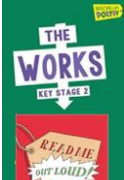
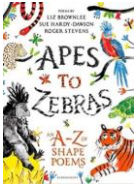
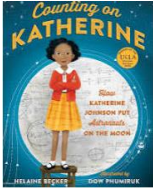

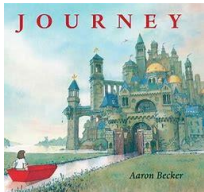
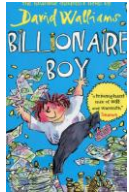

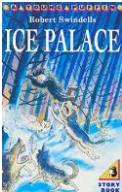

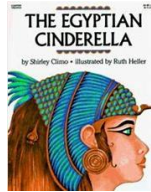




Year 3 Long Term Plan 2021 - 2022

| Year group: Three | Autumn 1 6 weeks and 2 days | Autumn 2 7 weeks 3 days | Spring 1 6 weeks | Spring 2 6 weeks | Summer 1 6 weeks | Summer 2 7 weeks |
|----------------------|---|--|--|---|---|---|
| Maths | <ul style="list-style-type: none"> Place Value Place Value and mental calculation 2D shape, length including perimeter Statistics/Mental Calculation Written addition Written subtraction | <ul style="list-style-type: none"> Counting/Multiplication tables (3x and 4x) Fractions Fractions/Division Volume/Capacity/Mass Multiplication including 8x table Multiplication (statistics, measures, money) | <ul style="list-style-type: none"> Place Value, Mental addition and subtraction Fractions Fractions and Division Volume/capacity/mass Multiplication including 8x table Multiplication (statistics, measures money) | <ul style="list-style-type: none"> 2D and 3D shape including sorting Addition and Subtraction (statistics) Fractions Position and Direction Time Assess and Review | <ul style="list-style-type: none"> Multiplication facts (statistics) Addition and subtraction (measures) Multiplication and division (measures) 2D shape including sorting Decimals - addition and subtraction (money) 3D shape including sorting | <ul style="list-style-type: none"> Place Value (measures) Mental Calculation Fractions Measures Statistics Assess and Review |
| Poetry | | <p>Dance with Me, Autumn by The Literacy Company (1 week)</p> <p>Outcome: Descriptive poem</p> | <p>The River's Tale by Rudyard Kipling The Fossil by Ogden Nash (1 week)</p> <p>Outcome: Descriptive poem</p> | <p>The Magnificent Bull from the Dinka Tribe Leap Like a Leopard by John Foster As,as,as by Robert Hull (1 week)</p>  | <p>I saw a Peacock by Anonymoyus Weeping Willow in my Garden by Ian Serrailier Horse of the Sea by Snorri Sturlason (1 week)</p> <p>Outcome: Nonsense poem</p> | <p>Apes to Zebras The Shape I'm in by James Carter (1 week)</p>  <p>Outcome: Concrete Poem</p> |

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| | | | | <p>Outcome: Dinka-inspired poem</p> | | |
| <p>English</p> | <p>Counting on Katherine by Helaine Becker (3 weeks) Keep Believing Theme</p>  <p>Seal Surfer by Michael Foreman (3 weeks)</p>  | <p>Winter's Child Graham Baker Smith (4 weeks)</p>  <p>Little Red by Bethan Woolvin (2 weeks)</p>  | <p>Stone Age Boy Satashi Kitamura (3 weeks)</p>  <p>Pretty by Canizales (2 weeks)</p>  | <p>Big blue Whale by Nicola Davies (3 weeks)</p>  <p>The Rabbit Problem by Emily Gravitt (2 weeks)</p>  | <p>Journey Aaron Becker (3weeks)</p>  <p>The Tin Forest by Helen Ward (2 weeks)</p>  | <p>Zeraffa Giraffa Dianne Hofmeyer (3 weeks)</p>  <p>Billionaire Boy by David Walliams (3 weeks)</p>  |
| <p>Pathways to Read</p> | <p>P2R Text: The Sea Book Charlotte Milner</p>  | <p>P2R Text: Ice Palace Robert Swindell</p>  | <p>P2R Text: The Iron Man - Ted Hughes</p>  | <p>P2R Text: The Morning I met a Whale Michael Morpurgo</p>  | <p>P2R Text: Usborne Illustrated Atlas of Britain and Ireland by Struan Reid</p>  | <p>P2R Text: Egyptian Cinderella by Shirley Climo, Wonderful things by The Literacy Company</p>  |

