

Year 3 Long Term Plan

	1 <sup>st</sup> . Autumn Sep/Oct	2 <sup>nd</sup> . Autumn Nov/Dec	1 <sup>st</sup> . Spring Jan/Feb	2 <sup>nd</sup> . Spring Mar/Apr	1 <sup>st</sup> . Summer Apr/May	2 <sup>nd</sup> . Summer June/Jul
English Reading/Writing Genre	<p><b><u>Settings for Stories in familiar places</u></b> Children will read a variety of stories in familiar settings and review the main features of the setting, characters and plot. They will collect ideas and inspiration from the school playground, using their senses before planning and writing their own setting for a story based in a familiar place. Main Text: I'll Take You to Mrs Cole by Nigel Gray.</p> <p><b><u>Instructions</u></b> (Link with DT/Science Topic: Food.) Children will read and compare examples of</p>	<p><b><u>Dialogue in Stories</u></b> 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 with dialogue, based on one they have read. Main Text: Beware of Boys by Tony Blundell.</p> <p><b><u>Playscripts</u></b> Children will read, discuss and perform a</p>	<p><b><u>Poetry</u></b> 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.</p> <p><b><u>Fables</u></b> Children will read, and listen to, a range of fables. They will identify common themes, such as good over</p>	<p><b><u>Myths and Legends</u></b> 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. Main Text: Theseus and the Minotaur</p> <p><b><u>Reports</u></b> (Link with History Topic: Ancient Egypt) Children will investigate examples of historical reports, identifying structure and language features.</p>	<p><b><u>Poems to Perform</u></b> 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. Main Texts: A range of poems from When We Were Very Young by A. A. Milne. Mary and Sarah by Richard Edwards.</p> <p><b><u>Authors</u></b> Children will read, and respond to, a</p>	<p><b><u>Adventure and Mystery</u></b> 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. Main Text: Treasure Island (adapted by Alan MacDonald)</p> <p><b><u>Language Play</u></b> Children will read, discuss and analyse poems</p>

	<p>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.</p> <p><b><u>Colour Poems</u></b> Children will read a selection of poems on the theme of colour from the book <i>A Song of Colours</i> by Judy Hindley. They will analyse common structures within these poems, then use these to write a colour poem of their own.</p>	<p>range of playscripts, analysing the language and layout features. They will use these to write their own playscripts based on a nursery rhyme.</p>	<p>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.</p> <p>Main Text: <i>Aesop's Fables</i> (Pelican Big Books by Geraldine McCaughrean)</p>	<p>They will then work in pairs to research a given aspect of life in Ancient Egypt, and write a historical report on papyrus.</p>	<p>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. (Chosen author: Roald Dahl)</p> <p><b><u>Letters</u></b> Children will analyse letters written for different purposes, identifying language features and conventions. They will write a letter to someone they find inspirational.</p>	<p>that play with language, e.g. nonsense verse, riddles, puns, word games and puzzles.</p>
<p><b>English Punctuation/Grammar</b></p>	<p>Revision from Y2:</p>	<p>Inverted commas to</p>	<p>Perfect form of verbs (e.g. has</p>	<p>Adverbs of time, (e.g. then, next,</p>	<p>Word families</p>	<p>Apostrophes (singular</p>

