**lYear 3 Long Term Plan**

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|  | **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** | **Settings for Stories in familiar places**  Children will read a variety of stories in familiar settings and review the main features of the setting, characters and plot. They will write their own setting for a story based in a familiar place.  **Instructions**  (Link with DT/Science Topic: Food.)  Children will read and compare examples of instructional texts, reviewing common features and judging how effective the instructions are. They will write instructions for making a healthy sandwich for a special occasion.  **Colour Poems**  Children will read a selection of poems on the theme of colour from the book A Song of Colours by Judy Hindley.They will analyse common structures within these poems, then use these to write a colour poem of their own. | **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 story, based on one they have read.  **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. | | **Poetry**  Children will read, discuss and analyse poems related to the months of the year, identifying features of structure and layout. They will develop their vocabulary and identify the use of descriptive phrases and examples of personification. They will use this knowledge to write their own Months Poem.  **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. | | **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.  **Reports**  (Link with History Topic: Ancient Egypt)  Children will investigate examples of historical reports, identifying structure and language features. They will then work in pairs to research a given aspect of life in Ancient Egypt, and write a historical report on papyrus. | **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. They will write a fact-file about their chosen author and a book review of their favourite book.  **Letters**  Children will analyse letters written for different purposes, identifying language features and conventions. They will write a letter to someone they find inspirational. | **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, word games and puzzles. |
| **English**  **Punctuation/Grammar** | Revision from Y2:  Alphabetical order; Vowels and consonants; Word classes (nouns, adjectives, verbs, adverbs of manner); Sentence types and associated punctuation, i.e. exclamation marks, question marks and commas in a list  Articles (the, a an)  Verbs – past, present and future tenses | Inverted commas to punctuate direct speech  Synonyms of ‘said’  Prepositions (up, in, on, over, under, down, off, out, outside, inside)  Conjunctions (because, but, or, yet, so, when, before, after) | | Perfect form of verbs (e.g. has gone, have listened)  Capital letters for proper nouns  Prepositions (with, around, behind, during, above, far, before, below, after, because of, without, near, off)  Apostrophes (contraction) | | Adverbs of time, (e.g. then, next, soon)  Comparative and superlative adjectives  Headings and sub-headings to aid presentation  Paragraphs in non-fiction writing. | Word families  Personal Pronouns (I, you, he, she, it, we, they, me, you, him, her, us, them)  Main and subordinate clauses | Apostrophes (singular possession)  Paragraphs in fiction writing  Collective nouns |
| 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** | Revisit & Review: Y2 Common Exception Words.  Words with the long /eI/ sound spelt with ei  Words with the long /eI/ sound spelt with ey  Words with the long /eI/ sound spelt with ai  Words with /er /sound spelt with ear  Homophones and near homophones | | Creating adverbs using the suffix -ly (no change to root word)  Creating adverbs using the suffix -ly (root word ends in ‘y’ with more than one syllable)  Creating adverbs using the suffix -ly (root word ends in ‘le’)  Creating adverbs using the suffix -ly (root word ends in ‘ic’ or ‘al’)  Creating adverbs using the suffix -ly (exceptions to the rules)  Begin to learn Y3&4 Common Exception Words | Words with short /i/ sound spelt with ‘y’  Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)  Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)  Creating negative meanings using prefix mis-  Creating negative meanings using prefix dis-  Words with a /k/ sound spelt with ‘ch’  Y3&4 Common Exception Words | Homophones and near homophones  Adding the prefix bi- (meaning ‘two’ or ‘twice’) and Adding the prefix re- (meaning ‘again’ or back’)  Words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’  Words with a /sh/ sound spelt with ‘ch’  Y3&4 Common Exception Words | | Words ending in -ary  Words with a short /u/ sound spelt with ‘o’  Words with a short /u/ sound spelt with ‘ou’  Word families based on common words, showing how words are related in form and meaning.  Y3&4 Common Exception Words | Words ending in the suffix -al  Words ending with an /zhuh/ sound spelt with ‘sure’  Words ending with a /chuh/ sound spelt with ‘ture’  Silent Letters Revision  Y3&4 Common Exception Words |
