











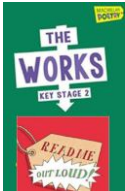
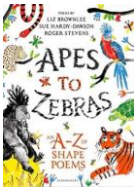


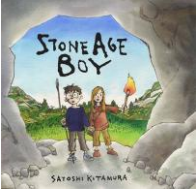
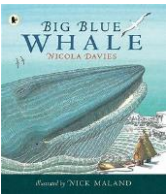
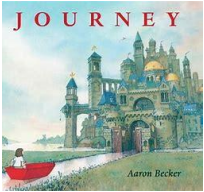





## Year 3 Long Term Plan 2024 – 2025

Year group: One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>High Performance Learning VAAs (Values, attitudes and attributes)</b>	 <p><b>Learn</b></p> <p>Dynamic (enquiring) Enterprising and creativity Open-minded Fearless (risk-taking)</p>	 <p><b>Achieve</b></p> <p>Perseverance Resilience Aspirations (+practice)</p>	 <p><b>Respect</b></p> <p>Collaborative Helpful (concern for society) Listening (+confident)</p>	 <p><b>Learn</b></p> <p>Dynamic (enquiring) Enterprising and creativity Open-minded Fearless (risk-taking)</p>	 <p><b>Achieve</b></p> <p>Perseverance Resilience Aspirations (+practice)</p>	 <p><b>Respect</b></p> <p>Collaborative Helpful (concern for society) Listening (+confident)</p>
<b>High Performae Leaning ACPs (Advanced cognitive performae charactercs)</b>	<p><b>Metathinking</b></p>  <ul style="list-style-type: none"> <li>Select appropriate thinking skills to solve a problem</li> <li>Describing the thinking skills</li> <li>Consider strengths and weaknesses</li> <li>Suggest goals for improvement</li> <li>Understand the different and appropriate approach to solve a problem</li> <li>Explain and justify own views using evidence</li> </ul>	<p><b>Linking</b></p>  <ul style="list-style-type: none"> <li>Use patterns and connections to make simple predictions</li> <li>Develop generalisations Make a range of connections</li> <li>Use prior knowledge to explain links</li> <li>Recognise big ideas and use them to make sense of experiences</li> <li>Conduct processes in the head</li> <li>Apply ideas to theoretical situations</li> </ul>	<p><b>Analysing</b></p>  <ul style="list-style-type: none"> <li>Ask relevant questions and refine them to deepen understanding</li> <li>Select evidence from sources</li> <li>Suggest answers based on evidence Use of skills, symbols, vocabulary and language with few errors</li> <li>Understand that complex tasks can be broken down</li> <li>Use appropriate methods to solve complex problems, ideas or tasks</li> </ul>	<p><b>Creating</b></p>  <ul style="list-style-type: none"> <li>Understand complex rules of different domains</li> <li>Choose some rules to modify</li> <li>Adopt new ideas in response to evidence</li> <li>Generate multiple solutions and ideas and propose these to others</li> <li>Create new and unique ideas to address a problem</li> <li>Create new ideas by building on existing ideas</li> <li>Choose a different way to solve a task</li> </ul>	<p><b>Realising</b></p>  <ul style="list-style-type: none"> <li>Recall complex key facts, concepts and ideas with independence</li> <li>Demonstrate fluency in a range of key skills</li> <li>Develop skills with increasing accuracy</li> <li>Seek accuracy in work</li> <li>Consistently complete work on time</li> </ul>	<p><b>Review of Metathinking, Linking, Analysing, Creating and Realising.</b></p> 