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| <p style="text-align: center;">Outcome</p> | <p>Writing outcome: 1. Non-fiction to write a fact file including a short biography 2. Recount To write a letter from the boy to his grandfather telling him about the events he has missed</p> | <p>Writing outcome: 1. Fiction To write a fantasy story based on a fable 2. To write a narrative about Little Red ??</p> <p>Additional writing outcomes: Short dialogue Diary Letter Setting description Character description</p> | <p>Writing outcome: 1.Fiction Write the story from the point of view of the boy 2. Narrative Write the story from the point of view of the witch</p> <p>Additional writing outcomes: Setting description Dialogue Report Narrative</p> | <p>Writing outcome: 1.Persuasion Write an informative article about whales persuading for the protection of the blue whale</p> <p>Additional writing outcomes: Letter/ email Fact file Poem Non-chronological report Information text (including poster)</p> | <p>Writing outcome: 1. Fiction Write an adventure story based on Journey using the language of Berlie Doherty</p> <p>Additional writing outcomes: Diary Note to inform Setting description Recount Dialogue Character description</p> | <p>Writing outcome: 1. Persuasion To write a tourist leaflet for the Jardin des Plantes in Paris</p> <p>Additional writing outcomes: Wish/ blessing Diary Letter Captions Information Recount Persuasion - invite and poster</p> |
| <p style="text-align: center;">Non Fiction Apply (Previously taught to apply across English and LC)</p> | <p style="text-align: center;">Non chronological report</p> | <p style="text-align: center;">Instructions</p> | <p style="text-align: center;">Recount</p> | <p style="text-align: center;">Explanation about how rocks are formed</p> | <p style="text-align: center;">Persuasion for the protection of plants and environment</p> | <p style="text-align: center;">Non Chronological Report (leaflet or brochure)</p> |
| <p style="text-align: center;">Class Author Study</p> | <p style="text-align: center;">Helen Ward</p> | <p style="text-align: center;">Roald Dahl</p> | <p style="text-align: center;">Nigel Hinton</p> | <p style="text-align: center;">Dick King Smith</p> | <p style="text-align: center;">Jeff Brown</p> | <p style="text-align: center;">Nicola Davies</p> |

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| Science (CUSP) | Chemistry - Rocks | | Physics - Forces and Magnets | | Biology - Plants | |
| | Biology - Year 2 (Living things and their Habitats) | | Physics - (Light) | | Biology - Animals including humans | |
| | | | Revisit Rocks | | | |
| History (CUSP) | | | | | | |
| Geography (CUSP) | Continents and Oceans, Countries and Capitals, Counties and regions of the UK (include equator, north and south poles) - Year 1 knowelge and skills | | UK study (review Year 2 knowledge and skills) - counties and regions of the UK (to include a non European comparision Year 2) | | Fieldwork human and physical features OS maps and scales | |
| Art and Design (CUSP) | Drawing and painting Print making | | School study - PAN exhibition Textiles and Collage | | 3D | |
| Design Technology | Mechanical Systems - levers and linkages (to include missed skills from Sliders and Levers.) | | Textiles - 2D and 3D products | | Food | |
| Music | Let Your Spirit Fly Style: R&B | Three Little Birds | Glockenspiel Stage 1 Learning basic instrumental skills by playing tunes in varying styles | The Dragon Song Style: Funk/ Music from Around the World | Bringing Us Together Style: Disco | Reflect, rewind and replay |
| Listening Whole School | <i>Classical</i> Gustav Holst 'The Planets' | <i>Music for Film</i> Collection of Works by John Williams | <i>Classical</i> | <i>Music Through the Ages</i> Live and Recorded Music from 1950s - 1980s. | <i>Music Through the Ages</i> | <i>Music from Other Cultures</i> |

