

Year 3 – Long Term Plan



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Poetry: <i>Jabberwocky</i> – Lewis Carroll (1 week)</p> <p>Developing Description: <i>Once Upon an Ordinary School Day</i> - Colin McNaughton (3 weeks)</p> <p>Instructions: <i>Instructions</i> – Neil Gaiman (2 weeks)</p>	<p>Writing to Inform: <i>Day of the Dinosaurs</i> – Steve Brusatte (2 weeks)</p> <p>Developing Dialogue: <i>Stone Age Boy</i> - Satoshi Kitamura (3 weeks)</p>	<p>Investigating Viewpoint: Twisted Fairy Tales <i>The True Story of the Three Little Pigs</i> - Jon Scieszka (2 weeks)</p> <p>Reporting: Fairy Tale Crimes <i>Who Pushed Humpty Dumpty & Other Notorious Nursery Tale Mysteries</i> - David Levinthal (2 weeks)</p> <p>Discussion: Fairy Tale Crimes <i>Who Pushed Humpty Dumpty & Other Notorious Nursery Tale Mysteries</i> - David Levinthal (2 weeks)</p>	<p>Class Fact File: <i>This is How We do It</i> – Matt Lamothe (2 weeks)</p> <p>Traditional Fables: Poetry Link (3 weeks)</p>	<p>Creating Atmosphere: <i>Escape From Pompeii</i> – Cristina Balit Poetry link (3 weeks)</p> <p>Writing to Inform: <i>Earth Shattering Events</i> – Robin Jacobs (3 weeks)</p>	<p>Writing to Persuade: Adverts & Reviews <i>Izzy Gizmo</i> – Pip Jones (2 weeks)</p> <p>Letter Writing for Different Purposes & Audiences: <i>The Day The Crayons Quit</i> – Drew Daywalt (3 weeks)</p>
Guided Reading	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension	Core Text Big Question VIPERS Core Text Reading Comprehension
Spelling	<p>Words with the long /e/ / sound spelt with ei</p> <p>Words with the long /e/ / sound spelt with ey</p> <p>Words with the long /e/ / sound spelt with ai</p>	<p>Creating adverbs Review Week 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>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>Homophones & 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'</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</p>	<p>Words ending in the suffix -al</p> <p>Words ending with an /zher/ sound spelt with 'sure'</p> <p>Words ending with a /cher/ sound spelt with 'ture'</p>



	<p>Words with / / sound spelt with ear</p> <p>Homophones & near homophones</p> <p>Homophones & near homophones</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>Statutory Spelling Challenge Words</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>and the /k/ sound spelt 'que'</p> <p>Words with a /sh/ sound spelt with 'ch'</p> <p>Statutory Spellings Challenge Words</p>	<p>are related in form and meaning.</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Word families based on common words, showing how words are related in form and meaning</p>	<p>Silent Letters Revision</p>
<p>Punctuation and Grammar</p>	<p>Expanded noun phrases to describe and specify</p> <p>Nouns and pronouns-cohesion</p> <p>Punctuation including: full stops</p> <ul style="list-style-type: none"> • capital letters • exclamation marks • question marks <p>How the grammatical patterns in a sentence indicate its function as a question/ command/ statement/ exclamation</p> <p>Conjunctions; Co-ordination (using or, and, or but)</p>	<p>Determiners</p> <p>Fronted adverbials</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Using conjunctions to express time and cause</p> <p>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p>	<p>Adverbs Using adverbs to express time and cause</p> <p>Prepositions Using prepositions to express time and cause</p>	<p>Speech Inverted commas to punctuate direct speech</p> <p>Use of the present perfect form of verbs instead of the simple past</p> <p>Using the present perfect form of verbs in contrast to the past tense</p>	<p>Nouns</p> <p>Paragraphs</p> <p>Word families</p>	<p>Prefixes</p> <p>Consolidation</p>



	<p>Subordination (using when, if, that, or because)</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p> <p>Tenses (past,present, progressive form)</p>					
<p>Maths</p> <p>White Rose Hub V3</p>	<p>Place Value</p> <p>Addition and Subtraction</p>	<p>Addition and Subtraction</p> <p>Multiplication and Division</p>	<p>Multiplication and Division</p> <p>Length and Perimeter</p>	<p>Fractions</p> <p>Mass and capacity</p>	<p>Fractions</p> <p>Money</p> <p>Time</p>	<p>Shape</p> <p>Statistics</p> <p>Consolidation</p>
<p>Science</p>	<p>Chemistry- Rocks</p>	<p>Physics- Light</p>	<p>Physics- Light</p>	<p>Biology- Plants</p>	<p>Physics- Force and Motions</p>	<p>Physics- Friction and Magnetism</p>
<p>History</p>	<p>Black History Month</p>	<p>European history: Prehistoric Britain How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</p>	<p>African history: Ancient Egypt The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire</p>			<p>European history: Ancient Greece The contributions made by the city-states of Ancient Greece, and how these are influence our lives today</p>
<p>Geography</p>	<p>United Kingdom: Locating the UK, Great Britain and the British Isles, and regions and counties; identifying human and physical features across the UK and in one region</p>			<p>Investigating mountains and volcanoes: Understanding the structure of the Earth; how fold mountains and volcanoes are formed; and the impacts they can have on human</p>	<p>Looking at Europe: Comparing the human and physical features of the Alps, Lake District, Bournemouth and the Amalfi Coast, and exploring the impact</p>	