		<ul style="list-style-type: none"> <li>Create solutions in the mind based on prior knowledge</li> <li>Consider different interpretations</li> <li>Explain the influences that shaped them</li> </ul>				
<b>Maths</b>	Place Value (4 weeks)  Addition including mental calculation (2 weeks)	Addition including mental calculation (2 weeks)  Subtraction including mental calculation (4 weeks)  Length Y3/4 - embed number skills (1 week 4 days)	Multiplication (4 weeks)  Perimeter and area Y3/4 (1 week and 4 days)	Division (4 weeks)  Volume Y3/4 (2 weeks)	Fractions (4 weeks)  Mass Y3/4 (4 days)	Mass Y3/4 (1 week)  Shape Y3/4 (4 weeks)  Position and direction Y3/4 (2 weeks)
<b>Poetry</b>		<b>Dance with Me, Autumn</b> <b>by The Literacy Company</b>  Outcome: Descriptive poem	<b>The River's Tale</b> by Rudyard Kipling <b>The Fossil</b> by Ogden Nash  Outcome: Descriptive poem	<b>The Magnificent Bull</b> from the Dinka Tribe <b>Leap Like a Leopard</b> by John Foster <b>As,as,as</b> by Robert Hul    Outcome: Dinka-inspired poem	<b>I saw a Peacock</b> by Anonymoyus <b>Weeping Willow in my Garden</b> by Ian Serrailier <b>Horse of the Sea</b> by Snorri Sturlason  Outcome: Nonsense poem	<b>Apes to Zebras</b> <b>The Shape I'm in</b> by James Carter    Outcome: Concrete Poem
<b>English</b>	<b>Seal Surfer</b> by Michael Foreman  	<b>Winter's Child</b> by Graham Baker Smith  	<b>Stone Age Boy</b> by Satoshi Kitamura  	<b>Big blue Whale</b> by Nicola Davies  	<b>Journey</b> by Aaron Becker  	<b>Zeraffa Giraffa</b> by Dianne Hofmeyer  

<p><b>Outcomes linked to driver text</b></p>	<p><b>Revisit outcome:</b> to write a series of diaries (character-driven)</p> <p><b>Writing outcome:</b> Recount: to write a letter in role (plot-driven)</p>	<p><b>Revisit outcome:</b> to write a letter in the role</p> <p><b>Writing outcome:</b> To write a descriptive narrative (plot-driven)</p>	<p><b>Revisit outcome:</b> to write a set of instructions based on history learning</p> <p><b>Writing outcome:</b> to write a historical, linear narrative</p>	<p><b>Revisit outcome:</b> to write a section of linear narrative linked to This Morning I Met a Whale</p> <p><b>Writing outcome:</b> to write an information text with elements of persuasion</p>	<p><b>Revisit outcome:</b> to write a letter/note in the role to inform</p> <p><b>Writing outcome:</b> to write a fantasy narrative</p>	<p><b>Revisit outcome:</b> to write a section of dialogue</p> <p><b>Writing outcome:</b> to produce a leaflet that includes elements of persuasion</p>
<p><b>Text to celebrate diversity and inclusion</b></p>	<p><b>How can we communicate our values if we speak different languages?</b> <b>The Silence Seeker by Ben Morey</b></p>  <p><b>Writing outcome:</b> To write a setting description (character-driven)</p>	<p><b>What is more important: protecting your identity or fitting in?</b> <b>Coming to England by Floella Benjamin</b></p>  <p><b>Writing outcome:</b> To write series of diaries (character-driven)</p>	<p><b>Are things always as they seem?</b> <b>Our Tower by Joseph Coelho</b></p>  <p><b>Writing outcome:</b> To write letter in the role including a setting description</p>	<p><b>Whose responsibility is it to protect the natural world?</b> <b>Leaf by Sandra Diekmann</b></p>  <p><b>Writing outcome:</b> To write a pledge for the future</p>	<p><b>Why is companionship important?</b> <b>Nen and the Lonely Fisherman by Ian Eagleton</b></p>  <p><b>Writing outcome:</b> To write a lonely Hearts advert (with focus on character and setting description)</p>	<p><b>How are other cultures similar to ours?</b> <b>Egyptian Cinderella by Shirley Climo</b></p>  <p><b>Writing outcome:</b> To write an information text on the River Nile</p>
<p><b>Pathways to Read</b></p>	<p><b>The Sea Book by Charlotte Milner</b></p> 	<p><b>Ice Palace by Robert Swindells</b></p> 	<p><b>The Iron Man by Ted Hughes</b></p> 	<p><b>The Morning I met a Whale by Michael Morpurgo</b></p> 	<p><b>Usborne Illustrated Atlas of Britain and Ireland by Struan Reid</b></p> 	<p><b>Egyptian Cinderella by Shirley Climo</b></p> 

