

Long Term Plan- Year 3 2023-2024

	Stone Age to Iron Age		Rainforests		Egyptians	
	How did Britain change from the Stone Age to the Iron Age?		What is life like in the rainforest?		How important was light for the Egyptians?	
Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>How to Wash a Woolley Mammoth- Instructions. Stig of the Dump- Character description, diary entry</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns 	<p>Stone Girl, Bone Girl: The Story of Mary Anning- Biography. Ug Boy Genius of the Stone Age- Setting description, recount.</p> <ul style="list-style-type: none"> - discussing writing like that which they are planning to write to understand and learn from its structure, vocabulary and grammar. - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - using fronted adverbials - using conjunctions, adverbs and prepositions to express time and cause - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns 	<p>The Vanishing Rainforest- Descriptive writing, playscripts, instructions</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials 	<p>The Great Kapok Tree- Newspaper report, narrative</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - organising paragraphs around a theme - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - extending the range of sentences with more than one clause by using a wider range of conjunctions - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - in narratives, creating settings, characters and plot 	<p>Literacy Shed+ film: Tadeo Jones- Setting description, diary entry.</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns 	<p>The Egyptian Cinderella- Character description, recount, poem</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns
Reading	<p>Marv and the Mega Robot</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p>Georges Marvellous Medicine</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different 	<p>The Abominables</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different 	<p>The Mousehole Cat</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p>Grimwood</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways 	<p>Nim's Island</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes

	<ul style="list-style-type: none"> - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - asking questions to improve their understanding of a text - identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - identifying main ideas drawn from more than 1 paragraph and summarising these 	<p>ways and reading for a range of purposes</p> <ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - asking questions to improve their understanding of a text - identifying how language, structure, and presentation contribute to meaning - identifying main ideas drawn from more than 1 paragraph and summarising these - predicting what might happen from details stated and implied 	<p>ways and reading for a range of purposes</p> <ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - asking questions to improve their understanding of a text - identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction - identifying main ideas drawn from more than 1 paragraph and summarising these - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - checking that the text makes sense to them, discussing their understanding - asking questions to improve their understanding of a text - identifying main ideas drawn from more than 1 paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction - retrieve and record information from non-fiction 	<p>and reading for a range of purposes</p> <ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - asking questions to improve their understanding of a text - identifying how language, structure, and presentation contribute to meaning - identifying main ideas drawn from more than 1 paragraph and summarising these - predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read - checking that the text makes sense to them, discussing their understanding - asking questions to improve their understanding of a text - identifying main ideas drawn from more than 1 paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction - retrieve and record information from non-fiction
Maths	<p>Place Value, Addition and Subtraction.</p> <ul style="list-style-type: none"> - Represent numbers to 100. - Partition numbers to 100. - Number line to 100 - Hundreds - Represent numbers to 1000 - Partition numbers to 1000 - Hundreds, tens and ones - Find 1, 10 or 100 less - Number line to 1000 - Estimate numbers - Compare numbers to 1000 	<p>Multiplication and division A</p> <ul style="list-style-type: none"> - Use arrays - Multiples of 2 - Multiples of 5 and 10 - Sharing and grouping - Multiple and divide by 3 - Multiple and divide by 4 - Multiple and divide by 8 	<p>Multiplication and Division B, Length and Perimeter</p> <ul style="list-style-type: none"> - Multiples of 10 - Reasoning multiplication - Multiplying a 2-digit by 1-digit (exchange and no exchange) - Linking multiplication and division - Dividing a 2-digit by a 1-digit number (exchange and no exchange) - Measure in metres and centimetres - Measure in millimetres - Equivalent lengths - Comparing, adding and subtracting lengths. 	<p>Fractions A, Mass and Capacity</p> <ul style="list-style-type: none"> - Understanding denominator of units - Compare and order - Understand numerator of units - Understanding whole - Comparing and ordering - Fractions and scales - Fractions on number lines - Equivalent fractions on number lines and bar models - Use scales - Measure mass in kilograms and grams - Equivalent masses - Compare masses 	<p>Fractions B, Money</p> <ul style="list-style-type: none"> - Add fractions - Subtract fractions - Partition the whole - Unit and non-unit fractions of a set of objects - Reasoning with fractions of an amount - Pounds and pence - Convert pounds and pence - Add money - Subtract money - Find change 	<p>Time, Shape and Statistics</p> <ul style="list-style-type: none"> - Roman numerals to 12 - Tell the time to 5 minutes - Tell the time to the minute - Read time on a digit clock - Use a.m. and p.m. - Years, months and days - Days and hours - Hours and minutes – start and end times and duration - Minutes and seconds - Units of time - Solve problems - Turns and angles - Right angles - Compare angles - Measure and draw accurately - Horizontal and vertical - Parallel and perpendicular