	<p>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</p> <p>Articles (the, a an)</p> <p>Verbs - past, present and future tenses</p>	<p>punctuate direct speech</p> <p>Synonyms of 'said'</p> <p>Prepositions (up, in, on, over, under, down, off, out, outside, inside)</p> <p>Conjunctions (because, but, or, yet, so, when, before, after)</p>	<p>gone, have listened)</p> <p>Capital letters for proper nouns</p> <p>Prepositions (with, around, behind, during, above, far, before, below, after, because of, without, near, off)</p> <p>Apostrophes (contraction)</p>	<p>soon)</p> <p>Comparative and superlative adjectives</p> <p>Headings and sub-headings to aid presentation</p> <p>Paragraphs in non-fiction writing.</p>	<p>Personal Pronouns (I, you, he, she, it, we, they, me, you, him, her, us, them)</p> <p>Main and subordinate clauses</p>	<p>possession)</p> <p>Paragraphs in fiction writing</p> <p>Collective nouns</p>
	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	<p>Revisit &amp; Review: Y2 Common Exception Words.</p> <p>Words with the long /eɪ/ sound spelt with ei</p> <p>Words with the long /eɪ/ sound spelt with</p>	<p>Creating adverbs using the suffix -ly (no change to root word)</p> <p>Creating adverbs using the suffix -ly</p>	<p>Words with short /i/ sound spelt with 'y'</p> <p>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one</p>	<p>Homophones and near homophones</p> <p>Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or back')</p>	<p>Words ending in -ary</p> <p>Words with a short /u/ sound spelt with 'o'</p> <p>Words with a short /u/ sound</p>	<p>Words ending in the suffix -al</p> <p>Words ending with an /zuh/ sound spelt with 'sure'</p> <p>Words ending</p>

	<p>ey</p> <p>Words with the long /eɪ/ sound spelt with ai</p> <p>Words with /er /sound spelt with ear</p> <p>Homophones and near homophones</p>	<p>(root word ends in 'y' with more than one syllable)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'le')</p> <p>Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')</p> <p>Creating adverbs using the suffix -ly (exceptions to the rules)</p> <p>Begin to learn Y3&amp;4 Common Exception Words</p>	<p>syllable (unstressed last syllable - DO NOT double the final consonant)</p> <p>Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)</p> <p>Creating negative meanings using prefix mis-</p> <p>Creating negative meanings using prefix dis-</p> <p>Words with a /k/ sound spelt with 'ch'</p> <p>Y3&amp;4 Common Exception Words</p>	<p>Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p> <p>Words with a /sh/ sound spelt with 'ch'</p> <p>Y3&amp;4 Common Exception Words</p>	<p>spelt with 'ou'</p> <p>Word families based on common words, showing how words are related in form and meaning.</p> <p>Y3&amp;4 Common Exception Words</p>	<p>with a /chuh/ sound spelt with 'ture'</p> <p>Silent Letters Revision</p> <p>Y3&amp;4 Common Exception Words</p>
English	Ongoing throughout the year:		Ongoing throughout the year.		Ongoing throughout the year.	

<p><b>Handwriting</b></p>	<p>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.</p>		<p>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.</p>		<p>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.</p>	
<p><b>Maths.</b></p>	<p><b>MAS PRA Addition and subtraction</b> Focus on revising the understanding and use of place value and number facts in mental addition and subtraction.</p> <p><b>NPV MAS PRA Addition and subtraction</b> Focus on revising the understanding and use of place value and number facts in mental addition and subtraction.</p> <p><b>MMD PRA Multiplication and division</b> Focus on key multiplication and division facts and on doubling and halving.</p> <p><b>PRA MEA GPS STA Time; 2D shapes; right angles</b></p>	<p><b>IMMD; FRP PRA Multiplication and division; fractions</b> Focus on doubling and halving, and understanding a half and other unit fractions.</p> <p><b>MEA PRA MAS Place value in addition and subtraction</b> Focus on understanding place value and on using partitioning in adding and subtracting.</p> <p><b>MEA GPS Length; perimeter</b> Focus</p>	<p><b>NPV; MAS PRA Place value</b> Focus on embedding a thorough understanding of place value and properties of numbers.</p> <p><b>MAS MMD STA PRA Addition; times tables</b> Focus on using partitioning in addition; and on the 2, 3, 4, 5, 8 and 10 times tables.</p> <p><b>FRP PRA Fractions</b> Focus on fractions as numbers, finding equivalent fractions, placing fractions on a line, and on fractions as operators, finding fractions of</p>	<p><b>NPV PRA WAS Addition and subtraction</b> Focus on the way a secure understanding of place value underpins rounding, mental addition and subtraction, and column methods of addition.</p> <p><b>MAS WAS PRA Addition and subtraction</b> Focus on the way a secure understanding of place value underpins rounding, mental addition and subtraction, and column methods of addition.</p> <p><b>MEA Time</b> Focus on</p>	<p><b>MAS PRA FRP Addition and subtraction</b> Focus on securing understanding of addition and subtraction and rehearsing sound mental strategies, extending to adding and subtracting fractions.</p> <p><b>MMD PRA WMD Multiplication and division</b> Focus on developing understanding and skills in multiplication and division, including using tables facts to solve scaling problems, multiplications</p>	<p><b>WAS MAS Addition and subtraction</b> Focus on mental and written addition and subtraction, including mental strategies, column addition, subtracting by counting up, and choosing appropriate methods to solve problems.</p> <p><b>WAS MEA MAS PRA Addition and subtraction</b> Focus on mental and written addition and subtraction, including mental strategies, column addition,</p>

