


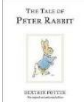





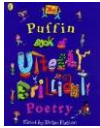



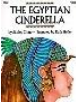





Year 3 Long Term Plan

Year 3 reading spine

Narrative	Classics	Drop-and-read	Poems and rhymes	Additional texts available
<p>  Winter's Child by Angela McAllister   Stone Age Boy by Satoshi Kitamura   The Tear Thief (Carol Ann Duffy)         </p>	<p>  The Tale of Peter Rabbit by Beatrix Potter   The Wind in the Willows   Gobolino the Witch's Cat (Ursula Williams)         </p>	<p>  The Creakers by Tom Fletcher   The Iron Man (Ted Hughes)   The Wind in the Willows by Kenneth Grahame         </p>	<p>           Narrative poems   The Puffin Book of Utterly Brilliant Poetry         </p>	<p>  The Golden Wonderflower by Benjamin Flow   The Tunnel by Anthony Browne   After the Fall by Dan Santat   Egyptian Cinderella by Shirley Climo   Jack and the Baked Beanstalk         </p>

	Block 1	Block 2	Block 3
<p><b>English</b></p>	<ol style="list-style-type: none"> <li>1. Place value unit</li> <li>2. Non-fiction: non-chronological report about a topic from last year</li> <li>3. Non-fiction: non-chronological report about a topic from this year</li> <li>4. Narrative: retell of part of a familiar story (based on the drop-and-read text 'The Creakers')</li> </ol>	<ol style="list-style-type: none"> <li>1. Narrative: first person fantasy story including speech linked to 'Winter's Child'</li> <li>2. Non-fiction: diary 1 (linked to curriculum area)</li> <li>3. Non-fiction: diary 2 (linked to 'Stone Age Boy')</li> </ol>	<ol style="list-style-type: none"> <li>1. Narrative: fiction to create settings/character/plot linked to the story 'The Tear Thief'</li> <li>2. Non-fiction: recount linked to a real-life experience (e.g. class trip or experience day based on the Egyptians)</li> <li>3. Non-fiction: letters 1 (to write a letter for a given purpose)</li> </ol>

	Week 12 poetry focus: The Puffin Book of Utterly Brilliant Poetry	4. Narrative: a story which builds tension (linked to the drop-and-read text 'The Iron Man')	4. Narrative: linked to the drop-and-read text 'The Wind in the Willows'. 1 to be a letter (letter 2) as a character and the other to be narrative writing based part of the story.
	Week 12 poetry focus: Poetry; poem type: haikus (new skills: similes and syllables)	Week 12 poetry focus: performance poetry based on poems by Roger McGough	
<b>Reading</b>	<p><b>Set texts:</b></p> <p>Examples of non-chronological reports  Non-fiction texts linked to the topics which the non-chrons are based on  'The Creakers' by Tom Fletcher  Other examples of narrative writing which builds up tension for the reader  Poetry: The Puffin Book of Utterly Brilliant Poetry (from the reading spine)</p>	<p><b>Set texts:</b></p> <p>'Winter's Child' by Grahame Baker-Smith  Examples of diaries  'The Stone Age Boy' by Satoshi Kitamura  Extracts of stories which build tension  'The Iron Man' by Ted Hughes  Poetry: poem type: haikus (new skills: similes and syllables)</p>	<p><b>Set texts:</b></p> <p>'The Tear Thief' by Carol Ann Duffy  Examples of recounts  Non-fiction texts about the Egyptians  Examples of letters  'The Wind in the Willows' by Kenneth Grahame  Poetry: performance poetry (focus poet: Roger McGough)</p>
<b>Spelling</b>	<p><b>Sounds of the week:</b>  oo, f, m, ee, e, a-e, o-e, i-e, er, ew, o</p> <p><b>Prefix/Suffix:</b>  -ed, -ing, ly, -est, -ness, -less, -ment, - drop the -y and add -ies, -er, est, -tian, -cian, un-</p>	<p><b>Sounds of the week:</b>  i, u-e, ar, j, k, ul, r, ch, sh/shul/shun, ow, oy, u</p> <p><b>Prefix/Suffix:</b>  -ment, - less, - ness, -er, -est, -ant/-ance/-ancy/-ency, -able/-ably, -ible/ibly, -tion, -cian, -ous, -sion/ssion, -tial, -tious/-cious</p>	<p><b>Sounds of the week:</b>  ure, i, z, kw, ear, aw, s, air, u-e, g, n, t, zh</p> <p><b>Prefix/Suffix:</b>  -cient, -cial, -ment, -less, -ness, -ture, un-, in-, dis-, re-, mis-, il-, ir, sub-, inter-, auto-, anti-</p>
<b>Maths</b>	<p>Number – place value (3 weeks)  Number – addition and subtraction (5 weeks)  Geometry – properties of shapes (2 weeks)  Number – multiplication &amp; division (1 week)  Revisit week – shape and place value</p>	<p>Number – multiplication &amp; division (2 weeks)  Measurement – perimeter (1 week)  Number – fractions (4 weeks)  Measurement – money (1 week)  Measurements – length, mass, capacity (3 weeks)  Revisit week – fractions, properties of shape, multiplication &amp; division.</p>	<p>Measurement – time (4 weeks)  Revisit week – fractions, properties of shape, multiplication &amp; division  Statistics – (2 weeks)  Consolidation weeks based on assessments to get children year 4 ready</p>
<b>Science</b>	Animals including humans	Plants	Rocks
<b>RE</b>	Judaism	Christianity	Light
<b>Geography</b>	Locality and Fieldwork	One Nation: England	Islam
<b>History</b>	Roman Impact in Britain	The Stone Age	Humanism
			Egypt and Sub-Saharan Africa
			Ancient Egypt

