Year 3 Long Term Plan

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Getting to know you (2 days) Discuss and write about their holiday. Complete lockdown jigsaw piece Write recipes for a successful classroom. Traditional Tales – Aesop's Fables (3 weeks) Explore features of a fable and the structure of a fable. Rewrite/order a known fable. Plan and create own version of a familiar fable. Information Texts (3 weeks) Explore information texts linked to the Stone Age, Bronze Age, and Iron Age. Discuss features. Lead up to writing their own information text linked to one or more of the ages studied.	Poetry – vocabulary building (1 week) Explore vocabulary in the poems – expanded noun phrases, adjectives, and adverbs. Write own version of My Amazing Box using powerful vocabulary. Narrative: Focus – Characterisation (3 Weeks) Explore and describe a character. Rewrite a familiar character description in a different way. Create their own character. Writing and Performing a Play (3 weeks) Explore features of a play. Read, explore, and act out short plays in small groups. Rewrite and add to a known play. Assessments Autumn Pira Reading Assessment. GAPS Assessment.	Narrative: Fossil Girl (The story of Mary Anning) (3 weeks) Rewrite/order parts of the story. Write a diary entry of a part of the story adding a change. Write their own diary entry based on discovering something. Report – Non-Chronological (2 weeks) Write a report on an Ichthyosaur using headings and subheadings. Lead up to researching and writing a report of an animal of their choice. Poetry – Haikus, Calligrams, Kennings (1 week) Exploring the features of and writing Calligrams, Haikus and/or Kennings related to fossils, rocks, and/or the coastline.	Traditional Tales; Fairy Tales - Alternative version of Little Red Riding Hood (3 weeks) Read, retell, and sequence events from the story. Leading up to planning, writing, editing, and improving a five-part story of LRRH with an alternative problem, resolution, and conclusion. Poetry – Vocabulary building (2 weeks) Read Spring poetry and spot imagery, language, and various literary terms such as alliteration, personification, similes and metaphors. Write own Spring Poems using imagery and taught literary terms. Assessments Spring Pira Reading Assessment. GAPS Assessment.	Adventure Stories - The Firework Maker's Daughter by Philip Pullman (3 weeks) Rewrite or sequence a section of the story – orally and written. Plan and rewrite the section of the story with change. Next, plan and write an event in the story that has not been read thinking about their own ideas of what might happen. Explanation Texts – Chronological report (2 weeks) Researching the stages of Mummification. Lead up to writing their own explanation of Mummification as if they were an embalmer.	Narrative: Egyptian Myth (3 weeks) Read an Egyptian Myth about the journey to the afterlife and rewrite scenes. Plan and write their own myth involving a mummy's journey to the Egyptian afterlife. Assessments Summer Pira Reading Assessment. GAPS Assessment. Poetry Appreciation - Nile Poetry (2 weeks) Explore rhyme and repetitive refrains. Plan and write their own River Nile poem which includes rhyming verses and a repetitive refrain. Letter Writing (1 week) Children to write a letter to their new teacher or to a child about to enter year 3.
	The /ow/ sound spelled ou (young, double, touch, trouble, country and rough) The /i/ sound spelt y. Year 3 Challenge Words	Prefix 're-' meaning again or back Prefix 'dis' and 'mis' – which have a negative meaning Suffixes beginning with a	Long vowel /a/ sound spelled 'ai' (straight) Long vowel /a/ sound spelled 'ei' (vein) Long vowel /a/ sound spelled 'ey' (they)	The /l/ sound spelled '-al' at the end of words. The /l/ sound spelled '-le' at the end of words. Adding the suffix -ly with root words ending in le and ic.	Words ending in 'er' when the root word ends in (t)ch Words with the k sound spelled ch. Words ending with the /g/ sound spelled -gue and the /k/ sound spelled -que.	