	<ul style="list-style-type: none"> - Ordering numbers - Count in 50s - Apply numbers bonds within 10 - Add and subtract 1s - Add and subtract 10s - Add and subtract 100s - Spot the patterns - Add two numbers (exchange and no exchange) - Subtract two numbers (exchange and no exchange) - Add 2-digit and 3-digit numbers - Make decisions and estimate. 		<ul style="list-style-type: none"> - Measuring perimeter. 	<ul style="list-style-type: none"> - Add and subtract mass - Measure capacity and volume in millilitres and litres - Compare capacity and volume - Add and subtract capacity and volume 		<ul style="list-style-type: none"> - Recognise and describe 2-d shapes - Draw polygons - Recognise and describe 3D shapes - Make 3D shapes - Interpret pictograms - Draw pictograms - Interpret bar charts - Draw bar charts - Collect and represent data - Two-way tables
Spanish	Meet and Greet	My Body	Time to Eat	The People Around Me	All About School	Tell Me When
Computing	Data and information- Branching databases	Creating media- Animation	Creating media- Desktop publishing	Computing systems and networks- connecting computers	Programming A- Sequence in music	Programming B- Events and actions
History	The Stone Age to Iron Age <ul style="list-style-type: none"> - 1. Changes in Britain from the Stone Age to the Iron Age- late Neolithic hunters and early farmers, Skara Brae. 		The Maya <ul style="list-style-type: none"> - 9. A non-European society that provides contrasts with British history – a study of Mayan civilization. 		Ancient Egypt <ul style="list-style-type: none"> - 7. The achievements of the earliest civilizations- a depth study of: Ancient Egypt. 	
Geography	The United Kingdom <ul style="list-style-type: none"> - LK2: name and locate counties and cities of the UK. - HPG1: physical geography- rivers and seas. - HPG2: human geography- land use, economic activity, trade links. - PK: understand geographical similarities and differences between a region of the UK and a European country. - LK2: land-use patterns. - LK3: identify the position and significance of the prime/Greenwich meridian. - GSF1: use maps and atlases to locate countries. 		Rainforests <ul style="list-style-type: none"> - LK1: locate the world's countries (North and South America). - PK: understand geographical similarities and differences between a region of the UK and a region within S. America. - HPG2: human geography- types of settlement and land use. - HPG1: physical geography- climate zone, volcanoes, water cycle. - GSF2: use four and six-figure grid references. - HPG1: physical geography- climate zones. 		Deserts <ul style="list-style-type: none"> - LK1: locate the world's countries, concentrating on key characteristics. - LK3: identify the position and significance of the equator, northern and southern hemispheres. - PK: understand geographical similarities and differences of a region of the UK and elsewhere. - HPG1: physical geography: climate zones, water cycle. - HPG2: human geography: types of settlement and land use. - GSF1: use maps, atlases, globes to locate countries and describe features. - GSF2: use the eight points of a compass. 	
Art	Form and Space- Stone Age art <ul style="list-style-type: none"> - to improve their mastery of art and design techniques, including sculpture with a range of materials (clay and papier mache). 	Tone- Stone Age painting <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas 	Colour- Plant art <ul style="list-style-type: none"> - about great artists, architects and designers in history. 	Texture- Rainforest art <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas. 	Pattern- Egyptian Art <ul style="list-style-type: none"> - to improve their mastery of art and design techniques, including drawing and painting with a range of materials. 	Line and Shape- Hieroglyph Art <ul style="list-style-type: none"> - to improve their mastery of art and design techniques, including drawing and painting with different materials, e.g. pencil, charcoal, paint.
Design	Food- Stone Age meals <ul style="list-style-type: none"> - understand and apply the principles of a healthy and varied diet. 		Construction- planters <ul style="list-style-type: none"> - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 		Mechanics – How can we move water uphill? Shadoof <ul style="list-style-type: none"> - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	
Science	Forces and magnets <ul style="list-style-type: none"> - compare how things move on different surfaces 	Rocks <ul style="list-style-type: none"> - compare and group together different kinds of rocks on the basis of their appearance and 	Plants <ul style="list-style-type: none"> - identify and describe the functions of different parts of flowering plants: roots, 	Animals including humans <ul style="list-style-type: none"> - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own 	Light <ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces 	Scientists and Inventors <ul style="list-style-type: none"> - identify differences, similarities or changes related to simple scientific ideas and processes by finding out about the men and