				settlement using case studies of Etna and La Soufriere	of tourism in these areas	
Charanga - EMMC	How Does Music Bring Us Closer Together?	What Stories Does Music Tell Us about the Past?	How Does Music Make the World a Better Place?	How Does Music Help Us Get To Know Our Community?	How Does Music Make A Difference To Us Every Day?	How Does Music Connect Us With Our Planet?
Spanish	Phonetics Core Vocabulary I'm learning Spanish- Early Language unit	Animals Early Language unit	Musical instruments Early Language unit	Fruits Early language unit	Ancient Britain Early language unit: tenco/ vivo	I can... Early language unit
Art and Design		Why Do We Make Art? Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective. Pablo Picasso History	Fairy Tale Crimes Using clay to produce a collaborative visual representation of a fairy tale crime. Anthony Browne Quentin Blake English			Mythology Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary. Paulo Uccello Edward Burne-Jones The Singh Twins [Links to History]
Design and Technology	Free-standing Structures			Mechanisms and control: Pneumatics	Cooking and nutrition	
Computing	Unit 3.2 Online safety Number of lessons – 3 Programs – Various Unit 3.3 Spreadsheets Number of lessons – 4 Programs – 2Calculate	Unit 3.5 Email (including email safety) Number of lessons – 6 Programs – 2Email, 2Connect, 2DIY	Unit 3.1 Coding Number of lessons – 6 Main Programs – 2Code	Unit 3.6 Branching Databases Number of lessons – 4 Programs – 2Question Unit 3.4 Touch Typing Number of lessons –2 out of 4 Programs – 2Type	Unit 3.4 Touch Typing Number of lessons – 2 out of 4 Programs – 2Type Unit 3.7 Simulations Number of lessons – 3 Programs – 2Simulate, 2Publish	Unit 3.8 Graphing Number of lessons – 3 Programs – 2Graph Unit 3.9 Presenting (with Microsoft PowerPoint or Google Slides) Number of Lessons – 5 or 6 (version dependent) Main Program – MS PowerPoint or Google Slides



<p>Religious Education</p>	<p>THEOLOGY</p> <p>Christianity</p> <p>What is the Bible? Origins, content, significance, construction and interpretation of the Bible.</p>	<p>THEOLOGY & SOCIAL SCIENCES</p> <p>Christianity</p> <p>What is the Trinity? How have artists used symbolism to express Trinity? One God - Father, Son, Holy Spirit. Significance of metaphor and symbolism.</p>	<p>PHILOSOPHY</p> <p>Christianity & Humanism</p> <p>How do people make moral decisions? Rules and human choice.</p>	<p>THEOLOGY</p> <p>Islam</p> <p>Where do Islamic beliefs come from? History of Prophet Muhammad, revelation of the Qur'an, significance of Mecca.</p>	<p>SOCIAL SCIENCES</p> <p>Islam</p> <p>How do Muslims express their beliefs in their daily lives? Expression of beliefs about Allah, 5 Pillars of Islam as obligations. Lived diversity.</p>	<p>THEOLOGY & PHILOSOPHY</p> <p>Is it reasonable to believe God is omnipotent, omnibenevolent, omniscient and omnipresent? Meaning of "omni" in Abrahamic understanding of God. Does this seem possible philosophically? What religious stories might support this?</p>
<p>PSHCE</p>	<p>Being Me</p> <p>I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it. I can give examples of how to work/play well with others. I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. I can evaluate different choices that I, or others might make in school and explain what the</p>	<p>Celebrating Differences</p> <p>I can tell you about a conflict that I have witnessed or been involved with. I can tell you how a conflict that I have seen or been involved with made me feel. I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help. I can explain</p>	<p>Dreams and Goals</p> <p>I can tell you something I did well in a learning challenge and something I want to get better at. I am happy to talk about what I did well and say why it makes me feel good. I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. I can analyse my learning strengths and use this to design clear steps to help me improve. I</p>	<p>Healthy Me</p> <p>I can name some things I need to keep myself safe from and ways to stay healthy. I can tell you who I can go to for help if I feel unsafe/ unwell. I know how to tell someone if I feel scared/unwell. I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels. I can judge the levels of risk involved in different situations and I can select and describe suitable</p>	<p>Relationships</p> <p>I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries. I can tell you how I depend on other people and how other people depend on me. I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know. I can explain some of the rights and</p>	<p>1 Decision SRE</p>



	consequences might be. I can link these choices to the need for rules, rights and responsibilities. I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued	when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships. I can explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions. I can suggest ways that I might act in these situations.	am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.	strategies for keeping myself safe and healthy, including knowing how to seek help and from whom. I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.	responsibilities that I and others have in my family, friendships and as global citizens. I can express a sense of the responsibility we have for each other because of these connections.	
Thrive (Emotional Health and Wellbeing)	Animal Escape (Thinking) Chain Story (Thinking) Marlene, Marlene Queen of being mean (Power and identity)	Feel-Stop-Think-Choose (Power and identity) My perfect room (Power and identity) Do you agree? (Power and identity)	My magic breath! (Power and identity) Feel-Stop-Think-Choose (Power and identity)	Blaming Barry (Power and Identity) Chain Story (Power and Identity) Hobbie Galore! (Power and Identity)	Truth vs Lie (Power and Identity) Debates (Power and Identity) Mine, yours, ours (Power and Identity)	Different is awesome! (Power and Identity) We are all different and that is okay (Power and Identity) Future me (Power and Identity)
Physical Education	Active Athletics	Throwing and catching	Skip to the beat	Brilliant ball skills	African dance	Multi-skills