

Year 3 Long Term Plan

	1 st . Autumn Sep/Oct	2 nd . Autumn Nov/Dec	1 st . Spring Jan/Feb	2 nd . Spring Mar/Apr	1 st . Summer Apr/May	2 nd . Summer June/Jul
English Reading/Writing Genre	<p><u>Settings for Stories in familiar places</u> 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 to create mystery and suspense, before planning and writing their own setting for a story based in a familiar place. Main Text: Own Setting.</p>	<p><u>Dialogue in Stories</u> 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><u>Letters</u> Children will analyse letters written for different purposes, identifying language features</p>	<p><u>Fables</u> (including dialogue) 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. Main Text: Aesop's Fables (Pelican Big Books by Geraldine McCaughrean)</p>	<p><u>Myths and Legends</u> 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><u>Non-chronological Reports</u> (Link with History Topic: Ancient Egypt) Children will investigate examples of historical reports, identifying structure and language features.</p>	<p><u>Mystery and Suspense</u> After watching the opening scenes of the film version of The BFG, the children will investigate how the feeling of mystery and tension was created. They will learn some techniques of characterisation and how to build suspense in their writing. Using a variety of simple, compound and complex sentences together with adventurous vocabulary, they will plan and write their own version of the opening and</p>	<p><u>Letters</u> Children will analyse letters written for different purposes, identifying language features and conventions. They will write a letter to their favourite author.</p> <p><u>Colour Poems</u> (Vocabulary development) 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</p>

	<p><u>Instructions</u> (Link with DT/Science Topic: Food.) Children will read and compare examples of instructional texts, including recipes, 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><u>Poems to Perform</u> Children will read and discuss a range of performance poems, identifying distinctive features such as repetition, rhyme, rhythm, alliteration and the use of oral</p>	<p>and conventions. They will write a letter linked to the guided reading work on the book, Stone Age Boy by Satoshi Kitamura.</p> <p><u>Fact-file</u> (Link with History Topic: Changes in Britain from the Stone Age to the Iron Age). Children will look at a range of fact files, identifying their layout and language features. They will collect information about Stonehenge from a range of sources and create their own informative fact-file about it.</p>	<p><u>Non-chronological Reports</u> (Link with Science Topic: Plants) Children will read and analyse a range of scientific reports, identifying their specific features. They will write their own scientific report following their science investigation into what plants need to grow well.</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><u>Instructions</u> (Link with History Topic: Ancient Egypt) Children will read and compare examples of instructional texts, reviewing common features and judging how effective the instructions are. They will research how bodies were mummified in Ancient Egypt and write instructions for the process of mummification.</p>	<p>build-up of this story.</p> <p><u>Authors</u> Children will read, and respond to, a selection of the work of the chosen author (Roald Dahl) and another author of their choice. They will write a fact-file about the life of Roald Dahl.</p>	<p>a colour poem of their own.</p>

	<p>language based on speech.</p> <p>Main Texts:</p> <p>A range of poems from When We Were Very Young by A. A. Milne.</p> <p>Mary and Sarah by Richard Edwards.</p>					
English Punctuation/Grammar	<p>Revision from Y2:</p> <p>Alphabetical order;</p> <p>Vowels and consonants;</p> <p>Word classes (nouns, adjectives, verbs, adverbs of manner);</p> <p>Sentence types and associated punctuation, i.e. exclamation marks, question marks and commas in a list</p>	<p>Inverted commas to 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>Perfect form of verbs (e.g. has gone, have listened)</p> <p>Capital letters for proper nouns</p> <p>Headings and sub-headings to aid presentation</p> <p>Paragraphs in non-fiction writing.</p>	<p>Apostrophes (contraction)</p> <p>Adverbs of time, (e.g. then, next, soon)</p> <p>Compound and complex sentences</p> <p>Main and subordinate clauses</p>	<p>Comparative and superlative adjectives</p> <p>Word families</p> <p>Personal Pronouns (I, you, he, she, it, we, they, me, you, him, her, us, them)</p> <p>Prepositions (with, around, behind, during, above, far, before, below, after, because of, without, near, off)</p>	<p>Apostrophes (singular possession)</p> <p>Language features in letter writing</p> <p>Paragraphs in fiction writing</p> <p>Collective nouns</p>

	Articles (the, a an)					
	Verbs - past, present and future tenses					
	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 & Review: Y2 Common Exception Words.</p> <p>Words with the long /eɪ/ sound spelt with ey</p> <p>Words with the long /eɪ/ sound spelt with ei</p> <p>Words with the long /eɪ/ sound spelt with ai</p> <p>Words with /er/ sound spelt with ear</p>	<p>Creating adverbs using the suffix -ly (no change to root word)</p> <p>Creating adverbs using the suffix -ly (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>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 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</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 the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p> <p>Words with a /sh/ sound spelt with 'ch'</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 spelt with 'ou'</p> <p>Word families based on common words, showing how words are related in form and meaning.</p> <p>Y3&4 Common Exception Words</p>	<p>Words ending in the suffix -al</p> <p>Words ending with an /zhuh/ sound spelt with 'sure'</p> <p>Words ending with a /chuh/ sound spelt with 'ture'</p> <p>Silent Letters Revision</p> <p>Y3&4 Common Exception Words</p>

