

Year 3 Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Novels					
<p>A Bear Called Paddington</p> <p>Michael Bond <i>Illustrated by Peggy Fortnum</i></p> <p>'Paddington' by Michael Bond</p>	<p>An ALIEN IN THE jam Factory</p> <p>CHRISSIE SAINS JENNY TAYLOR</p> <p>'An Alien in the Jam Factory' by Chrissie Sains</p>	<p>JACQUELINE WILSON Illustrated by Enid Blyton</p> <p>THE MAGIC FARAWAY TREE</p> <p>'The Magic Faraway Tree' by Jacqueline Wilson</p>	<p>ZANIB MIAN Illustrated by Zanib Mian</p> <p>PLANET OMAR ACCIDENTAL TROUBLE MAGNET</p> <p>'Planet Omar: Accidental Trouble Magnet' by Zanib Mian</p>	<p>CLIVE KING</p> <p>STIG of the Dump</p> <p>PUFFIN MODERN CLASSICS <i>Everyone's favourite stories</i></p> <p>'Stig of Dump' by Clive King</p>	<p>The wacky, funny, brilliant, only author to be David Walliams</p> <p>RATBURGER</p> <p>WARNING! This book is RAT infested</p> <p>'Ratburger' by David Walliams</p>
English Genres					
<p>Recount: Diary</p> <p>Poems with a structure</p>	<p>Description of a setting</p> <p>Biography</p>	<p>Stories in a familiar setting</p> <p>Performance poetry</p> <p>Informal letter</p>	<p>Fables</p> <p>Non-Chronological Report</p>	<p>Traditional Story with a Twist</p> <p>Explanation Text</p> <p>Recount: Informal letter</p>	<p>Biography</p> <p>Classic Poetry: The Owl and the Pussy Cat</p>
Mathematics (White Rose)					
<p>Number: Place Value</p> <p>Number: Addition</p>	<p>Number: Subtraction</p> <p>Multiplication and Division</p>	<p>Number: Multiplication and division</p> <p>Measurement: Money</p> <p>Statistics</p>	<p>Measurement: Length and Perimeter</p> <p>Fractions</p>	<p>Fractions</p> <p>Time</p>	<p>Properties of Shape</p> <p>Mass and Capacity</p>

Science

Humans – nutrition, bones and muscles



Forces and energy - name forces including friction, magnetism and the behaviour of the poles



Materials - properties of rock, common rocks and soils



Earth and beyond - the position of the Earth, Sun and moon, night and day, shadows



Plants - grow and observe plants, fruits, vegetables and seeds, seed dispersal and how the roots suck up water



Animals - how to look after animals, different parts of a foods chain and how they can be effected.



Computing



Computing Systems and Networks – Connecting Computers



Creating media – Desktop publishing



Data and Information – Branching Databases



Programming A – Sequence in music



Programming B – Actions And Events



Creating Media – Animation

History



Ancient Egypt



Stone Age



Iron Age

Geography

United Kingdom:

Capital cities

Human and physical features on a map



Rivers:

Physical features of the World e.g. mountains, seas, oceans, lakes

Uses of the River Nile



Mountains:

Physical features of the world

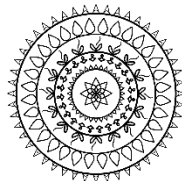


Art

Working with Shape and Colour

"Painting with Scissors":

Collage and stencil in response to looking at artwork



Gestural Drawing with Charcoal

Making loose, gestural drawings with charcoal

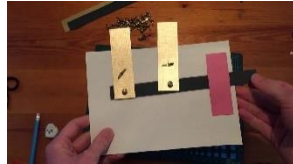
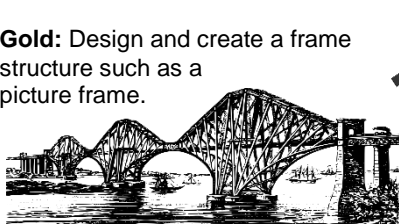
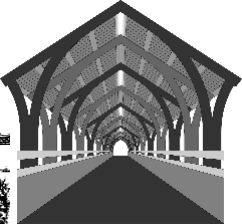
Exploring drama and performance

