**YEAR 3 – LONG TERM PLAN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TERM 1 & 2 - STONE AGE TO IRON AGE** | | | | |
| **History**  Changes in Britain from the Stone Age to the Iron Age | | | | |
| **TERM 1** | |  | **TERM 2** | |
| **English – Writing and Grammar**  Postcards  Stories from familiar settings  Information Texts  **English - Reading**  Guided reading, reading for pleasure & Individual reading  Question posing/responses & Comprehension  Reading for research in topic  **English - Speaking and listening**  Ask relevant questions  Articulate and justify answers, arguments and opinions  Give descriptions, explanations and narratives for different purposes  Speculate, hypothesise, imagine and explore ideas  Discuss, present, perform, roleplay /improvise and debate  Consider different views  **Maths**  **Block 1 Number: Place Value**  Identify, represent and estimate numbers using different representations.  Find 10 or 100 more or less than a given number.  Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).  Compare and order numbers up to 1000.  Read and write numbers up to 1000 in numerals and in words.  Solve number problems and practical problems involving these ideas.  Count from 0 in multiples of 4, 8, 50 and 100.  **Block 2 Number: Addition and Subtraction**  Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens, a three digit number and hundreds.  Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.  Estimate the answer to a calculation and use inverse operations to check answers.  Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. | **Science – Chemistry Rocks, soils and fossils**  Making close observations of rocks, investigating rock properties, identifying how rocks are used in buildings and other rock derived materials like pottery, glass, and metals and how they are used**.**  **Science - Working Scientifically**  Pose questions about properties of rocks  Devise test for the rock strength that is fair  Use a hand lens to observe features of rocks  Use a table to record findings of scratch test on rocks  Describe strongest rocks. Describe how rocks are formed  Which rocks could be used in building?  Visit St Guthlac’s Church and investigate where rocks and materials are used in the building.  **RE**  **Hinduism**  **Art**  Plan using sketchbooks - History - **Cave Art**  Choose a suitable surface to work on - I**nvestigating papers**  **PSHE Jigsaw**  Being Me in My World  **Music**  Music Express – Environment and Building  **School Value**  Community  **Physical Education**  Fundamental PE Skills |  | **English – Writing and Grammar**  Dialogue and Plays  Shape Poetry and Calligrams  **English - Reading**  Guided reading, reading for pleasure & Individual reading  Question posing/response & Comprehension  Reading for research in topic  **English - Speaking and listening**  Ask relevant questions  Articulate and justify answers, arguments and opinions  Give descriptions, explanations and narratives for different purposes  Speculate, hypothesise, imagine and explore ideas  Speak audibly and fluently  Discuss, present, performance, roleplay /improvise and debate  Consider and evaluate different viewpoints  Select registers for effective communication  **Maths**  **Block 2 Number Addition and Subtraction**  (continued from term 1)  **Block 4 Number Multiplication and Division**  Count from 0 in multiples of 4, 8, 50 and 100.  Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.  Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.  Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. | **Science – Chemistry Rocks, soil and fossils**  Make diagrams and story boards to show how fossils are formed. Observations of soil, Describe what soil is made from, Compare soil types/ drainage, and investigate drainage of different soil types.  **Science - Working Scientifically**  Pose questions about properties of soils & test soil drainage.  Use a hand lens to observe features of soils  Describe and draw items found in soil, draw diagrams of how rocks and fossils are formed  Describe which soils drain the fastest  Answer questions about what soils contain  Using results, describe which the best soils for drainage are.  **Physical Education - Swimming**  Gymnastics  **Art**  Drawing fossils  Make beaker pots as part of History  **D&T**  Rock cakes  **RE**  Islam  **PSHE Jigsaw**  Celebrating Difference  **Music**  Music Express – Sounds and Poetry  **School Value**  Peace |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TERM 3 & 4 – USA** | | | | | |
| **Geography**   * **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 and Southern Hemisphere.** * **Understand geographical similarities and differences through the study of human and physical geography of a region in North or South America (USA).** * **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.** * **Use the eight points of a compass, four figure grid references, symbols and keys (including the use of Ordnance Survey Maps) to build their knowledge of the United Kingdom and the wider world.** | | | | | |