| **English**  **Handwriting** | Ongoing throughout the year:  Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacentto one another, are best left unjoined. | | | Ongoing throughout the year.  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. | | | Ongoing throughout the year.  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.** | **Place Value**  \* Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)  \* Partition numbers to 100, then 1000  \* Compare and order 2-digit and 3-digit numbers  \* Read and write numbers up to 1000 in numerals and in words  \* Represent numbers to 100, then 1000 in different ways  \* Find 1, 10 or 100 more or less than a given number.  \* Solve number problems and practical problems involving these ideas  **Addition and Subtraction**  \* Revision of number bonds to 10 and related bonds to 100.  \* Revision of mental addition and subtraction of several single digit numbers  \* Add and subtract numbers mentally, including:  ● a three-digit number and ones  ● a three-digit number and tens  ● a three-digit number and hundreds.  \* Add and subtract two numbers (no exchange)  **Multiplication and Division**  \* Count in 2s, 5s, 10s and 3s.  \* Recall and use multiplication and division facts for the 2, 5, 10 and 3 x tables  \* Write and calculate mathematical statements for multiplication and division problems, using the multiplication tables that they know.  **Geometry: 2DShapes**  \* Recognise and describe 2D shapes  \* Draw 2D shapes  \* Recognise angles as a property of shape or a description of turn  \* Identify right angles  \* Identify whether angles are greater or less than a right angle, using correct terminology (obtuse, acute)  \* Recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn | | **Place Value**  \* Place numbers on a number line to 1000  \* Estimate the position of numbers on a blank number line to 1000  \* Compare and order numbers to 1000  \* Count in 50s  \* Partition 3-digit numbers flexibly, e.g. 146 = 130 + 16  \* Round 2-digit and 3-digit numbers to the nearest 10 and 100  \* Solve problems, including missing number problems, using number facts and place value.  **Addition and subtraction**  \* Add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction.  \* Estimate the answer to a calculation and use inverse operations to check answers.  \* Solve problems, including missing number problems, using number facts and place value  **Multiplication and Division**  \* Recall and use multiplication and division facts for the 4 x table.  \* Write and calculate mathematical statements for multiplication and division problems, using the multiplication tables that they know.  **Fractions**  \* Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.  \* Recognise, find and write fractions of shapes and a discrete set of objects.  \* Add and subtract fractions with the same denominator within one whole  (5/7 + 1/7 = 6/7). | **Time**  \* Revise O’clock, half past, quarter past and quarter to the hour  \* Tell the time on an analogue clock to five minutes  \* know the number of seconds in a minute and the number of days in each month, year and leap year  **Multiplication and Division**  \* Recall and use multiplication and division facts for the 8 x table.  \* Write and calculate mathematical statements for multiplication and division problems, using the multiplication tables that they know.  **Measures:Money**  \* Revise counting pence and pounds  \* Convert pounds and pence  \* Add and subtract amounts of money  \* Calculate change, using both £ and p in practical contexts.  **Addition and Subtraction**  \* Add and subtract numbers with three digits, using the efficient written methods of columnar addition and subtraction.  \* 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**  \* 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.  \* Begin to understand tenths as decimals | **Multiplication and Division**  \* 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.  \* Calculate division with remainders  \* Solve problems, including missing number problems, involving multiplication and division  \* Solve problems involving integer scaling  \* Solve correspondence problems in which *n* objects are connected to *m* objects.  **Statistics**  \* Revise tally charts  \* Interpret and present data using bar charts, pictograms, bar charts and tables.  \* Solve one-step and two-step questions, using information presented in scaled bar charts, pictograms and tables.  **Measures: Length and Perimeter**  \* Measure lengths (m, cm and mm)  \* Compare lengths (m, cm, mm)  \* Add and subtract lengths (m, cm and mm)  \* Solve problems involving length  \* Measure the perimeter of simple 2D shapes | | **Time**  \* Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour clocks.  \* Understand and use analogue and digital time equivalence  \* Estimate and read time with increasing accuracy to the minute  \* Record and compare time in terms of seconds, minutes, hours and o’clock  \* Use vocabulary such as am/pm, morning,  afternoon, noon and midnight.  \* Compare durations of events, for example to calculate the time taken by particular events or tasks.  \*Solve problems involving time  **Geometry**  \* Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.  \* Recognise and describe 3D shapes  \* Recognise 3D shapes in different orientations  \* Make 3D shapes using modelling materials  **Addition and subtraction**  \* Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction  \* Estimate the answer to calculations and use inverse operations to check answers | **Measure: Mass and Capacity**  \* Measure mass  \* Compare mass  \* Add and subtract mass (kg/g).  \* Measure capacity  \* Compare volume  \* Compare capacity  \* Add and subtract capacity  (l/ml)  \* Solve problems involving mass and capacity  **Fractions**  \* Recognise and show, using diagrams, equivalent fractions with small  denominators.  \* Compare and order unit fractions, and fractions with the same denominators.  \* Calculate fractions of numbers (unit fractions and non-unit fractions)  \* Solve problems that involve fractions  **Time**  \* Tell and write the time from an analogue clock, including using 24-hour clocks.  \* Estimate and read time with increasing accuracy to the nearest minute;  \* Compare durations of events, for example to calculate the time taken by particular events or tasks.  **Multiplication and Division**  \* Continue to practise mental recall of multiplication tables when calculating mathematical statements in order to improve fluency  \* Through doubling, connect the 2, 4 and 8 multiplication tables  \* Use formal written methods of multiplication and division to solve problems in context, deciding which operation to use and why. |
| **Science** | **Animals including Humans** | **Forces and Magnets** | | **Plants** | | | **Rocks** | **Light** |
| **R.E.** | **Judaism**  What do Jewish people believe and how do  they live? | **Judaism**  How do festivals and family life show what matters  to Jewish people? | | **Christianity and Islam**  Why do people pray? | | **Christianity and Islam**  What do Muslims and Christians believe about  worshipping God? | **Christianity**  How do Christians in Britain today help create the kind of world Jesus wanted? | **Christianity**  How do Christians in Britain today help create the kind of world Jesus wanted? |
| **Computing** | **E Safety to include emails** | **Data retrieving and organising** | | **Communicating and Presentation** | | **Algorithms and Programs** | **Communicating and Presentation** | **Communicating and Presentation** |
| **Identify**  **Social Networking**  **Social Media**  **Emoji**  **Text Speak**  **Autocomplete** | **Databases** | | **Desktop publishing** | | **Sequencing** | **Powerpoint** | **Manipulating Sounds** |
| **E Safety – revisit and reinforce at the start of each term.** | | | | | | | |
| ***Using technology – reinforce across the curriculum.*** | | | | | | | |
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| **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***  ***Gift Boxes*** | | | ***Mechanisms***  ***Levers and Linkages***  ***Moving Information Poster*** | |
| **P.E.** | **Swimming**  **Invasion Games**  Emphasis on sending and receiving with a piece of equipment  Hockey | **Swimming**  **Invasion Games**  Emphasis on sending and receiving using hands or feet  Netball | | **Swimming**  **Striking and Fielding**  Cricket | | **Swimming**  **Net and Wall**  Tennis | **Swimming**  **Outdoor/**  **Adventurous**  Orienteering | **Swimming**  **Athletics**  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** | Language Angels:  Les Salutations  Phonics 1 | Language Angels:  Colours and Numbers | | Language Angels:  I’m Learning French | | Language Angels:  Animals | Language Angels:  Musical Instruments | Language Angels:  Ancient Britain |