<b>Author Study</b>	<b>Helen Ward</b>	<b>Roald Dahl</b>	<b>Nigel Hinton</b>	<b>Dick King Smith</b>	<b>Jeff Brown</b>	<b>Nicola Davies</b>
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<b>Science</b>	<p><b>What would happen if there were no bones in our bodies?</b></p> <ul style="list-style-type: none"> <li>• I know what the three key functions of the skeleton are: movement, support and protection.</li> <li>• I know the differences between a vertebrate, invertebrate, endoskeleton and exoskeleton.</li> <li>• I know how to use this information to group animals.</li> <li>• I know how to identify the skull, spine, ribs and pelvis on a human and other animals.</li> <li>• I know that muscles cause movements in the body, some of which we can control consciously.</li> <li>• I know that muscles can cause a movement by shortening and pulling on a bone.</li> <li>• I know that animals, including humans, need to eat food to survive.</li> <li>• I know of some examples of how energy is used by the body.</li> <li>• I know some of the seven nutrients.</li> <li>• I know foods that are good sources of nutrient groups and know why they are needed for the body.</li> <li>• I know what a balanced meal looks like and know about the relevant nutrients and proportions.</li> </ul>				<p>Biology - Plants</p> <p>Biology - Animals including humans</p>
<b>History</b>	<p><b>Would you rather live in the Stone Age, Bronze Age or the Iron Age?</b></p> <ul style="list-style-type: none"> <li>• Use a timeline to order the Stone Age periods, the Bronze Age and the Iron Age.</li> <li>• Describe what changed and what stayed the same from the Stone Age to the Iron Age.</li> <li>• Describe why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.</li> <li>• Gather more detail from sources to build up a clearer picture of the past.</li> </ul>	<p><b>What impact did the Romans have on Britain?</b></p> <ul style="list-style-type: none"> <li>• Analyse the different reasons for the Roman invasion of Britain.</li> <li>• Explain the meaning of the words 'empire', 'invasion' and 'settlement'.</li> <li>• Explain how the Romans have influenced life today.</li> <li>• Use artefacts to make deductions about the lives of Roman soldiers in Britain.</li> </ul>			

Geography	Who lives in Antartica? <ul style="list-style-type: none"><li>Know what a line of longitude and latitude is</li><li>Locate the equator on a globe and map</li><li>Understand that climate is determined by a country's location in the World</li><li>Explain the difference between climate and weather</li><li>Explain how the Earth's movements impact climate</li></ul>		Where does our food come from? <ul style="list-style-type: none"><li>Compare and contrast the four countries of the United Kingdom</li><li>Know key features about where I live which make it special</li><li>Name and locate some key physical features of the UK</li><li>Explain how varying landscapes impact lives and industry across the UK</li></ul>		Are all settlements the same? <ul style="list-style-type: none"><li>Identify features on an OS map and describe the different types of land use</li><li>Follow a route on an OS map</li><li>Discuss reasons for the location of human and physical features</li><li>Locate some geographical regions in the UK</li><li>Identify and begin to offer explanations about changes to features in the local area</li></ul>	
Art and Design (CUSP)	Drawing: How can shading techniques affect light and dark? <ul style="list-style-type: none"><li>Create a contrast between light and dark.</li><li>Choose appropriate drawing tools for shading techniques such as hatching.</li></ul>	Textiles: How do we create concentric circles on fabric? <ul style="list-style-type: none"><li>Create concentric circles using print and mixed media.</li><li>Tie dye fabrics.</li></ul>	Creative response using drawing and textiles (PAN):	Painting:	3D sculpture:	Painting and 3D sculpture:
Design Technology	Mechanical Systems – levers and linkages (to include missed skills from Sliders and Levers.)		Textiles – 2D and 3D products What stitches can I use to create my patchwork piece? <ul style="list-style-type: none"><li>Understand that sewing is a method of joining fabric</li><li>Explore the different stitches that can be used when sewing</li><li>Understand the importance of tying a knot after the final stitch</li><li>Develop and awareness of the purpose and importance of a design brief</li></ul>		Food How will I design and make a healthy wrap? <ul style="list-style-type: none"><li>Explain that fruits and vegetables grow in different countries based on their climates.</li><li>Understand that seasonal fruits and vegetables grow in each season.</li><li>Understand that eating seasonal fruit and vegetables positively affects the environment.</li><li>Score or cut along lines on the net of a 2D shape.</li><li>Begin to assemble geometric shapes to their structure.</li><li>Evaluate their work by answering simple questions.</li><li>Design a wrap recipe using seasonal ingredients.</li><li>Discuss and demonstrate appropriate food hygiene</li></ul>	
Music	Clarinet Whole year provision					