| **TERM 3** | |  | **TERM 4** | | |
| **English – Writing and Grammar**  Myths and Legends  Instructions  **English - Speaking and listening**  Ask relevant questions  Articulate and justify answers, arguments and opinions  Speculate, hypothesise, imagine and explore ideas  Discuss, present, performance, roleplay /improvise and debates  Consider different views  Select and use appropriate registers  **English - Reading**  Guided reading, reading for pleasure & Individual reading  Question posing/responses & Comprehension  Reading for research in topic  **Maths**  **Block 1 Number Multiplication and Division**  Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.  Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.  Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives  **Block 2 Measurement Money**  Add and subtract amounts of money to give change, using both £ and p in practical contexts.  **Block 6 Statistics**  Interpret and present data using bar charts, pictograms and tables.  Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables. | **Science – Biology**  Learn about food groups, understand food pyramid and how we need different amounts of different food groups, design healthy food plates, learn that other mammals have similar food needs. Draw and label muscle pairs, explain how they contract and relax to cause movement, put together and label human skeleton model.  **Science - Working Scientifically**  Draw diagrams of how muscles contract and relax in an arm.  Describe what happens to our bodies when we exercise  Design food plates that represent healthy balanced meals.  How long does it take for heart rate to return to resting?  **RE**  Incarnation/God  **Art**  To create sketches to record their observations and use them to review and revisit ideas of popular landmarks from around the USA.  **Design Tech**  Creation of a ‘FREEDOM QUILT’ using a mix of materials and mediums  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  **Physical Education**  Dance  **PSHE Jigsaw:**  Dreams and Goals  **Music**  Music Express – China and Time  **School Value**  Joy |  | **English – Writing and Grammar**  Authors and Letters  Poetry – Language play and performance  Recounts  **English - Speaking and listening**  Ask relevant questions–  Articulate and justify answers, arguments and opinions  Give well-structured descriptions, explanations and narratives for different purposes  Speculate, hypothesise, imagine and explore ideas  Discuss, present, performance, role play/improvise and debate  Consider and evaluate different viewpoints  Select and use appropriate registers  **English - Reading**  Guided reading, reading for pleasure & Individual reading  Question posing/responses & Comprehension  Reading for research in topic  **Maths**  **Block 4 Measurement Length and Perimeter**  Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).  Measure the perimeter of simple 2D shapes.  **Block 5 Number Fractions**  Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.  Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.  Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.  Solve problems that involve all of the above.  **Physical Education**  Outdoor and Adventurous Activity (OAA)  **Music**  Music Express – In the past and Communication | **Science – Physics**  Light can be reflected & absorbed  Light box investigation  Design Sun Safety posters  Still life art work looking at shadows  Investigate light/shadows at different distances from object  **Science - Working Scientifically**  Pose questions about properties of soils  Test for materials being opaque, translucent or transparent  Use torch to test and measure shadows  Describe and draw diagrams of how rocks and fossils formed  Put results on a table & use a bar chart for shadow investigation  Describe which materials allow light to travel through  Answer questions about best materials to use for curtains  Suggest uses for transparent, translucent or opaque materials.  Which materials reflect light?  **RE**  Incarnation/God  **Art**  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay  **D&T**  Creation of a ‘FREEDOM QUILT’ using a mix of materials and mediums  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  **PSHE Jigsaw**  Healthy Me  **School Value**  Hope | |
| **TERM 5 & 6 – The Romans** | | | | | |
| **The Romans**  The Roman Empire and its impact on Britain | | | | | |
| **TERM 5** | |  | **TERM 6** | | |
