

Year 3 Long Term Planning

Subject	Autumn	Spring	Summer
English	<p>All about me</p> <ul style="list-style-type: none"> ● To write simple sentences, from memory. ● To use correct punctuation within sentences. <p>Narrative: Stone Age Boy</p> <ul style="list-style-type: none"> ● To ask questions to improve their understanding ● To discuss books which they have read or heard in detail ● To extend the range of sentences with more than one clause <p>Persuasive Writing: Tourism Brochure</p> <ul style="list-style-type: none"> ● To organise paragraphs around a theme ● To discuss words and phrases which catch the readers interest <p>Instructions: Magnetic Game Rules</p> <ul style="list-style-type: none"> ● To understand how different types of writing are structured. 	<p>Narrative: Ronald the Rhino</p> <ul style="list-style-type: none"> ● To recognise different forms of poetry ● To retell a story orally ● To develop a cohesive plot through a story. <p>Non-Chronological Report: Animal Information Poster</p> <ul style="list-style-type: none"> ● To research a topic using a range of different sources. ● To retrieve and record information from non-fiction ● To understand how to attract and maintain a readers interest. <p>Narrative: The Tunnel</p> <ul style="list-style-type: none"> ● To use conjunctions, adverbs and prepositions to express time and cause ● To create settings and characters in a narrative 	<p>Narrative: Egyptian Cinderella</p> <ul style="list-style-type: none"> ● To discuss writing similar to my writing. ● Use fronted adverbials ● Using commas after fronted adverbials ● To identify the main ideas of a text <p>Information Book: Egyptians Gods</p> <ul style="list-style-type: none"> ● To understand key features of an information book. ● To use a dictionary to check the meaning of words. ● To use a variety of different sentence structures for effect. <p>Poetry: Allan Ahlberg</p> <ul style="list-style-type: none"> ● To prepare a poem to read aloud ● To understand how rhythm and rhyme are used in poetry.

	<ul style="list-style-type: none"> To use imperative verbs accurately. <p>Term Grammar Focuses:</p> <ul style="list-style-type: none"> Using a or an correctly Using adjectives to improve writing Using heading and subheadings. Using paragraphs to organise non-fiction writing 	<p>Term Grammar Focuses:</p> <ul style="list-style-type: none"> Using inverted commas Using adverbs to link ideas and add detail Using paragraphs to organise fictional writing. Using conjunctions to link ideas 	<p>Term Grammar Focuses:</p> <ul style="list-style-type: none"> Using the present perfect forms of verbs Using prepositions to express time and place. Understand main and subordinate clause.
Maths	<p>Following White Rose Maths: Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division</p>	<p>Following White Rose Maths: Number: Multiplication and Division Measurement: Money Statistics Measurement: Length and Perimeter Number: Fractions</p>	<p>Following White Rose Maths: Number: Fractions Measurement: Time Geometry: Properties of Shape Measurement: Mass and Capacity</p>
Science	<p>Rocks</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and 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. 	<p>Animals (including humans):</p> <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 food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Plants:</p>	<p>Light:</p> <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. 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

	<p>Forces and Magnets</p> <ul style="list-style-type: none"> ● Compare how things move on different surfaces. ● Notice that some forces need contact between two objects, but magnetic forces can act at a distance. ● Observe how magnets attract or repel each other and attract some materials and not others. ● Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. ● Describe magnets as having two poles. ● Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> ● Identify and describe the functions of different parts of flowering plants: roots, 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. ● Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>light source is blocked by a solid object</p> <ul style="list-style-type: none"> ● Find patterns in the way that the size of shadows change.
<p>Geography</p>	<p>European Study</p> <ul style="list-style-type: none"> ● To know the difference between a continent and a country. ● To identify which countries are in Europe. ● To learn about well-known landmarks. 	<p>Rainforests</p> <ul style="list-style-type: none"> ● To name some countries where rainforests are found, and name the rainforests. ● To be able to show countries where rainforests are found. ● To find the Equator on a map. ● To describe what the weather is 	

	<ul style="list-style-type: none"> ● To describe the physical geography of a European country. ● To compare a country in Europe to the UK. 	<p>usually like in a tropical climate.</p> <ul style="list-style-type: none"> ● To describe and name the four layers of a rainforest. ● To understand the climate in each layer. ● To learn more about one animal living in a rainforest. ● To explain differences between the Amazon rainforest and a forest in the UK ● To know what deforestation means and why it occurs. 	
History	<p>Stone Age</p> <ul style="list-style-type: none"> ● To find out what happened in the Stone Age ● To compare different homes from the Paleolithic, Mesolithic and Neolithic. ● To find out what people ate in the Stone Age and how their diet changed. ● To develop a chronologically secure knowledge of the events in the Stone Age. ● To find out what we know about Skara Brae. ● To compare life in the Stone Age to life today. 		<p>Egyptians</p> <ul style="list-style-type: none"> ● To understand when the Ancient Egyptian civilizations began and ended. ● To discover facts about the Ancient Egyptians. ● To understand how people in Ancient Egypt lived. ● To be able to describe the stages of mummification.
Computing	<p>Coding Using Word/Docs</p>	<p>Coding Using Powerpoint/Slides</p>	<p>Internet Safety Searching for information</p>

RE	Hinduism and Christianity expressions of belief: rituals and practises	Belonging	Beliefs and questions: What families believe about God.
Art & Design	Linked to topic: Cave paintings Using natural tools for painting Sketching (European landmarks)	Linked to topic Design and build a magnetic game Animal art Mixed-media rainforest art	Linked to topic: Egyptian death mask Lego Pyramids and buildings Pyramid silhouettes
PSHE	Making choices Kindness & Bullying	The Earth in our Hands Drug education	All about me Relationships and family
PE	Real PE Unit 1 & 2	Real PE Units 3 & 4	Real PE Units 5 & 6