		vowel to create words of more than one syllable (stressed – double the inconsonant, unstressed do not double) Year 3 Challenge Words	Adding the suffix – 'ly' Homophones Year 3 Challenge Words	Adding the suffix -ly with words that do not follow the rules. Year 3 Challenge Words	Words with the /s/ sound spelled ch Homophones Year 3 Challenge Words	
Spelling	Suffixes: -s, -es, -er, -ed, -ing Prefixes: un-, Apostrophes for contraction.		Apostrophe for contraction as well as s and ss (ion/ure)		Previously taught suffixes; -ed, -ing, -s, -es, -ness, -ful, -less and -ly.	
Word list – Year 3	actual(ly), address, answer, arrive, bicycle, build, centre, certain, circle, decide, describe disappear, early, earth, enough, experience, fruit, heart, history, imagine, island, learn, library, mention, minute, natural, notice, occasion(ally), ordinary, popular, probably, recent, regular, reign, sentence, suppose, therefore, weight,					
Grammar	Vowels and consonants Sentence types Punctuation Marks. Paragraphs Fronted Adverbials Direct speech. Headings and sub-headings. Commas in lists.	Nouns, verbs, adjectives, and adverbs. Expanded Noun phrases. Using the determiners 'a' and 'an'. Punctuation Marks. Conjunctions for time, place, cause. Word families.	First Person Possessive apostrophes. Apostrophes for contraction Fronted Adverbials Conjunctions for time, place, cause. Paragraphs. Direct Speech and inverted commas. Heading and Subheadings.	Direct Speech and inverted commas. Subordinating and coordinating sentences using conjunctions. Sentence Starters. Adding apostrophes for contraction and possession. Nouns, verbs, adjectives, and adverbs. Expanded noun phrases Beginning to identify the present perfect tense.	Nouns, verbs, adjectives and adverbs and creating expanded noun phrases. Word Families Inverted commas Subordinate Clauses Fronted adverbials/conjunctions for time Tense – past, present, future Direct Speech and inverted commas. Heading and subheadings Sentence types with punctuation.	Adding apostrophes for contraction and possession. Present Perfect Tense Revision Prepositions of place Personal and possessive pronouns.
Maths	**Number:** Place Value (3 weeks) Identify, represent, and estimate numbers using different representations. Find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number. Compare, order, read and write numbers up to 1000		**Number:** Multiplication and Division (3 weeks) Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using mental and progressing to formal written methods. Solve problems.		**Number:** Fractions (3 weeks) Recognise and show equivalent fractions. Compare and order unit fractions, and fractions with the same denominators. Add and subtract fractions with the same denominator. Solve problems. **Measurement:** Time (3 weeks)	

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<tr><td></td><td>Solve number problems.

<u>Number:</u> <u>Addition and Subtraction (5 weeks)</u>
Add and subtract numbers mentally, Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
Estimate the answer to a calculation and use inverse operations to check answers.
Solve problems.

<u>Number:</u> <u>Multiplication and Division – (3-4 Weeks)</u>
Count from 0 in multiples of 4, 8, 50 and 100
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
Write and calculate mathematical statements for multiplication and division using mental and progressing to formal written methods.
Solve problems.

Consolidation and Assessment – (1 week)</td><td><u>Measurement:</u> <u>Money (1 week)</u>
Add and subtract amounts of money to give change, using both £ and p in practical contexts.

<u>Statistics</u> <u>(2 weeks)</u>
Interpret and present data using bar charts, pictograms, and tables.
Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

<u>Measurement</u> <u>– Length and Perimeter (3 weeks)</u>
Measure, compare, add, and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
Measure the perimeter of simple 2D shapes.

<u>Number</u> <u>– fractions (2 weeks)</u>
Count up and down in tenths.
Recognise and use fractions as numbers.
Recognise, find, and write fractions of a discrete set of objects. Solve problems.

Consolidation and Assessment – (1 week)</td><td>Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes, and hours. Compare durations of events.

<u>Geometry</u> <u>– Properties of Shapes (2 weeks)</u>
Recognise angles. 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.
Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
Draw 2-D shapes and make 3-D shapes using modelling materials.

<u>Measurement:</u> <u>Mass and Capacity (3 weeks)</u>
Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Consolidation and Assessment – (1 week)</td></tr>
<tr><td>Science</td><td colspan="4"><u>Working Scientifically</u>
Asking relevant questions and using different types of scientific enquiries to answer them.
Setting up simple practical enquiries, comparative and fair tests
Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
Gathering, recording, classifying, and presenting data in a variety of ways to help in answering questions.
Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
Using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.
Identifying differences, similarities or changes related to simple scientific ideas and processes.
Using straightforward scientific evidence to answer questions or to support their findings.</td></tr>
<tr><td></td><td><u>Animals including humans: Nutrition and Skeletons.</u>
Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own</td><td><u>Forces and Magnets</u>
Compare how things move on different surfaces.
Notice that some forces need contact between 2 objects, but magnetic forces can act at a</td><td><u>Rocks and Soils</u>
Compare and group together different kinds of rocks based on their appearance and simple physical properties.

Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</td><td><u>Plants</u>
Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</td><td><u>Light and shadows</u>
Recognise that they need light to see things and that dark is the absence of light.

