






Year 3 Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Whole School themes</i>	<i>Looking After Our Planet</i>	<i>Exploration and Discovery</i>	<i>Counties, Countries and Continents</i>	<i>Powerful People</i>	<i>Active Planet</i>	<i>Changing Britain</i>
Guided Reading	 <p>Desert Adventure Bear Grylls</p>	 <p>The Boy Who Grew Dragons</p>	 <p>The BFG</p>	 <p>The Wild Way Home</p>	 <p>The Wreck of the Zanzibar</p>	 <p>The Iron Man</p>
Writing and model texts	<p>Fiction pattern: Warning</p> <p>Text: The Stone Trolls</p> <p>Focus: Setting</p> <p>Text type: Information</p> <p>Text: Biomes</p> <p>Poetry focus: Writing</p> <p>List poems. Who am I?</p>	<p>Fiction pattern: Portal story</p> <p>Text: Elf Road</p> <p>Focus: Dialogue</p> <p>Poetry focus: Performing</p> <p>Christmas Haiku</p>	<p>Fiction pattern: Finding/Losing</p> <p>Text: Ben and the Stolen Diamond</p> <p>Focus: Style</p> <p>Text type: Persuasion</p> <p>Text: Visit London</p> <p>Poetry focus: Writing</p>	<p>Fiction pattern: Journey/Quest</p> <p>Text: Tom and the Emerald Hummingbird</p> <p>Focus: Character</p> <p>Text type: Instruction</p> <p>Text: Revolting recipes</p> <p>Poetry focus: Exploring</p> <p>Rhyming Dr Seuss</p>	<p>Fiction pattern: Wishing</p> <p>Text: The Tin Forest</p> <p>Focus: Openings and Endings</p> <p>Text type: Explanation</p> <p>Text: Water cycle</p> <p>Poetry focus: Performing</p> <p>Classic</p>	<p>Fiction pattern: Beating the monster</p> <p>Text: The Cobbler and the Dragon</p> <p>Focus: Suspense and Action</p> <p>Text type: Discussion</p> <p>Poetry focus: Exploring</p>

			Free Verse – The Magic Box			
Maths	<p>Number: Place value (3 weeks)</p> <p>Number: Addition and Subtraction (3 weeks)</p>	<p>Number: Addition and Subtraction (2 weeks)</p> <p>Number: Multiplication and Division A (4 weeks)</p>	<p>Number: Multiplication and Division B (3 weeks)</p> <p>Measurement: length and perimeter (3 weeks)</p>	<p>Number: Fractions A (2 weeks)</p> <p>Measurement: Mass and capacity (3 weeks)</p>	<p>Number: Fractions B (2 weeks)</p> <p>Measurement: Money (2 weeks)</p> <p>Measurement: Time (2 weeks)</p>	<p>Measurement: Time (2 weeks)</p> <p>Geometry: Properties of Shape (2 weeks)</p> <p>Statistics (2 weeks)</p>
Science	What's under your feet?	Why can't I just eat chocolate?	How do we move?	How does a magnet work?	How do plants grow?	Why do I have a shadow?
	<p>Rocks and soils Compare and group different kinds of rocks. Describe how fossils are formed. Recognise that soils are made from rocks and organic matter.</p>	<p>Animals including 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. N.B- Much of this is covered in year 2. As soon as this is covered, move to skeletons</p>	<p>Animals including humans Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>Forces and magnets Compare how things move on different surfaces. Observe how magnets attract and repel each other and materials. Describe poles in terms of magnets. Make predictions.</p>	<p>Plants Explore the requirements for life and growth in plants and investigate how water is transported. Identify and describe the functions of different parts of a flowering plant. Explore the part that flowers play in the life cycle of flowering plants.</p>	<p>Light Recognise that light is needed to see things. Understand that light is reflected from surfaces. Know that shadows form when a light source is blocked and find patterns in how shadows can change. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p>

