

Year 3 long term plan

	Meet the Flintstones		Destination Europe – Hola Espana		Roman Rule	
Excursions	Stone Age workshop			Botanical Gardens	TBC	Buddhist temple
Famous people studied	Mary Anning	Michael Faraday	Wilhelm Conrad Rontgen	Professor Monique Simmonds	Boudicca Ceasar Septimus Severus Justus von Liebig	
SPAG	Word types recognition (games, recap from year 2) Expanded noun phrases Tense Introduce idea of adding detail – up-levelling and using conjunctions. Headings and subheadings	Adverbs Time Conjunctions Paragraphs Inverted commas Prepositions	Expanded noun phrases Paragraphs Inverted commas Adverbs Conjunctions	Present perfect Conjunctions Adverbs Headings and subheadings Expanded noun phrases Inverted commas	Present perfect Inverted commas Headings and subheadings Adverbs	Conjunctions Adverbs Headings Expanded noun phrases
Class texts	Stone Age Boy I was born in the stone age poem – Michael Rosen GR: The Stolen Spear	The Stolen Spear GR: The First drawing The Magic box – Christmas box	Leon and the place in between GR: Podkin One Ear The River	Around the world in 80 days GR: Podkin One Ear The Tempest	Spartacus GR: The Queen of Darkness	The Queen of Darkness GR: Empire's End
English	What I didn't do this summer poem Character description Diary entry Responding to writing own nonsense poem	Non-chron report skara brae Write own adventure story based on the Stone Age boy Instructions how to make a tooth fairy pouch	Leon narrative setting description Leon narrative writing Responding to a classic poem	Newspaper: Phineas Fogg challenge Writing Phineas Fogg's 'Lost Chapter'. Holiday Brochure (Spanish city) – persuasive writing	Myths and legends Writing own Myth Newspaper: Bouddica's revolt	Diary: Roman invasion soldier and tribe member Biography: Severus Septimus

			Character description - Prospero		
Maths	Number - Place Value • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) • compare and order numbers up to 1,000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1,000 in numerals and in words • solve number problems and practical problems involving these ideas. Number - Addition & Subtraction • add and subtract numbers mentally, including: $\rightarrow$ a three-digit number and 1s $\rightarrow$ a three-digit number and 10s $\rightarrow$ a three-digit number and 100s • add and subtract numbers with up to 3 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	Number - Multiplication & Division • Continued from Autumn Measurement – Money • add and subtract amounts of money to give change, using both £ and p in practical contexts Statistics • interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. Measurement - length and perimeter • measure, compare, add and subtract: lengths (m/cm/mm) • measure the perimeter of simple 2-D shapes 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, find and write fractions of a discrete set of objects: unit fractions	Number – Fractions • Continued from Spring 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, am/pm, 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 Geometry - Properties of Shape • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a		

	and subtraction. Number - Multiplication & 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 that 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 objects.		and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above.		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. Measurement - Mass and Capacity • measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)	
Science	The street beneath my feet – book Rocks compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Forces and Magnets • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets	The human body 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	Plants • 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)	Light • 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	Catching up/fieldwork based investigations reviewing previous learning

	• 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.	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 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	• identify that humans and some other animals have skeletons and muscles for support, protection and movement	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.	can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by a solid object • find patterns in the way that the size of shadows change.	
History	Stone Age to Iron Age				Roman Britain The Roman Empire and its impact on Britain	

	This unit is structured around 4 sequential history enquiries: 1.What was 'new' about the New Stone Age? 2.Which was better, bronze or iron? 3.If you were Julius Caesar, would you have invaded Britain in 55BC? 4.When do you think it was better to live – Stone Age, Bronze Age or Iron Age?			☐ Chronology/ timelines ☐ Explore range of sources ☐ Use terminology – empire, civilisation ☐ Describe similarities and differences between Romans times and now ☐ Identify significant people and developments – e.g. Boudicca and Roman Roads How was Rome formed? · Roman Society and structure in ancient Rome · The Roman Empire its expansion and the power of the army · What is an Empire? The growth of the Roman Empire. · Why the Romans wanted to invade Britain and the successful invasion by Emperor Claudius · Life in Britain under Roman rule and Beliefs · British Resistance · What did the Romans leave behind? Romanisation – Trade, Economy, Government, Settlements & Religion The impact on how we live our lives today.
Geography	• Changes to Britain's geography during the Stone Age • Types of settlements and land use. · Iron Age Hill Forts Maiden Castle	Locate key geographical regions and human and physical characteristics of the U.K Locate geographical regions and key topographical features (hills,	human characteristic, countries and major cities . • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Name and locate cities of the United Kingdom → Roman cities and Roads → 8 point compass → Human geography, including types of settlement and land use, economic trade links, and the distribution of natural resources including energy, food, minerals and water Roman transport links and ports and position of forts

		mountains, coasts and rivers). • Countries and capitals of Europe • Economic trade of the U.K. What do we trade and import to/from other countries? • Why does an island nation need to trade? • What is immigration? Why people migrate to the U.K and where do they come from?	Understand geographical similarities and differences through a study of human and physical geography of a region of the UK and a region in a European country ♣ Location of Spain • Study of human and physical features ♣ Weather & climate including climate zones. • ♣ Economic activity tourists, tourism and impact. ♣ Catalonia as a distinct region of Spain, similarities and differences	
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. Use the eight point compass, four fig grid references, symbols and key to build knowledge of the UK and the wider world. The above LO's to be taught within each Geography topic, through cross curricular activities, Science and OAA in PE.			