Telling Stories. Through Drawing & Making






Explore how artists are inspired by other art forms –

in this case how we make sculpture inspired by literature and film

DT

<p>What is DT?</p> <p>Balanced Diet: How do we create a balanced diet?</p> <p>Safe Storage: How do we store food safely?</p> <p>Seasonal Food: What is seasonal food?</p> <p><u>Vegetable soup:</u> Silver: Food preparation skills. Evaluate ingredients for soup.</p> <p>Gold: Create a vegetable soup on a budget.</p>	<p><u>Linked Levers:</u> Bronze: What is a linked lever?</p> <p>Silver: Design and evaluate a barrier using a linked lever</p> <p>Gold: Design and create an extendable grabber than uses a linked lever.</p> 	<p><u>Frame Structures:</u> Bronze: What is the theory of triangulation? How are frame structures strengthened?</p> <p>Silver: Design and evaluate a truss bridge.</p> <p>Gold: Design and create a frame structure such as a picture frame.</p>  
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RE

Who should we follow?	Who should we follow?	Who should we follow?	Who should we follow?	Who should we follow?	Who should we follow?
<p>Christianity (God)</p> <p>How (and why) have some people served God?</p> <p>Prophets</p> <p>Service to God</p> <p>Inspirational people</p> 	<p>Christianity (Jesus)</p> <p>What does it mean to be a disciple of Jesus?</p> <p>Discipleship</p> <p>Following the example of Jesus</p> <p>Helping others</p> 	<p>Islam</p> <p>Why is the Prophet Muhammad an example for Muslims?</p> <p>The Prophet</p> <p>Muhammed</p> <p>Zakah</p> 	<p>Christianity (Church)</p> <p>What do Christians mean by the 'Holy Spirit'?</p> <p>The Holy Spirit</p> <p>Pentecost</p> 	<p>Sikhism</p> <p>Why are the Gurus important to Sikhs?</p> <p>Guru Nanak</p> <p>The 10 gurus, Baisakhi</p> 	<p>Hindu Dharma</p> <p>Why is family an important part of Hindu life?</p> <p>Religious duty</p> <p>Hindu scriptures (the Ramayana)</p> <p>Raksha Bandhan.</p> 



PSHE (SCARF)

Health and wellbeing	Health and wellbeing	Relationships	Relationships	Living in the wider world	Living in the wider world
<p>Healthy lifestyles</p> <p>Keeping safe</p>	<p>Keeping safe</p> <p>Growing and changing</p> 	<p>Healthy relationships</p> 	<p>Feelings and emotions</p> <p>Valuing difference</p>	<p>Rules, rights and responsibilities</p>	<p>Caring for the environment</p> <p>Money</p>

MFL

			<p>Spanish delivered</p> <p>through a language specialist</p>			
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Music

<p>Finding the pulse, changing tempo and use of crescendo and diminuendo.</p> <p>Comparing different composers of music- Classical</p> <p>Playing nursery rhymes on glockenspiel using sheet music</p>	<p>Rehearsal for a performance using oracy and vocal projection - Carol Concert</p> 	<p>Reggae music</p> <p>History of Reggae</p> <p>Learning about and comparing famous Reggae artists</p> <p>Learning a piece of Reggae music on a keyboard using sheet music</p> <p>To identify different instruments</p> <p>To listen and appreciate different songs and explain why they like or dislike them</p>	<p>Country</p> <p>History of Country music</p> <p>Learning about and comparing famous country artists</p> <p>Learning a piece of country music on a keyboard / glockenspiel using sheet music</p> <p>To identify different instruments</p> <p>To listen and appreciate different songs and explain why they like or dislike them</p>	<p>Disco</p> <p>Listening to disco music.</p> <p>Listening and appraising this music.</p> <p>Understanding the origin of the music.</p> <p>Learning to sing and play a famous song on an instrument.</p> <p>Composing your own music using the disco style.</p>	<p>Revisit each unit covered</p> <p>Rehearse music learnt for a performance for parents.</p> <p>All children to revisit musical vocabulary taught.</p> <p>Children to also compose a piece of music in the style they prefer.</p> 
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PE

<p>Athletics: Run/jump/throw</p> <p>Royal Ballet</p> 	<p>Gymnastics: Linking movements together</p> <p>Tag Rugby</p> 	<p>Gymnastics: Receiving body weight</p> <p>Football</p> 	<p>Basketball</p> <p>Handball</p> 	<p>Health Related Fitness</p> <p>Netball</p> 	<p>Cricket</p> <p>Rounder's</p> 
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