	<p>Focus on identifying, describing and sorting 2D shapes.</p> <p><b>NPV MAS PRA Place value; difference</b> Focus on placing 2- and 3-digit numbers on a line and using an empty number line to find differences.</p> <p><b>Buckstones Big Maths: The Bucket Puzzle (Find all possibilities)</b></p>	<p>on the SI units and measurement of length.</p> <p><b>NPV; MAS PRA Place value; difference</b> Focuses on using number lines to compare and round numbers and to find differences.</p> <p><b>MMD PRA MAS Revision</b> Revision of key calculation strategies and their use in word problems.</p>	<p>amounts.</p> <p><b>GPS GPD MEA Angles; 2D shapes</b> Focus on angles, including right angles, measurement of turn, and the ° symbol;</p> <p><b>NPV MAS; GPS Addition and subtraction; 3D shapes</b> Focus on the way a secure understanding of place value underpins rounding, mental addition and subtraction, and column methods of addition.</p>	<p>time-telling on digital and analogue clocks, and the calculation of time intervals; these are used in solving word problems.</p> <p><b>NPV MAS PRA Place value; subtraction</b> Focus on using number lines to facilitate an understanding of place value in 3-digit numbers, and as an efficient method of performing subtraction involving 3-digit numbers.</p> <p><b>MMD WMD PRA Multiplication and division</b> Focus on developing multiplication strategies using doubling and halving and standard method calculations; division is related to multiplication and this relationship is used to solve</p>	<p>using the grid method, and divisions using chunking.</p> <p><b>MMD WMD Multiplication and division</b> Focus on developing understanding and skills in multiplication and division, including using tables facts to solve scaling problems, multiplications using the grid method, and divisions using chunking.</p> <p><b>STA PRA MEA Statistics and data; weight</b> Focus on drawing and interpreting pictograms and bar graphs with different scales, and on using these to record and analyse data in the context of</p>	<p>subtracting by counting up, and choosing appropriate methods to solve problems.</p> <p><b>GPS MEA 2D shapes; time</b> Focus on developing understanding and vocabulary of shape and angle, including measuring perimeters; and on telling the time 5, 10, 20 minutes later using am/pm and 24-hour clock.</p> <p><b>WMD PRA MMD FRP DPE Multiplication and division; fractions</b> Focus on consolidating written multiplication and division strategies, securing understanding of the relation between division and fractions, and</p>
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				missing number problems.	measuring weights.  <b>MAS WAS PRA Addition and subtraction</b> Focus on mental and written addition and subtraction, including mental strategies, column addition, subtracting by counting up, and choosing appropriate methods to solve problems	moving to finding tenths of amounts.  <b>MAS WAS PRA WMD MMD Revision</b> Focus on rehearsing and consolidating mental and written calculation skills in addition, subtraction, multiplication and division.
<b>Science</b>	<b>Animals including Humans</b>	<b>Forces and Magnets</b>	<b>Plants</b>		<b>Rocks</b>	<b>Light</b>
<b>R.E.</b>	<b>Judaism</b> What do Jewish people believe and how do they live?	<b>Judaism</b> How do festivals and family life show what matters to Jewish people?	<b>Christianity and Islam</b> Why do people pray?	<b>Christianity and Islam</b> What do Muslims and Christians believe about worshipping God?	<b>Christianity</b> How do Christians in Britain today help create the kind of world Jesus wanted?	<b>Christianity</b> How do Christians in Britain today help create the kind of world Jesus wanted?
<b>Computing</b>	<b>E Safety to include emails</b>	<b>Data retrieving and organising (Introduction to Databases)</b>	<b>Communicating and Presentation (Desktop Publishing)</b>	<b>Algorithms and Programs (Espresso Coding)</b>	<b>Communicating and Presentation (Powerpoint)</b>	<b>Communicating and Presentation (Manipulating Sounds)</b>
<b>E Safety – revisit and reinforce at the start of each term.</b>						