| **English – Writing and Grammar**  Adventure and Mystery Stories  **English - Speaking and listening**  Articulate and justify answers, arguments and opinions,  Give descriptions, explanations and narratives for different purposes  Speculate, hypothesise, imagine and explore ideas  Consider and evaluate different viewpoints  **English - Reading**  Guided reading  Reading for pleasure & Individual reading  Question posing/responses & Comprehension activities  Reading for research in topic  **Maths**  **Block 1 – Number: Fractions**  Recognise and show, using diagrams, equivalent fractions with small denominators.  Compare and order unit fractions, and fractions with the same denominators.  Add and subtract fractions with the same denominator within one whole [for example,⁵⁄₇ + ¹⁄₇ = ⁶⁄₇].  Solve problems that involve all of the above.  **Block 2 Measurement: Time**  Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.  Estimate and read time with increasing accuracy to the nearest minute.  Record and compare time in terms of seconds, minutes and hours.  Use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight.  Know the number of seconds in a minute and the number of days in each month, year and leap year.  Compare durations of events [for example to calculate the time taken  **Physical Education**  Athletics | **Science –** **Habitats provide living things with what they need**  Explore the requirements of plants for life and growth and how they vary from plant to plant  **Life cycles- Plants**  Identify and describe the functions of different parts of flowering plants.  Investigate the way water is transported within plants  Explore the part that flowers play in the life cycle of flowering plants.  **Science - Working Scientifically**  Pose questions about properties of soils.  Devise a test for the growing of seeds and seedlings. comparing the effect of different factors on plant growth.  Use a hand lens to observe features of a flower head.  Measure growth of plants using cm and mm.  Draw diagrams of plants and label parts, draw a diagram of how water travels in a plant.  Use a table with measurements, pictures and photos of plants.  Describe which plants or seeds grew the best.  Answer questions about what plants need to grow.  Describe which the best soils for drainage are. Which conditions are best for growing seeds?  **PSHE Jigsaw:**  Relationships  **RE**  Salvation  **Art**  Linked to Roman Art and culture  -To create sketches using a panoramic viewpoint.  -To create chalk drawings of the buildings from Roman Times especially of those in Britain.  **Design Technology**  -To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  **Music**  Music Express – Human Body and Languages  **School Value**  Dignity |  | **English – Writing and Grammar**  Non-chronological Reports  Performance Poetry  **English - Speaking and listening**  Ask relevant questions  Articulate and justify answers, arguments and opinions,  Give well-structured descriptions, explanations and narratives  Speculate, hypothesise, imagine and explore ideas –  Discuss, present, perform, role play/improvise and debate –  **English - Reading**  Guided reading  Reading for pleasure & Individual reading  Question posing/responses & Comprehension activities  Reading for research in topic  **Maths**  **Block3 Geometry: Property of Shape**  Recognise angles as a property of shape or a description of a turn.  Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.  Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.  Draw 2-D shapes and make 3-D shapes using modelling materials.  Recognise 3-D shapes in different orientations and describe them.  **Block 4 Measurement : Mass and Capacity**  Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).  **Physical Education**  Fitness  **Music**  Music Express – Ancient Worlds; Food and Drink | | **Science – Physics**  Compare how things move on different surfaces  Some forces need contact between two objects, but magnetic forces can act at a distance  Observe how magnets attract/repel each other and attract some materials and not others  Compare and group together materials based on whether they are attracted to a magnet, and identify magnetic materials  Predict whether two magnets will attract or repel each other, depending on which poles are facing  Describe magnets as having two poles  **Science - Working Scientifically**  Pose questions magnets. Test for how far safari vehicle will move over surfaces.  Observe features of magnets and how they attract or repel.  Use a table and bar graph to show results of slope test, draw diagrams of how magnets attract/repel.  Describe which slopes will allow the vehicle to move furthest. Answer questions about why certain surfaces allow movement (friction) talk about other, talk about how brakes work.  Using results, describe which the best surface for moving further are. What happens if slope is different heights/weight?  **PSHE**  Changing Me  **Art**  -To record their observations and use them to review and revisit ideas  -To create clay coil pots in the style of Roman pottery, using our prior knowledge of clay work.  **Design and Technology**  -To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  -To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  **RE**  What is a good life?  **School Value**  Wisdom |