



Year 3 Long Term Planning

Please note that only key national curriculum objectives have been identified and that further objectives can be found on the MTP.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core texts	Awongalema	Ug/ Farther	I was a Rat	Leon and the Place Between	Tin Forest	Flotsam
Writing Genres						
Fiction	Story, characters and setting	Story and plot	Writing in role	Story writing Performance poems	Story Description	Plan and draft a story
Non-fiction	Newspaper	Letters and diary entry	Persuasive writing	Newspaper Diary entry	Book reviews Letters	
Cross-curricular writing opportunities	Pebble in My Pocket 6 Weekly writing opportunities	Storyboard Diary entry	Story re-telling	Non chronological report	Fact Files	Postcards Travel Brochure
Maths	Place Value Power maths Book A Unit 1 Number within 1000 Unit 2 + and - (i)	Place Value Four Operations and calculations 2D and 3D shape Power maths Book A Unit 3 + and - (ii) Unit 4 x and Division (i)	Four Operations Geometry Power maths Book B Unit 5 x and Division (ii) Unit 6 Money Unit 7 Statistics	Fractions Measures Power maths Book B Unit 8 length Unit 9 Fractions (i)	Calculations Power maths Book C Unit 10 Fractions (ii) Unit 11 time Unit 12 Angles and shape	Power maths Book C Unit 13 Mass Unit 14 Capacity



Cross-curricular maths links	Data and statistics	Science: measurement of forces	Data and statistics	Measures	Frequency tables and graphs	Geography: climates statistics
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<p style="text-align: center;">Science</p>	<p><u>Rocks and soils (Inc. Fossils)</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within a rock</p> <p>Recognise that soils are made from rocks and organic matter</p>	<p><u>Forces</u> Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other, and attract some materials and not others</p>	<p><u>Health and Nutrition</u> Identify that animals, including humans, need the right types and amounts of nutrition and that they cannot make their own food, they get nutrition from what they eat</p>	<p><u>Skeletons</u> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><u>Plants</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for growth (air, light, water, nutrients from the soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the parts that flowers play in the life cycle of flowering plants, including pollination, germination and seed dispersal</p>	<p><u>Light</u> To be able to recognise that they need light in order to see things and that dark is the absence of light</p> <p>To be able to see that light is reflected from surfaces</p> <p>To recognise that light from the sun can be dangerous and that there are ways to protect the eyes</p> <p>To recognise that shadows are formed when the light from a light source is blocked by an opaque object</p>
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<p>History</p>		<p><u>Stone Age to Bronze Age</u></p> <p>To develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p><u>Local history</u> <u>1 Week</u></p> <p>To continue to develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods they study.</p> <p><u><i>Begin Titus Salt</i></u></p>	<p><u>Titus Salt</u></p> <p>To continue to develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To note connections, contrasts and trends over time.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>		
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Geography	<u>Volcanoes</u> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle				<u>Mediterranean</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	<u>Mediterranean</u> Describe and understand key aspects of physical geography, including: climate zones. Describe and understand key aspects of human geography. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
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<p>Art</p>	<p>Can create a wide range of patterns and textures using different grades of pencil Can mix and match colours Can use different shaped brushes</p>	<p>Can create a wide range of patterns and textures using different grades of pencil Can create a range of tones when colouring solid shapes Can mix and match colours</p>	<p>Can mix and match colours Can lighten colours using white Can darken colours using opposite colour on the colour wheel Can create a colour wheel</p>	<p>Can use different shaped brushes Can create a background wash Can use a sketchbook Can create a final piece of work</p>	<p>Can sew simple stitches Can use sewing to add detail Can create pop ups</p>	<p>Able to shape , form, model and construct from observation Can compare work of artists Can create a final piece of work</p>
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<p>Design Technology</p>	<p>Choose the materials/ ingredients/tools they will use, based on their suitability for the task.</p> <p>Use their research to develop some of their own design criteria.</p> <p>Join a range of materials using a variety of methods, usually choosing the method most suited to the task.</p> <p>Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work.</p>	<p>Learn about how key events and individuals in design and technology have helped shape the world.</p> <p>Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users.</p> <p>Pay attention to the finishing of their product.</p>			<p>Use their research to develop some of their own design criteria.</p> <p>Draw a fully labelled sketch/diagram of their product, including some measurements.</p> <p>Indicate where a mechanism will go and briefly explain how it will function.</p>	<p>Use the principles of a healthy and varied diet to help inform their design decisions.</p> <p>Create/adapt a recipe, including some weight/volume measurements</p>
<p>Music</p> <p>Charanga Scheme (see planning summary)</p> <p>(LA recorders.)</p>	<p>Let your spirit fly</p> <p>CCL Volcanoes</p>	<p>Stone age.</p> <p>To learn knowledge of the stone age through songs.</p> <p><u>Christmas Concert.</u></p>	<p>Three little birds.</p> <p>CCL Health and Nutrition</p>	<p>The dragon song</p> <p>CCL Skeletons</p>	<p>Bringing us together</p> <p>CCL Mediterranean / world</p>	<p>Reflect rewind.</p> <p>Replay.</p>



French (KS2)	Moi Greetings Instructions	Jeux et Chansons Numbers (Also European Map Pays, Capitales and compass points)	On Fait La Fete Months and celebrations	Portraits Colours & Verbs Pronunciation	Les Quatre Amis Animals & Verbs Pronunciation	Ca Pousse Food and growing fruit and vegetables
PSHE Topic & key Learning Challenge	Belonging	Keeping safe	Getting along and falling out	Money and work	Healthy lifestyles and healthy mind	Healthy relationships and growing up
Online safety						
British Values						
Religious Education	Judaism New year Rosh Hashanna Yom Kippur Signs and Symbols	Judaism The Torah Books of Moses Hebrew scrolls	Judaism Moses Abraham Synagogue visit	Christianity The Old Testament The Nativity	Christianity The Bible	Christianity Church Signs and Symbols



Computing	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Use sequence, selection and repetition in programs, work with variables and various forms of input and output	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web and the opportunities the offer for communication and collaboration	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	
PE	Games, Gymnastics	Games (Hockey) Gymnastics	Games(Benchball) Dance	Agility, coordination and balance Games (Football)	Games(Striking and fielding) Gymnastics	Athletics
Debating/Circle Time						
Educational Visits, Visitors, Experiences	Minibus trips to Cow and Calf Ilkley	Parental Involvement Stone Age houses	Synagogue RE visit	Minibus trips to Saltaire village		Seaside visit Parental Involvement Making Ice cream sauces