	<i>Using technology – reinforce across the curriculum.</i>					
<b>Geography</b>			<b>UK</b> (Locational knowledge)		<b>Rivers</b> (physical geography)	<b>Mountains</b> (physical geography)
<b>History</b>		<b>Changes in Britain from Stone Age to Iron Age</b>		<b>Ancient Egypt</b>		
<b>Art</b>	<b>Painting</b> <i>Colour mixing.</i> <i>Introduce different types of brushes.</i> <i>Techniques- apply colour using dotting, scratching, splashing.</i> <i>Cave Paintings linked to History unit Stone Age to Iron Age.</i>		<b>Modroc/Clay</b> <i>Shape and form.</i> <i>Ancient Egypt – mummies</i>		<b>Drawing</b> <i>Experiment with the potential of various pencils, close observation. Draw both the positive and negative shapes.</i> <i>Plants/Flowers (Georgia O’Keeffe)</i>	
<b>D. and T.</b>	<b>Food</b> <i>Healthy Eating and Food Origins</i> <i>Healthy Sandwiches</i>		<b>Structures</b> <i>Joining, stiffening, strengthening</i> <i>Gift Boxes</i>		<b>Mechanisms</b> <i>Levers and Linkages</i> <i>Moving Information Poster</i>	
<b>P.E.</b>	<b>Swimming</b>  <b>Invasion Games</b> Emphasis on sending and receiving with a piece of equipment	<b>Swimming</b>  <b>Invasion Games</b> Emphasis on sending and receiving using	<b>Swimming</b>  <b>Striking and Fielding</b>  Cricket	<b>Swimming</b>  <b>Net and Wall</b>  Tennis	<b>Swimming</b>  <b>Outdoor/ Adventurous</b>  Orienteering	<b>Swimming</b>  <b>Athletics</b>  Run jump throw Competitions



	Hockey	hands or feet  Netball				
<b>PSHE</b>	<b>Healthy Body/Healthy Mind</b> 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		<b>Staying Safe</b> 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		<b>Friendships/Relationships</b> 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	
	<b>Rule of Law:</b> How/why rules and laws are made and enforced, including school rules? <b>Democracy: Election of School Council</b> <b>Individual Liberty:</b> Making the correct, healthy choices <b>Tolerance of Different Faiths and beliefs:</b> <i>Jewish religion</i>		<b>Tolerance of Different Faiths and beliefs:</b> Why do people pray?		<b>Mutual Respect:</b> 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 <b>Tolerance of Different Faiths and beliefs:</b> Jewish festivals and family life and life as a Christian today.	
			<b>Money Matters –</b> Where does money come from? Borrowing and Lending. Budgeting.			
<b>Music</b>	Composition Timbre Rhythm Beat Structure	Tempo Dynamics Structure Performance Rhythmic	Pitch Notation Beat Metre Rhythms	Pitch Notation Composition	Structure Performance Pitch Notation	Structure Performance Rhythmic Patterns

	Environment Building	Patterns  Sounds Poetry	China Time	In The Past Communication	Human Body Singing French	Ancient Worlds Food and Drink
<b>French</b>	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