	Homophones and near homophones	<p>Creating adverbs using the suffix -ly (exceptions to the rules)</p> <p>Begin to learn Y3&4 Common Exception Words</p>	<p>(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&4 Common Exception Words</p>	Y3&4 Common Exception Words		
English Handwriting	<p><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.</p>		<p><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.</p>		<p><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.</p>	
Maths.	MAS PRA NPV Addition and	MMD; FRP PRA Multiplication and	NPV; MAS PRA Place value Focus on	NPV PRA WAS MAS Addition and	MAS PRA FRP Addition and	WAS MAS MEA PRA Addition and

	<p>subtraction Focus on revising the understanding and use of place value and number facts in mental addition and subtraction.</p>	<p>division; fractions Focus on doubling and halving, and understanding a half and other unit fractions.</p>	<p>embedding a thorough understanding of place value and properties of numbers.</p>	<p>subtraction Focus on the way a secure understanding of place value underpins rounding, mental addition and subtraction, and column methods of addition.</p>	<p>subtraction Focus on securing understanding of addition and subtraction and rehearsing sound mental strategies, extending to adding and subtracting fractions.</p>	<p>subtraction 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>MMD PRA Multiplication and division Focus on key multiplication and division facts and on doubling and halving.</p> <p>PRA MEA GPS STA Time; 3D shapes; right angles Focus on identifying, describing and sorting 3D shapes.</p> <p>NPV MAS PRA Place value; difference Focus on placing 2- and 3-digit numbers on a line and using an empty number line to find differences.</p> <p>Buckstones Big Maths: The Bucket</p>	<p>MEA PRA MAS Place value in addition and subtraction Focus on understanding place value including in money and on using partitioning in adding and subtracting.</p> <p>MEA GPS Length; capacity Focus on the SI units and measurement of length and capacity.</p> <p>NPV; MAS PRA Place value; difference Focus on using number lines to compare and round numbers and to find differences.</p>	<p>MAS MMD STA PRA Addition; times tables Focus on using partitioning in addition; and on the 2, 3, 4, 5, 8 and 10 times tables.</p> <p>FRP PRA Fractions Focus on fractions as numbers, finding equivalent fractions, placing fractions on a line, and on fractions as operators, finding fractions of amounts.</p> <p>GPS GPD MEA Angles; 2D shapes Focus on angles, including right angles, measurement of turn, and the ° symbol; and on properties of 2D</p>	<p>MEA Time Focus on time-telling on digital and analogue clocks, and the calculation of time intervals; these are used in solving word problems.</p> <p>NPV MAS PRA Place value; subtraction 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>MMD WMD PRA Multiplication and division Focus on</p>	<p>MMD PRA WMD Multiplication and division Focus on developing understanding and skills in multiplication and division, including using tables facts to solve scaling problems, multiplications using the standard method, and divisions using standard methods.</p> <p>STA PRA MEA Statistics and data; weight Focus on drawing and interpreting pictograms and bar</p>	<p>GPS MEA 2D shapes; time 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>WMD PRA MMD FRP DPE Multiplication and division; fractions Focus on consolidating written</p>

	Puzzle (Find all possibilities)	MMD PRA MAS Revision Revision of key calculation strategies and their use in word problems.	shapes and finding perimeters. NPV MAS; GPS Addition and subtraction; Focus on the way a secure understanding of place value underpins rounding, mental addition and subtraction, and column methods of addition.	developing multiplication strategies using doubling and halving and standard method calculations; division is related to multiplication and this relationship is used to solve missing number problems.	graphs with different scales, and on using these to record and analyse data in the context of measuring weights. MAS WAS PRA Addition and subtraction Focus on mental and written addition and subtraction, including mental strategies, column addition, subtracting by counting up, and choosing appropriate methods to solve problems.	multiplication and division strategies, securing understanding of the relation between division and fractions, and moving to finding tenths of amounts. MAS WAS PRA WMD MMD Revision Focus on rehearsing and consolidating mental and written calculation skills in addition, subtraction, multiplication and division.
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 + Islam What do Muslims and Christians believe about worshipping God, including why do people pray? Identify and describe the core beliefs.		Christianity How do Christians in Britain today help create the kind of world Jesus wanted?	

			Compare and contrast and identify similarities and differences.			
Computing	E Safety to include emails	Data retrieving and organising (Introduction to Databases)	Communicating and Presentation (Desktop Publishing)	Algorithms and Programs (Espresso Coding)	Algorithms and Programs (Espresso Coding)	Communicating and Presentation (Manipulating Sounds)
	E Safety – revisit and reinforce at the start of each term.					
	<i>Using technology – reinforce across the curriculum.</i>					
Geography			UK (Locational knowledge)		Rivers (physical geography)	Mountains (physical geography)
			Geographical skills & fieldwork <i>Use of maps, atlases and globes</i>			
History		Changes in Britain from Stone Age to Iron Age		Ancient Egypt		

Art	Painting <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</i> <i>Stone Age to Iron Age.</i>		3D Form Modroc/Clay <i>Shape and form.</i> <i>Ancient Egypt – mummies</i>		Drawing <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>	
D. and T.	Food <i>Healthy Eating and Food Origins</i> <i>Healthy Sandwiches</i>		Structures <i>Joining, stiffening, strengthening</i> <i>Gift Boxes</i>		Mechanisms <i>Levers and Linkages</i> <i>Moving Information Poster</i>	
P.E.	Swimming Hockey	Swimming Gymnastics	Swimming Dance	Swimming Ball Skills	Swimming OAA	Swimming Athletics
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: <i>Jewish religion</i>		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	Les Salutations Phonics 1 (KS1)	Les couleurs et les nombres (KS1)	Les animaux (ELKS2*)	Les instruments (ELKS2*)	Petit Chaperon Rouge (ELKS2**)	