Notice that light is</td></tr>
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	food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection, and movement.	distance, Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles they are facing.	Recognise that soils are made from rocks and organic matter.	Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.
Geography		<u>Local Area- Chertsey focusing on Chertsey Abbey and comparing Chertsey and Thorpe.</u> Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, and rivers), Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods. Describe and understand land-use patterns; and understand how some of these aspects have changed over time	<u>UK – Region – Lyme Regis in Dorset. Comparison with Thorpe village.</u> <u>Exploring a coastline and coastal erosion.</u> <u>Exploring Ordnance Survey maps of Dorset to locate symbols using 4-figure grid references.</u> <u>Giving directions using the 8 points of a compass.</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, and rivers), Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass and 4-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		<u>Importance of the River Nile in Ancient Egypt.</u> Describe and understand human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water

History	<u>Changes in Britain from the Stone Age to the Iron Age</u> Explore the connections, contrasts, and trends over the periods of time. Explore similarities and differences between these periods. Use historical sources to understand how we know about these periods of time.	<u>A local history study: Chertsey Abbey</u> Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.		<u>The achievements of the earliest civilizations – Ancient Egypt</u> An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.
Art	<u>Painting: Investigating British Artists</u> <u>Focus on Turner exploring foreground and background.</u> Explore and apply colour mixing. Introduce different types of brushes for different purposes. Begin to apply colour to imitate an artist.		<u>Drawing - Fossil Art</u> <u>Observational drawings of fossils and book illustrations</u> Experiment with various pencils to show tone and texture. Encourage close observation of objects. Observe and draw simple shapes. Draw both positive and negative shapes. Make initial sketches as a preparation for painting. Encourage accurate drawings. <u>Form - 3D sculpture – Fossil sculptures</u> Use media with increasing confidence. Shape, form, model and construct from observation and imagination with increasing confidence. Understand different adhesives and methods of construction.	<u>Texture, form, and pattern – Ancient Egyptian Death Masks</u> Use colour to express an idea. Use media with increasing confidence. Construct from observation. Understand different adhesives. Discuss aesthetics. <u>Printing – Relief printing of Egyptian patterns, shapes, and lines.</u> Use equipment and media with increasing confidence. Make patterns on a range of surfaces such as polystyrene. Use relief printing processes. Use sketch book to record patterns. Use language appropriate to skill.
DT	<u>Cam Toys – Christmas Toy</u> Design - Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Generate, develop, model, and communicate their ideas through discussion and annotated sketches. Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing], accurately		<u>Fossil Pouch: Materials and Fastenings</u> Design - Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Generate, develop, model, and communicate their ideas through discussion and annotated sketches. Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing], accurately	<u>Shadow Puppets</u> Design - Develop design criteria to inform the design of innovative, functional, appealing products. Generate, develop, model, and communicate their ideas through discussion and annotated sketches. Make - select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components.

	Select from and use a wider range of materials and components, including construction materials according to their functional properties. Evaluate - their ideas and products against their own design criteria and consider the views of others to improve their work. Technical Knowledge - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers, and linkages].		Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities. Evaluate - their ideas and products against their own design criteria and consider the views of others to improve their work. Technical Knowledge -Use smaller eyed needles and finer threads. Show an awareness of materials – fragile, tough, durable.		Evaluate - their products against their own design criteria and consider the views of others to improve their work.	
Music (subject to change)	1. Listen and Appraise the song Let Your Spirit Fly and other songs. 2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games b. Flexible Games c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song 3. Perform the Song - perform and share your learning as you progress through the Unit of Work.	This is a six-week Unit of Work that introduces children to learning about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel	1.Listen and Appraise the song Three Little Birds and other songs. 2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games b. Flexible Games c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song 3. Perform the Song -	1.Listen and Appraise: The Dragon Song and other traditional tunes/Folk melodies from around the world that Lesley might have listened to during her travels. 2. Musical Activities - a. Warm-up Games b. Flexible Games c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song 3. Perform the Song - perform and share your learning as you progress through the Unit of Work.	1.Listen and Appraise the song Bringing Us Together and other Disco songs. 2.Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games b. Flexible Games c. Learn to Sing the Song d. Play Instruments with the Song in the chorus sections only e. Improvise with the Song in the chorus sections only f. Compose with the Song in the chorus sections only 3. Perform the Song - perform and share your learning as you progress through the Unit of Work .	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused on revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
ICT	<u>iProgram (6 weeks)</u> iMove To program an animation that executes a sequence of statements. iExplore To understand that computer programs containing graphics use x and y coordinates and turns measured in degrees. iAnimate To program a sequence of statements that create visual		<u>iSafe (5 weeks)</u> <u>iCommunicate</u> To understand the risks in using communication technologies and that these can be reduced by using appropriate behaviours. <u>iNavigate</u> To be aware of the SMART thinking messages that will help them stay safe. <u>iQuestion</u> To know what personal information is and to ask appropriate		<u>iAlgorithm (3 weeks)</u> iSort To find the best method of sorting a set of objects or a task in order. To identify that information is easier to find/follow when in a sorted order. iNetwork To understand the splitting problems up and solving parts at the same time can speed up finding a solution. iMarch	