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| | | | Collection of Works by Mozart, Beethoven and Bach | | Live and Recorded Music from 1990s - Present Day. | Listening to traditional music of tribes and cultures across the globe. |
| Computing | Computer Networks | Creativity | Productivity | Creativity | Programming <i>Review prior objectives</i> | Communication <i>Review prior objectives</i> |
| Purple Mash Unit | Unit 3.2 Online Safety | | Unit 3.6 Branching Databases Unit 3.8 Graphing | Unit 3.9 Presenting | Unit 3.1 Coding | Unit 3.5 Email |
| Digital Literacy (eAWARE) | Passwords <i>Password Checklist</i> | Friends <i>Chatting Online</i> | Time Online <i>Screen vs Non-Screen</i> | Things <i>not always as they seem</i> | Photos <i>Consent</i> | Cyberbullying <i>Cyberbullying Scenarios</i> |
| PE and Dance | REAL PE - Unit 1 (Personal) FUNS: 1 - Static Balance - One Leg Standing 10 - Co-ordination - Floor Movement Patterns | REAL PE - Unit 2 (Social) FUNS: 2 - Static Balance - Seated 6 - Dynamic Balance to Agility | REAL PE - Unit 3 (Cognitive) FUNS: 5 - dynamic balance to agility 9 - co-ordination ball skills | REAL PE - Unit 4 (Creative) FUNS: 8 - Co-ordination with Equipment 7 - Counter Balance in Pairs | REAL PE - Unit 5 (Applying Physical Skills) FUNS: 12 - Agility - Reaction/Response 3 - Static Balance - Floor work | REAL PE - Unit 6 (Health & Fitness) FUNS: 4 - static balance small base 11 - agility reaction |
| | INVASION GAMES Netball <i>Focus: Sending & receiving linked to progression skills</i> | Team games focusing on fundamentals e.g. agility, balance, co-ordination. <i>Missed the team game element in Year 2</i> Swimming (10 week block - TBC) | OAA (4 wks) Orienteering and team building skills ATHLETICS Sports Day skills (3 weeks) | Dance - Val Sabin | Gymnastics - Val Sabin | NET/WALL & STRIKING/ FIELDING GAMES Rugby (6 weeks with WW) <i>Focus: Sending & receiving, tactics, teamwork</i> |

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| MFL | A new start | The calendar and celebrations Christmas | Epiphany Animals I like and don't like | Carnival, playground games and colours Easter | Food we eat everyday | Going on a picnic |
| Religious Education <i>Who should we follow? (Founders and Leaders)</i> | Introduction to RE What is it? Why do we learn about it? What can we learn from it? Christianity Church What makes a god leader? | Islam Why is the prophet Muhammad an example for Muslims? | Hinduism What is expected of a person in following a religion or belief? | Christianity God How and why have some people served God? | Christianity Jesus What qualities make a good leader? | Buddhism What can we learn from the life of people who started a religion? |
| PHSCE | Being Me in My World | Celebrating Difference | Relationships | Changing Me | Healthy Me | Dreams and Goals |
| | <i>Friendship; making positive friendships. Seeking support from others. Managing loneliness. Dealing with arguments. Seeking support if friendships are unsafe.</i> | <i>Community; belonging to groups; diverse communities. similarities and differences; respect for others.</i> | <i>Families; range of different families. Positive family life. Ways to care for family members.</i> | <i>Routines; sleep, physical activity. Choices and who influences decisions. Household products. Protecting the body. What to do in an emergency.</i> | <i>Being healthy: eating well, dental care. Seeking advice. Physical activity benefits. Hygiene; medicines, allergies.</i> | <i>Managing change. Pressure from others. Overcoming difficulties to succeed. Challenges and achieving goals.</i> |
| Character Education - Missions | Ed Stafford Walking in the Amazon | | Nellie Bly Around the World in 72 days | | Sir Earnest Shalkleton Endurance | |