<b>Listening Whole School</b>	<b>Classical</b>  Gustav Holst 'The Planets'	<b>Music for Film</b>  Collection of Works by John Williams	<b>Classical</b>  Collection of Works by Mozart, Beethoven and Bach	<b>Music Through the Ages</b>  Live and Recorded Music from 1950s – 1980s.	<b>Music Through the Ages</b>  Live and Recorded Music from 1990s – Present Day.	<b>Music from Other Cultures</b>  Listening to traditional music of tribes and cultures across the globe.
<b>Computing</b>	<b>Information Technology:</b> How is the technology around the world connected?		<b>Computer Science:</b> How might I compose music using a program?		<b>Digital Literacy</b> How do we create video trailers?	
<b>Physical Education</b>	<b>How do I link movements together So that they flow?</b> <ul style="list-style-type: none"> <li>I can move with good posture.</li> <li>I can perform accurate movements.</li> <li>I can move with light and quiet steps.</li> <li>I can perform accurate movement patterns.</li> <li>I can keep apparatus in motion throughout (where appropriate).</li> <li>I can move smoothly and fluently.</li> </ul> <b>Fundamental Movement</b> <ul style="list-style-type: none"> <li>Skill 1: I can stand still on one leg.</li> <li>Skill 1: I can complete five squats.</li> <li>Skill 10: I can hopscotch forwards and backwards, alternating hopping leg each time.</li> </ul>	<b>How do I control a shuttle with a racquet?</b> <ul style="list-style-type: none"> <li>I can continue to develop control of the shuttle with and without the racket.</li> <li>I can show a good stance and structure when throwing and hitting the shuttle.</li> <li>I can improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift.</li> <li>I can participate in rallies with others.</li> </ul> <b>Fundamental Movement</b> <ul style="list-style-type: none"> <li>Skill 6: I can jump from 2 feet to 2 feet with a 180° turn in either direction.</li> <li>Skill 9: I can stand with legs apart and move a ball around one leg 16 times</li> </ul>	<b>How do I work collaboratively to create a street dance performance?</b> <ul style="list-style-type: none"> <li>I can show fluency when moving.</li> <li>I can collaborate with others.</li> <li>I can show control, accuracy and fluency of movement when performing actions on my own.</li> <li>I can perform more complex dance phrases and dances that communicate character and narrative.</li> <li>I can use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer.</li> <li>I can combine actions and maintain the quality of performance when performing at the same time as a partner.</li> </ul> <b>Fundamental Movement</b> <ul style="list-style-type: none"> <li>Skill 5: I can march, lifting knees and elbows up to a 90° angle.</li> <li>Skill 5: I can walk fluidly with heel to toe landing</li> <li>Skill 7: can hold, and with a short base, lean back and hold our balance, and then move back together.</li> <li>Skill 7: I can hold on with 1 hand, and with a short base, lean back, hold our balance and then move back together.</li> </ul>	<b>How do I score a try in rugby?</b> <ul style="list-style-type: none"> <li>I know how to tag another player.</li> <li>I can develop attacking and defending skills within tag rugby.</li> <li>I can pass the ball backwards to a teammate.</li> <li>I can move in different directions learning to move away from your opponent and keep control of the ball when running.</li> <li>I can learn how to pass in rugby, catching successfully and improving skills whilst on the move.</li> <li>I can move forward to attack as part</li> </ul>	<b>How do I throw and jump further?</b> <ul style="list-style-type: none"> <li>I can combine basic jump actions to form a jump combination, using a controlled jumping technique.</li> <li>I can perform a throwing technique with control, coordination, and consistency.</li> <li>I can perform competitively with others.</li> <li>I can devise suitable warmup activities.</li> </ul> <b>Fundamental Movement</b> <ul style="list-style-type: none"> <li>Skill 3: I can transfer cone on and off back in front support.</li> <li>Skill 12: I can react and catch a tennis ball dropped from shoulder height after 1 bounce and balancing on one leg. [From 1, 2 and 3 m]</li> </ul>	<b>How do I hit a ball with correct technique?</b> <ul style="list-style-type: none"> <li>I can apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.</li> <li>I can throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique.</li> <li>I can intercept and stop the ball consistently.</li> <li>I can work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter.</li> </ul> <b>Fundamental Movement</b> <ul style="list-style-type: none"> <li>Skill 4: I can raise alternate feet 5 times.</li> <li>Skill 4: I can raise alternate knees 5 times.</li> <li>Skill 8: I can throw a tennis ball and catch the rebound after one bounce with the other hand.</li> </ul>

