



## Year 3 Long Term Planning 2023-24

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
<b>Value</b>	<b>Pride</b>	<b>Confidence</b>	<b>Respect</b>	<b>Equality</b>	<b>Belief</b>	<b>Trust &amp; responsibility</b>
<b>British values</b>	<b>Rule of law</b>	<b>Democracy</b>	<b>Mutual respect</b>	<b>Individual liberty</b>	<b>Rule of law</b>	<b>Acceptance</b>
<b>Core texts</b>	Awongalema Tree (5wk)	Pebble in My Pocket - Meredith Hooper (PoR) (CC)	The First Drawing - Mordicai Gerstein (CC)	Leon and the Place Between - Angela McAllister (PoR)	The Street Beneath My Feet - Charlotte Guillain	Flotsam - David Wiesner (PoR)
<b>Writing Genres</b>						
<b>Fiction</b>	Writing to entertain: Setting description Narrative: Fable  Fables (African) W1 - Reading and comparison W2 - Character (role on the walls and character description) W3 - Setting	Writing to entertain: Poetry (Haiku)  Writing to entertain: Diary entry	Writing to entertain: Setting Description to describe the early settlement.  Writing to entertain: Diary - Writing in role	Writing to entertain: Performance poetry		Writing to entertain: Sequel (mystery narrative)



	W4 - Plan , draft & edit own fable.					
<b>Non-fiction</b>		Writing to inform: History of our Earth	Writing to explain: Non chron report about the Stone-age people. (End of CC unit writing)	Writing to persuade: Persuasive posters to advertise the circus  Writing to inform : Newspaper	Writing to inform: - Design an information poster to explain to year 2 pupils the soil and rock matter beneath your feet. Label accurately with key facts.  Write an explanation going deep underground through layers of rock referencing different scenes and animals. Focus on either city or countryside.  Writing to entertain: Write a historical script to explain to tourists the layers of soil	Writing to persuade: Plastic pollution speech – Save our seas (SMSC)  Writing to persuade: <b>Letter to Farnham parents about how recycling can help the environment.</b>



					and rock under their feet. Base the starting point in Bradford.	
<b>Cross-curricular writing opportunities</b>	Storyboard	Diary entry Non chronological report	Story re-telling	Non chronological report	Fact Files	Postcards Travel Brochure
<b>Maths</b>	<u>Place Value</u>  <u>Addition and Subtraction</u>	<u>Addition and Subtraction</u>  <u>Multiplication and Division (A)</u>	<u>Multiplication and Division (B)</u>  <u>Length and Perimeter</u>	<u>Fractions (A)</u>  <u>Mass and Capacity</u>	<u>Fractions (B)</u>  <u>Money</u>	<u>Money</u>  <u>Time</u>  <u>Shape</u>  <u>Statistics</u>
<b>Cross-curricular maths links</b>	Data and statistics	Science: measurement of forces	Data and statistics	Measures	Frequency tables and graphs	Geography: climates statistics
<b>Science</b>	<u>Health and Nutrition</u> Identify that animals, including humans, need the	<u>Forces</u> Compare how things move on different surfaces	<u>Light</u> To be able to recognise that they need light in order to see things and		<u>Rocks and soils (Inc. Fossils)</u> Compare and group together different kinds of	<u>Plants</u> Identify and describe the functions of different parts of



	<p>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>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>that dark is the absence of light To be able to see that light is reflected from surfaces To recognise that light from the sun can be dangerous and that there are ways to protect the eyes To recognise that shadows are formed when the light from a light source is blocked by an opaque object</p>		<p>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>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>
<b>History</b>		<u>Stone Age to Bronze Age</u>	<u>Stone Age to Bronze Age</u>	<u>Titus Salt</u> To continue to develop a chronologically		