History		How do we find out about ancient civilisations?		How do we know what life was like in the prehistoric Britain?		What did the Romans do for us?
Geography	<p>What exactly is a desert?</p> <ul style="list-style-type: none"> • Introduction to world biomes and their features • The desert as a biome example • Water as a resource • Locations and features of deserts around the world 		<p>What would it be like to live in a city?</p> <p>Using maps, globes, atlas, digital mapping</p> <ul style="list-style-type: none"> • Counties and cities of the UK • Similarities and difference between Truro/ London (cities) • Physical/ human features of London/ Truro 		<p>How are forests used in the United Kingdom?</p> <ul style="list-style-type: none"> • Using maps, globes, atlas, digital mapping • Features and location of forest biomes (focus on UK deciduous forest) • Forests as a resource – human impact recreation 	
Art	<p><u>Gestural Drawing with Charcoal</u></p> <p>Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> <p>Disciplines: Drawing, Sketchbooks</p> <p>Medium: Charcoal, Paper, Body</p> <p>Artists: Heather Hansen, Laura McKendry, Edgar Degas</p>		<p><u>Working with Shape and Colour</u></p> <p>“Painting with Scissors”: Collage and stencil in response to looking at artwork.</p> <p>Disciplines: Printmaking (Stencil/Screen Print), Collage</p> <p>Medium: Paper, Printmaking Ink, Stencils & Crayons</p>		<p><u>Telling Stories Through Drawing & Making</u></p> <p>Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p> <p>Disciplines: Drawing, Sculpture, Sketchbooks</p> <p>Medium: Paper, Drawing Materials, Modelling &</p>	

			<p>Artists: Henri Matisse, Claire Willberg</p> 		<p>Construction Materials (Modroc, clay, plasticine etc).</p> <p>Artists: Roald Dahl, Quentin Blake, Rebecca Cobb</p> 	
DT		<p>How do I use a net to create a package?</p> <p>Structures</p> <p>Shell structures</p> <p>3D shapes using nets</p> <p>CAD</p> <p>Scoring, folding and cutting</p>		<p>How can we link levers to make a ___ move?</p> <p>Levers and linkages</p> <p>Pivots</p>		<p>How healthy is your sandwich?</p>
French	<p>Practice of the ch, ou, on, oi sounds</p> <p>I am Learning French (EL)</p> <p>say 'Hello' and 'Goodbye'; ask and answer the questions 'How are you?' and 'What is your name?'; count to 10; say 10 colours.</p>	<p>Animals (EL)</p> <p>Learn 10 animals with correct determiners / indefinite articles; become familiar with 'je suis' (I am), from the infinitive verb 'être' (to be).</p>	<p>Instruments (EL)</p> <p>Recognise, recall and spell up to 10 instruments in French with the correct definite article/ determiner. Understand that the definite article/determiner 'the' has a plural form in French. Learn to say and write 'I play an instrument'</p>	<p>I am able to (Je peux)</p> <p>Recognise, remember and spell 10 action verbs in French; Positive and negative sentences with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</p>	<p>Fruits (EL)</p> <p>Name and recognise up to 10 fruits in French; Attempt to spell some of these nouns; Ask somebody in French if they like a particular fruit; Say what fruits they like and dislike.</p>	<p>Ice-Creams (EL)</p> <p>Name and recognise up to 10 different flavours for ice creams; Ask for an ice-cream in French using 'je voudrais'; Say what flavour they would like.</p>
Computing	<p>Computing systems and networks – Connecting computers</p>	<p>Creating media – Desktop publishing</p>	<p>Programming A - Sequencing sounds</p>	<p>Programming B - Events and actions in programs</p>	<p>Data and information – Branching databases</p>	<p>Creating media - Stop-frame animation</p>