	effects. iMake Music To record & import sound into programs. To understand that algorithms & programs can involve repetition. iShape Up To predict the outcome of a simple algorithm. To use a repeat function. iCreate To import pictures. To combine images, sounds and movement to create a personal animation.		questions if asked about personal information. iTell To know there are safe behaviours to use when dealing with email iWary To understand that information on the internet can be biased or inaccurate.		To understand that algorithms are a set of instructions that complete a task. To understand that computers work by following a set of instructions – called a program.	
P.E / Games (subject to change)	Real Gym and Real PE Scheme Twinkletoes Dance scheme					
R. E	What do Christians believe God is like? A focus on understanding some things that Christians believe about God and his nature, using images from the Old Testament & the person of Jesus. It includes a specific study about God as Jesus portrays him in the parable of the Prodigal Son / Loving Father. How does the Bible reveal God's plan? A focus on understanding how, for Christians, the Bible tells the 'big story' of God and his people. During this unit, pupils will explore narratives connected with the key events in God's 'big story', his rescue plan for mankind. Pupils will be given opportunities to gain an understanding of the different types of writings in the Bible & how they link together in this 'big story', but also to reflect on how this way of viewing the Bible might affect a Christian's life. What might Jesus think about Christmas? A focus on how Christians view the celebration of Christmas and to explore how Christmas has been commercialised, giving pupils opportunity to develop their skills of reflection, evaluation, application & expression.		How did Jesus change lives? A focus on exploring some of the most important miracles of Jesus, and how people were changed physically & emotionally by encountering him, but also how these encounters demonstrate, for Christians, that Jesus is God's Son – and is still changing lives today. What are important times for Jews? A focus on investigating some of the major Jewish festivals, to explore their links with Jewish history and commandments, and reflect on how celebrating these events binds the Jewish community together. There is also space within this unit to reflect on the significance of Bar / Bat Mitzvah. What happened during Holy Week? A focus on giving pupils opportunities to set out the sequence of events from Palm Sunday to Easter Day & the symbols associated with them, and to reflect on what each of these events might mean for Christians. There is also space within the unit to help children make links between the Jewish festival of Passover and the Last Supper.		How did the Church begin? A focus on making the link between the coming of the Holy Spirit to the Apostles and the start and spread of the early Christian church. There are also opportunities to investigate symbolism, and what Christians today believe about the Holy Spirit. Why do Christians share communion? A focus on helping children understand that communion is an act of remembrance, sharing and reflection for Christians focusing on the belief that Jesus died so that there could be a new relationship between God and people. Is Christian worship, the same all around the world? A focus on showing pupils a variety of current Christian worship styles and formats drawn from differing cultural contexts and enable them to find the common beliefs and stories expressed in such rituals, music, and images/artefacts. '	
PSHE	Being in My World 1. Getting to Know Each Other. 2. Our Nightmare School. 3. Our Dream School.	Celebrating Differences 1.Families. 2. Family conflict. 3. Witness and feelings. 4. Witness and solutions.	Dreams and Goals 1. Dreams and Goals. 2. My Dreams and Ambitions. 3. A New Challenge. 4 and 5. Our New Challenge.	Healthy Me 1 and 2. Being Fit and Healthy. 3. What Do I Know About Drugs?	Relationships 1. Family Roles and Responsibilities 2. Friendship. 3. Keeping Myself Safe.	Changing Me 1. How Babies Grow. 2. Babies Themselves. 3. Outside Body

	4. Rewards and Consequences. 5. Our Learning Charter. 6. Owning our Learning Charter.	5. Words that harm. 6. Celebrating difference.	6. Celebrating.	4. Know how to be a good friend and enjoy healthy friendships. 5. Being Safe at Home. Know how to keep calm and deal with difficult situations 6. My Amazing Body.	4. Being a Global Citizen. 5. Being a Global Citizen 2. 6. Celebrating My Web of Relationships.	Changes. 4. Inside Body. 5. Family Stereotypes. 6. Looking Ahead.
MFL French	<u>Unit 1: Bonjour!</u> Greet and say hello and goodbye to someone. Ask someone's name and give your own. Ask how someone is and respond to the same question. Identify musical instruments. Count numbers 1-10	<u>Unit 2: En classe</u> Identify classroom objects. Identify colours and describe an object's colour. Say your age. Recognise and repeat classroom instructions.	<u>Unit 3: French Food</u> Identify French foods. Order items off the menu in a French restaurant.	<u>Unit 4: Les animaux</u> Identify animals and pets. Recognise and use numbers 11-20. Give someone's name. Describe someone.	<u>Unit 5: La famille</u> Identifying members of your family. Recognise and spell with letters of the alphabet. List household items. Use basic prepositions *sur* and *dans* to describe position.	<u>Unit 6: Bon anniversaire!</u> Recognise and ask for various snacks. Give basic opinions about food. Use numbers 21-31. Recognise and use the months of the year. Form dates and birthdays.