<b>Art</b>	Sketching : Animal Portrait Artist - Monica Lee		Painting: Op Art Artist - Bridget Riley		Sculpture: Toy sculpture Artist - Jeff Koons	
<b>DT</b>	Pneumatic toys		Textiles: Cushions	Cooking and Nutrition: Apple Crumble (Seasonality)	Structures: Castles	
<b>PSHE/SMSC opportunities Inc. British Values</b>	Schools rules Basic Emotions Safety Equipment People who can help me (Assembly)	Family and Relationships	Health and Wellbeing	Citizenship	Safety and changing bodies  Online Safety (Computing/Assembly)	Economic wellbeing
<b>Music</b>	Listening & Theory and Performance Listen with attention to detail and recall sounds with increasing aural memory. (Covered by Junior Jam)  Appreciate and understand a wide range of high-quality live and recorded music. (Covered by Junior Jam) (Covered in assemblies, weekly, TR)  Develop an understanding of the history of music. (Covered in assemblies, weekly, TR)  Singing – action songs, moving and singing to a beat.		Performance.  Play and perform in solo and ensemble contexts (Covered by Junior Jam)  Performance opportunities to be covered by the Christmas performance.  Listening and history: Western classical, traditional and film – Baroque, Romantic, 20 <sup>th</sup> Century.		Composition  Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations. (Covered by Junior Jam)  Listening and history: Funk, disco and Indian music.	
<b>MFL</b>	Year 3: All About Me (Meet my family and pets)		Year 3: My Life (My house and town)		Year 3: Lifestyle (Supermarket and Restaurant)	
<b>COMPUTING</b>	<b><u>Computing systems and networks 1 – Networks and the Internet</u></b>  LC: Can I understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration?  LC: Can I select, use and combine a variety of software (including	<b><u>Programming - Scratch</u></b>  <b>PPA JAM</b>  LC: Can I use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs?  LC: Can I design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems	<b><u>Computing systems and networks 3 - Journey inside a computer</u></b>  LC: Can I design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts?  LC: Can I use logical reasoning to explain	<b><u>Creating Media - Video Trailers</u></b> PPA JAM  LC: Can I 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?	<b><u>Data Handling - Comparison cards databases.</u></b>  LC: Can I 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	Consolidation and revision of skills needed to be year 4 ready.

	<p>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><b><u>Online Safety – Year 3</u></b></p> <p>LC: Can I use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content?</p> <p>LC: Can I 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>LC: Can I use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact?</p>	<p>by decomposing them into smaller parts?</p> <p>LC: Can I use sequence, selection, and repetition in programs; work with variables and various forms of input and output?</p>	<p>how some simple algorithms work and to detect and correct errors in algorithms and programs?</p> <p>LC: Can I use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs?</p> <p>LC: Can I 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>LC: Can I use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content?</p> <p>LC: Can I use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact?</p> <p>LC: Can I solve problems by decomposing them into smaller parts?</p> <p>LC: Can I design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts?</p> <p>LC: Can I use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content?</p>	<p>presenting data and information?</p> <p>LC: Can I understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration?</p> <p>LC: Can I use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content?</p>	
PE	Football Sports Science	Gymnastics Netball	Tag Rugby Dance	Hockey Swimming / Forest School	Rounders Athletics Swimming / Forest School	Cricket