				<p>of a team – running in a line.</p> <ul style="list-style-type: none"> <li>I can successfully score a try.</li> </ul> <p><b>Fundamental Movement</b></p> <ul style="list-style-type: none"> <li>Skill 2: I can pick up a cone from one side and place it on the other side with same hand.</li> <li>Skill 11: I can start in seated / lying position, throw a ball, chase and collect it in balanced position facing the opposite direction.</li> <li>Skill 11: I can start in seated / lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing the opposite direction.</li> </ul>		<ul style="list-style-type: none"> <li>Skill 8: I can throw a tennis ball and catch the rebound with the other hand without a bounce.</li> </ul>
<b>Religious Education</b>	<p><b>Christianity (God)</b></p> <p>How (and why) have some people served God?</p>	<p><b>Islam</b></p> <p>Why is the Prophet Muhammad (pbuh) an example for Muslims?</p>	<p><b>Christianity (Jesus)</b></p> <p>What does it mean to be a disciple of Jesus?</p>	<p><b>Christianity (Church)</b></p> <p>What do Christians mean</p>	<p><b>Sikhism</b></p> <p>Why are Gurus important to Sikhs?</p>	<p><b>Hindu dharma</b></p> <p>Why is family an important part of Hindu life?</p>

Who should we follow? (Founders and Leaders)				by the 'Holy Spirit'?		
PSHCE	<p><b>Can we resolve all conflict?</b></p> <ul style="list-style-type: none"> <li>Describe what a good listener is and know how to show that they are listening.</li> <li>Understand that people can have similarities and differences and explain how differences can be a positive thing.</li> <li>Describe how toys can reinforce gender stereotypes and that stereotypes arise from a range of factors, including some of those associated with age</li> </ul>	<p><b>How can I look after my well-being?</b></p> <ul style="list-style-type: none"> <li>Describe ways to prevent tooth decay.</li> <li>Explain the positive impact relaxation can have on the body</li> <li>Describe different food groups and how much of each of them we should have to have a balanced diet.</li> <li>Understand the importance of belonging</li> <li>Describe what being lonely means and that it is not the same as being alone</li> <li>Understand what a problem or barrier is and that these can be overcome.</li> </ul>	<p><b>How can I have the confidence to keep myself safe?</b></p> <ul style="list-style-type: none"> <li>Describe what the PANTS rule is and how it can build my confidence to seek help</li> <li>Identify some choices I can make for myself and some that are made for me</li> <li>Describe who and what can influence my decisions</li> <li>Understand the importance of being kind online and what this looks like</li> <li>Describe what to do if I suspect an email is fake</li> <li>Understand that cyberbullying involves being unkind online</li> </ul>	<p><b>Should we all have the same rights?</b></p> <ul style="list-style-type: none"> <li>Explain that children have rights and how these benefit them.</li> <li>Explain the responsibilities adults have for supporting children's rights.</li> <li>Discuss the benefits of recycling.</li> <li>Recognise some of the different groups within the local community and how they use local buildings.</li> <li>Explain how charities support the local community.</li> <li>Describe how democracy works locally and how this affects us.</li> <li>Recognise the need for rules and the</li> </ul>	<p><b>Kidsafe Unit</b></p> <ul style="list-style-type: none"> <li>To equip participating children with effective skills to keep themselves safe from various forms of child abuse, without shattering their innocence.</li> </ul>	<p><b>Why is budgeting important?</b></p> <ul style="list-style-type: none"> <li>Describe how different payment methods may be used in given scenarios.</li> <li>Suggest why specific payment methods might be more beneficial.</li> <li>Explain what a budget is and how we can benefit from budgeting.</li> <li>Identify how they would feel in a money scenario.</li> <li>Understand the impact our spending choices can have on others and the environment.</li> <li>Understand that a wide range of jobs are available.</li> <li>Identify skills and interests that lead people to certain jobs.</li> <li>Identify job stereotypes</li> </ul>



				consequence s of breaking rules.		