		<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>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>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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			<i>Begin Titus Salt</i>			
<b>Geography</b>	<p><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</p>				<p><u>Mediterranean</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia). Key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including</p>	<p><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.</p>



					day and night) Hemisphere, Southern	
<b>Art</b>		<p>Can create a wide range of patterns and textures using different grades of pencil</p> <p>Can use different shaped brushes</p> <p>Can create a range of tones when colouring solid shapes</p> <p>Can mix and match colours</p>	<p>Can use different shaped brushes</p> <p>Can create a background wash</p> <p>Can use a sketchbook</p> <p>Can create a final piece of work</p>	<p>Can mix and match colours</p> <p>Can lighten colours using white</p> <p>Can darken colours using opposite colour on the colour wheel</p> <p>Can create a colour wheel</p>	<p>Can sew simple stitches</p> <p>Can use sewing to add detail</p> <p>Can create pop ups</p>	<p>Able to shape , form, model and construct from observation</p> <p>Can compare work of artists</p> <p>Can create a final piece of work</p>
<b>Design Technology</b>	Use the principles of a healthy and varied diet to help inform their design decisions. Create/adapt a recipe, including some	Join a range of materials using a variety of methods, usually choosing the method most suited to the task.		<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</p>	<p>Use their research to develop some of their own design criteria.</p> <p>Draw a fully labelled sketch/diagram of their product,</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</p>



	weight/volume measurements	Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work.		their own design criteria.	including some measurements. Indicate where a mechanism will go and briefly explain how it will function.	existing products, discussing their features, construction, purpose and intended users. Pay attention to the finishing of their product.
<b>Music Charanga Scheme</b> (see planning summary)  (LA recorders.)	Three little birds.  CCL Health and Nutrition  The dragon song  CCL Skeletons	Stone age. To learn knowledge of the stone age through songs.  <u>Christmas Concert.</u>	Let your spirit fly  CCL Volcanoes		Bringing us together CCL Mediterranean / world	Reflect rewind. Replay.
<b>French (KS2)</b>	<b>Moi</b> Greetings Instructions	<b>Jeux et Chansons</b> Numbers (Also European Map Pays, Capitales and compass points)	<b>On Fait La Fete</b> Months and celebrations	<b>Portraits</b> Colours & Verbs Pronunciation	<b>Les Quatre Amis</b> Animals & Verbs Pronunciation	<b>Ca Pousse</b> Food and growing fruit and vegetables
<b>PSHEE</b>	<b>Belonging</b>	<b>Keeping safe</b>	<b>Getting along and falling out</b>	<b>Money and work</b>	<b>Healthy lifestyles and healthy mind</b>	<b>Healthy Relationships</b> Healthy relationships and growing up





	<p>What makes a family; features of family life</p> <p>The value of rules and laws; rights, freedoms and responsibilities</p>	<p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p>	<p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<p>Different jobs and skills; job stereotypes; setting personal goals</p>	<p>Health choices and habits; what affects feelings; expressing feelings</p>	<p>Personal strengths and achievements; managing and reframing setbacks</p> <p>RSHE Year 3- Valuing Differences and Keeping Safe Lesson 1- Differences: Male and Female Lesson 2- Personal Space Lesson 3-Family Differences</p>
<b>Online safety</b>	Self-image and identity	Privacy & security Copywrite & ownership	Online Bullying	Managing Information Online	Health, Well-being & Lifestyle	Online Relationships / Online Reputations
<b>Personal development</b>	To understand what discrimination means	To understand what a bystander is	To be welcoming	To recognise a stereotype	Be yourself and build confidence	I understand how difference can make people feel excluded
<b>British values</b>	<b>Rule of law</b>	<b>Democracy</b>	<b>Mutual respect</b>	<b>Individual liberty</b>	<b>Rule of law</b>	<b>Acceptance</b>



<p><b>Religious Education</b></p>	<p><u>Judaism</u> Signs and Symbols New year Rosh Hashanah Moses Abraham</p>	<p><u>Judaism</u> The Torah Books of Moses Hebrew scrolls</p>	<p><u>Judaism</u> Yom Kippur Synagogue visit</p>	<p><u>Christianity</u> The Old Testament The Nativity</p>	<p><u>Christianity</u> The Bible</p>	<p><u>Christianity</u> Church Signs and Symbols</p>
<p><b>Computing</b></p>	<p>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</p>	<p>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</p>	<p>Use sequence, selection and repetition in programs, work with variables and various forms of input and output</p>		<p>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</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>



<b>PE</b>	Games, Gymnastics	Games (Hockey) Gymnastics	Games(Benchball) Dance	Agility, coordination and balance Games (Football)	Games(Striking and fielding) Gymnastics	Athletics
<b>Debating/Circle Time</b>						
<b>Educational Visits, Visitors, Experiences</b>		Local Library Visits  Parent Workshop Stone Age houses	Synagogue RE visit  Parent Workshop Maths Passports		Saltaire - local history and heritage	Seaside Visit - Bridlington  Plants Parent Workshop