	<ul style="list-style-type: none"> - notice that some forces need contact between 2 objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others 	<ul style="list-style-type: none"> - simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter 	<ul style="list-style-type: none"> - stem/trunk, leaves and flowers - 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 <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<ul style="list-style-type: none"> - food; they get nutrition from what they eat - identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<ul style="list-style-type: none"> - 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 an opaque object - find patterns in the way that the size of shadows change 	<ul style="list-style-type: none"> - women who introduced new plants to our gardens. - identify that humans have skeletons for support, protection and movement by identifying and explaining the bones shown in x-rays. - identify changes related to scientific ideas by describing the achievements of George Washington Carver. - explain how fossils can be used to find the age of rocks. - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. - notice that light is reflected from surfaces by investigating concave and convex mirrors.
RE	Judaism- What are the key aspects of the Jewish Faith?	Christianity - The Nativity Story- What is the most significant part for Christians today?	Christianity - Good Friday- What is good about Good Friday?	Signs and Symbols- Why are symbols important?	Islam- What are the key aspects of the Muslim faith?	Hinduism- How is the Hindu Faith followed?
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Music	<p>Writing Down Music</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - listen with attention to detail and recall sounds with increasing aural memory 	<p>Playing In a Band</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - listen with attention to detail and recall sounds with increasing aural memory 	<p>Inspire Music - Drums</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - listen with attention to detail and recall sounds with increasing aural memory 	<p>Inspire Music - Drums</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - listen with attention to detail and recall sounds with increasing aural memory 	<p>Exploring Improvisation</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - listen with attention to detail and recall sounds with increasing aural memory 	<p>Opening Night</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - listen with attention to detail and recall sounds with increasing aural memory
PE	<p>Tag Rugby and Football.</p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - play competitive games, and apply basic principles suitable for attacking and defending - compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Multi skills, dance</p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - develop flexibility, strength, technique, control and balance - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Swimming, gymnastics</p> <ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance - compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Invasion games (football), net/wall games (tennis)</p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - play competitive games, and apply basic principles suitable for attacking and defending - compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Striking/fielding games (cricket), athletics</p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - play competitive games, and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control and balance - compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Invasion games (hockey), OAA</p> <ul style="list-style-type: none"> - play competitive games, and apply basic principles suitable for attacking and defending - take part in outdoor and adventurous activity challenges both individually and within a team - compare their performances with previous ones and demonstrate improvement to achieve their personal best
Visits	Creswell Craggs and Twycross Zoo		Butterfly House		Museum	