recognise and show, using diagrams, equivalent fractions with small denominators. • To add and subtract fractions with the same denominator within one whole (5/7 + 1/7 = 6/7). • To solve problems that involve all of the above. *** Read and write time using 12 and 24 hour clock** • To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-

	subtract: lengths (m/cm/mm). • To measure the perimeter of simple 2D shapes. *** Recognising, describing and making 2D and 3D shapes** • To name and draw 2D shapes and recognise 3D shapes in different orientations and describe them with increasing accuracy.	**comparing and ordering unit and non-unit fractions of shapes and numbers** • To recognise, find and write fractions of shapes and a discrete set of objects. • To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • To compare and order unit fractions, and fractions with the same denominators. • To solve problems that involve all of the above. *** Read and write time to 5 minute intervals**	• To add and subtract amounts of money to give change, using both £ and p in practical contexts. *** Recognising and drawing right angles in 2D shapes** • To recognise angles as a property of shape and associate angles with turning. • To identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.	into 10 equal parts and in dividing one-digit numbers or quantities by 10. • To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • To recognise and show, using diagrams, equivalent fractions with small denominators. • To compare and order unit fractions, and fractions with the	**three-digit numbers using columns** To add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction. • To estimate the answer to a calculation and use inverse operations to check answers. • To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. *** Shape: identifying horizontal, vertical, parallel and perpendicular lines** • To recognise	hour and 24-hour clocks. • To estimate and read time with increasing accuracy to the nearest minute; • To compare durations of events, for example to calculate the time taken by particular events or tasks. *** Construct and interpret bar charts using scales** • To interpret and present data using bar charts. • To solve one-step and two-step questions such as 'How many more?' and 'How many fewer?'

		• To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour clocks. • To estimate and read time with increasing accuracy to the nearest 5 minutes; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as am/pm, morning, afternoon, noon and midnight. • To know the number of seconds in a minute and the number of days in each month, year and leap year. • To compare durations of events, for		same denominators. • To solve problems that involve all of the above. *** Read and interpret bar charts, using scales** • To interpret and present data using bar charts, pictograms and tables. • To solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.	angles as a property of shape and associate angles with turning. • To identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. • To identify horizontal, vertical, perpendicular and parallel lines in relation to other lines. *** Measuring using millilitres and litres** • To measure, compare, add and subtract:volume and capacity (l/ml)	

		example to calculate the time taken by particular events or tasks. *** Read, present and interpret pictograms and tables** • To interpret and present data using pictograms and tables • To solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in pictograms and tables.				
Science	**Animals including Humans**	**Forces and Magnets**	**Plants**		**Rocks**	**Light**
R.E.	What do Jewish people believe and how do they live?	What do different people believe about worshipping God?	Why do people pray?	What kind of world did Jesus want? Why?	How do festivals and family life show what matters to Jewish people?	What does it mean to be a Christian in Britain today?
Computing	**E Safety to include emails**	**Data retrieving and organising**	**Algorithms and Programs**	**Algorithms and Programs**	**Communicating and Presentation**	**Communicating and Presentation**

	Identify **Social Networking** **Social Media** **Emoji** **Text Speak** **Autocomplete**	**Branching database**	**Sequencing**			
	E Safety – revisit and reinforce at the start of each term.					
	Using technology – reinforce across the curriculum.					
Geography			**UK** (Locational knowledge)		**Rivers** (physical geography)	**Mountains** (physical geography)

History		**Changes in Britain from Stone Age to Iron Age**		**Ancient Egypt**		
Art	**Painting** *Colour mixing.* *Introduce different types of brushes.* *Techniques- apply colour using dotting, scratching, splashing***.** **Cave Paintings linked to History unit Stone Age to Iron Age.**		**Modroc/Clay** *Shape and form.* **Ancient Egypt – mummies**		**Drawing** *Experiment with the potential of various pencils, close observation. Draw both the positive and negative shapes.* **Plants/Flowers (Georgia O'Keeffe)**	
D. and T.	**Food** ***Healthy Eating and Food Origins*** ***Healthy Sandwiches***		**Structures** ***Joining, stiffening, strengthening***		***Mechanisms*** ***Levers and Linkages***	
P.E.	**Swimming** **Invasion Games**	**Swimming** **Invasion Games**	**Swimming** **Striking and**	**Swimming** **Net and Wall**	**Swimming** **Outdoor/**	**Swimming** **Athletics**

	Emphasis on sending and receiving using hands or feet Football Handball Netball **Gymnastics**	Emphasis on sending and receiving with a piece of equipment Hockey Lacrosse **Dance**	**Fielding** Rounders, Softball Baseball Cricket **Gymnastics**	Badminton Tennis Volley ball **Dance**	**adventurous** Orienteering	Run jump throw Competitions
PSHE	**Healthy Body/Healthy Mind** Physical, mental and emotional health are all part normal daily life H6.1 H6.5 H8.1 H8.2 H8.3 Choices and consequences Balanced lifestyle including diet, safe sun, dental health H6.1 H9.1 H9.2 H9.3 H11.2 H11.3 H11.4		**Staying Safe** Online benefits H7.1 Physical, mental and emotional health are all part normal daily life H6.1 H8.3 Choices and consequences of online actions H7.3 Reporting concerns H7.7 Balanced lifestyle including time spent online H7.2 H6.1 H11.3		**Friendships/Relationships** Acceptable / unacceptable physical contact Personal boundaries R5.3 Secrets / When it is right to break a confidence and seeking permission R3.8 R5.2 Recognise peoples' feelings and realising that most friendships have ups and downs R2.4 Show, respect, constructively challenge different points of view R3.5	
	Rule of Law: How/why rules and laws are made and enforced, including school rules? **Democracy: Election of School Council** **Individual Liberty:** Making the correct, healthy choices **Tolerance of Different Faiths and beliefs**: *Jewish religion*		**Tolerance of Different Faiths and beliefs:** Why do people pray?		**Mutual Respect**: Recognise peoples' feelings and realising that most friendships have ups and downs R2.4 Show, respect, constructively challenge different points of view R3.5 Personal boundaries R5.3 **Tolerance of Different Faiths and beliefs:** Jewish festivals and family life and life as a Christian today.	
			Money Matters – Where does money come from? Borrowing and Lending.			

			Budgeting.			
Music	Composition Timbre Rhythm Beat Structure Environment Building	Tempo Dynamics Structure Performance Rhythmic Patterns Sounds Poetry	Pitch Notation Beat Metre Rhythms China Time	Pitch Notation Composition In The Past Communication	Structure Performance Pitch Notation Human Body Singing French	Structure Performance Rhythmic Patterns Ancient Worlds Food and Drink
French	Moi (All About Me)	Moi (All About Me)	Jeux et Chansons (Games and Songs)	Jeux et Chansons (Games and Songs)	On Fait La Fete (Celebrations)	On Fait La Fete (Celebrations)