	<p>Online safety</p> <p>GP scenario 1:</p> <p>Understand what to do if someone asks to be my friend online</p> <p>GP Scenario 2:</p> <p>Understand what makes a strong password and that it shouldn't be shared with friends</p>	<p>GB Scenario 3:</p> <p>Understand that I should be careful when receiving emails that ask me to enter my personal online information</p>	<p>Safer internet day</p> <p>Online safety</p> <p>GP Scenario 4: posting photos online</p>	<p>GP Scenario 5: Understand geotagging</p> <p>GP Scenario 6:</p> <p>Understand what photo tagging is and what to do when someone tags me in a photo I do not want others to see.</p> <p>GP Scenario 7:</p> <p>Understand how to identify and respond positively to online bullying</p>	<p>GP Scenario 8: Understand how to communicate safely and sensibly online using chat rooms</p>	<p>GP Scenario 9: Understand the risk of meeting people we chat with online, in real life.</p> <p>GP Scenario 10:</p> <p>Understand how to deal with phishing message</p>
Music	<p>Introduction to Samba</p> <p>Body percussion</p> <p>Listen and appraise:</p> <p>Singing:</p> <p>Composing/performing:</p> <p>Harvest festival songs</p>	<p>Music Specialist</p> <p>Ancient Egypt</p> <p><i>Listen and appraise:</i></p> <p>Seven wonders of the Ancient World -</p> <p>Sprinting Gazelle – Reem Kelani</p> <p><i>Singing:</i></p> <p>Amazing Egyptians</p> <p>Egyptians rounds from Rip</p> <p>Roaring rounds</p> <p>Christmas songs</p> <p><i>Composing/performing:</i></p> <p>Minor scales exploration continued forming the basis of the melodic 'promenade'</p>	<p>Charanga</p> <p>Let Your Spirit Fly – RnB</p> <p><i>Listen and appraise:</i></p> <p>Let Your Spirit Fly by Joanna Mangona, There is currently no listening resource for this part of the lesson, please choose your own, Colonel Bogey March by Kenneth Alford, Consider Yourself from the musical 'Oliver!', Ain't No Mountain High Enough by Marvin Gaye</p> <p><i>Singing:</i></p> <p>2 parts – Let your Spirit Fly</p> <p>uplifting self-esteem songs</p>	<p>Charanga</p> <p>Bringing us Together - Disco</p> <p><i>Listen and appraise:</i></p> <p>Bringing Us Together by Joanna Mangona and Pete Readman, Good Times by Nile Rodgers, Ain't Nobody by Chaka Khan, We Are Family by Sister Sledge, Ain't No Stopping Us Now by McFadden and Whitehead, Car Wash by Rose Royce</p> <p><i>Singing:</i></p> <p>2 parts - Bringing us Together</p> <p>Festival Of Arts songs</p>	<p>Music Specialist</p> <p>Forests, people and change</p> <p><i>Listen and appraise:</i></p> <p>Deep forest – new age, electronic, ambient</p> <p><i>Singing:</i></p> <p>More songs from Yanomamo</p> <p>Songs from The green umbrella</p> <p>Coronation songs</p> <p><i>Composing/performing:</i></p> <p>Exploring wooden timbre</p> <p>Creating forest music 'made from wood'</p> <p>Short melodic piece with interlayering rhythmic</p>	<p>Samba</p> <p>Listen and appraise:</p> <p>Singing:</p> <p>rounds, two part songs</p> <p>Composing/performing:</p>

		for a graphic score composition based on ancient Egypt – a journey down the Nile Incorporate Dotted crotchet rhythm and sets of ostinatos.	<i>Composing/performing:</i> Play instrumental parts with the song by ear and/or from notation up to 3 notes – C, D + E. Improvise using up to 3 notes – C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G	<i>Composing/performing:</i> Play instrumental parts with the song by ear and/or from using up to 3 notes – C, A + G. Improvise using up to 2 notes – C + A. Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale)	patterns and steady pulse – basic notation	
RE	<u>CHRISTIANS</u> <u>CREATION/ FALL</u> What do Christians learn from the creation story? L2.1	<u>JEWS</u> How do festivals and family life show what matters to Jewish people? L2.10	<u>CHRISTIANS: PEOPLE OF GOD</u> What is it like to follow God? L2.2	<u>MUSLIMS</u> How do festivals and worship show what matters to a Muslim? L2.9	<u>CHRISTIANS: GOSPEL</u> What kind of world did Jesus want? L2.4	<u>MAKE THE WORLD BETTER</u> How and why do religious and non-religious people try to make the world a better place? L2.12
PE	Get Set for PE: Hockey	Get Set for PE: Fundamentals	Get Set for PE: Dance	Get Set for PE: Gymnastics Swimming	Get Set for PE: Cricket Rounders	Get Set for PE: Athletics

PSHE	How can I be a good friend? DE unit 1: Being a good friend <ul style="list-style-type: none"> - Being a good friend and respecting personal space - Strategies for resilience 	What are the similarities and differences in my community? DE unit 2: Valuing and respecting one another <ul style="list-style-type: none"> - Respecting and valuing differences - Shared values of communities 	How can I show care and respect for others? DE unit 3: Responsibility and boundaries <ul style="list-style-type: none"> - Our responsibilities and ways we can care and show respect for others 	What are the different types of relationships? DE unit 4: Different types of committed relationships <ul style="list-style-type: none"> - Different types of committed relationships and the basic characteristics of these 	How do I keep my mind and body healthy? DE unit 5: Sleep, food and hygiene <ul style="list-style-type: none"> - Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean 	How do I cope with change? DE unit 6: Coping with feelings when things change <ul style="list-style-type: none"> - Coping with feelings around the changes in our lives
Experiences		Egyptian topic launch day <ul style="list-style-type: none"> ● Dress up ● Clay sphinx's ● Pyramid making ● Ancient Egypt Loan box – Truro Museum 	<ul style="list-style-type: none"> ● London topic launch day. ● Link to a London school 	<ul style="list-style-type: none"> ● Trip to Truro museum ● Stone age to Iron age work shop ● Museum Loan Box (links to Cornwall) 	<ul style="list-style-type: none"> ● Visit to Tehidy woods. 	