Art	Painting- Stone age cave painting First artists- The Lion man sculpture Sketchbook page, make with clay. Shades, tints and tones Making colours lighter and darker – powder paint, watercolours and poster paint Shades of pencils H - B Sketching prehistoric animals Study of cave paintings – looking at texture, colour and form Creating own cave painting	Printing Sketching ammonite fossils/animal fossils, annotating sketches and using different media. Printing with plasticene – pressing shells/feathers/natural objects and printing Monoprinting – drawing into the inkplate/or paper to create a monoprint Monoprinting with oil pastels and biro Making own background and creating their final fossil piece	Sketching/Drawing Develop use of shadow and tone Increase detail and use of shape Focus on Leonardo Da Vinci and Jean Michel Basquiat – differences between the two Looking at the human form sketch in both styles Create large scale skeleton drawing in either artists style, creating own background with paint/paper. Use of charcoal, oil pastels, pencils	Sculpture Jim Bond and Helaina Sharpley - wire artists Making basic shapes with wire. Represent an image in wire form. Adding more detail into a wire sculpture. Final piece, blossom tree/favourite flower.	Textiles _ embroidery artist Melissa Fletcher Iceni Coin embroidery and weaving Sketchbook pages based on Iceni coins designs, range of media including embossing. Study different fabrics and analyse how they have been created Look at different coding patterns and use to create their own weaving using coloured paper and multicoloured paper Use their favourite weaving design with fabric to create a woven background. Transfer Iceni coin designs into embroidery. Sew their embroidered designs onto their woven background	Collage -Roman Mosaics Sketchbook study of Roman mosaics Sketch their own mosaic on a grid. Make using collage (paper) Add in more tones and tints to add detail to their mosaic. Make a mosaic design online Digital artwork - https://www.learningplayground.co.uk/mosaic/ Using their mosaic design create their tiled mosaic.
DT	Textiles: making their own tooth fairy pouch □ Use research to develop design criteria □ Model ideas □ Select tools and materials	Food technology: Spanish omelette □ Savoury dishes □ Explore where food comes from and seasonality □ Hygiene			Shell structures □ Use research to develop design criteria □ Model ideas □ Investigate how to strengthen, stiffen	

	☐ Safety and measuring Evaluation		☐ Preparation techniques Healthy diet and measuring		and secure structures ☐ Select tools and materials ☐ Safety and measuring Evaluation	
Music	Taught by Warwickshire music team					
RE	What is it like to follow God? ☐ Make clear links between the story of Noah and the idea of covenant. ☐ Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. ☐ Make links between the story of Noah and how we live in school and the wider world.	Year 3 to lead Christmas service Why does Christmas matter to Christians? ☐ Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. ☐ Offer suggestions for what texts about God might mean. Give examples of what the texts studied mean to some Christians. ☐ Describe how Christians show their beliefs about God the Trinity in the way they live. ☐ Make links between some of the texts and teachings about God in the Bible and what people	What do Christians learn from the creation story? ☐ Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. ☐ Make clear links between Genesis 1 and what Christians believe about God and Creation. ☐ Describe what Christians do because they believe God is Creator. ☐ Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.	Why do people pray? ☐ Describe and outline some ways some Christians, Muslims and Hindus pray and worship. ☐ Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray ☐ Describe ways in which prayer can comfort and challenge believers ☐ Describe and comment on similarities and differences between how Christians, Muslim	What is the Trinity? ☐ Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. ☐ Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. ☐ Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. ☐ Make links between some Bible texts studied and the idea of God in Christianity,	What does it mean to be a Buddhist in Britain today? ☐ Name and reflect on the 3 main divisions of the Noble Eightfold Path. ☐ Suggest at least 2 reasons why being a Buddhist is a good thing in Britain today and 2 reasons why it might be hard. ☐ Recognise the difference between monks and lay Buddhists. ☐ Explain what the key elements of a Buddhist shrine mean. ☐ Consider why the Buddha is important to Buddhists.

		believe about God in the world today, expressing some ideas of their own clearly.			expressing clearly some ideas of their own about what the God of Christianity is like	
Spanish	- Why Spanish and about Spain - Vowel sounds and key phonic sounds - Greetings (different ways to say hello and goodbye) - Greetings (how are you and different responses) - Saying your name	Numbers 1 – 20 - Saying how old you are - Days of the week - asking what day of the week it is and answering with today is/tomorrow is/yesterday was - Christmas vocabulary nonreligious	- immediate family members - extended family - saying who lives in your house - introduce tener (to have) and negative verb forms (I don't have, she doesn't have)	- pets - saying which pet(s) you have and what pets you would like (practise using tener and negative verb forms) - Easter vocabulary – non-religious	- countries - introduce verb ser (to be) - nationalities using verb to be (I am from, she is from, they are from) - school – pencil case - key classroom language – sit, listen, write etc.	- colours - learn colours song (colores y numeros Rockalingua) - Study of book “Brown Bear – Oso Pardo” (recap colours and pets) - poetry competition – “Los colores” The colours
PSHE	Being me in my world	Celebrating Difference	Protective behaviours Dreams and Goals	Protective behaviours Dreams and Goals	Relationships CHIPS	Changing Me
PE	Gymnastics Netball	OAA Handball	Basketball Dance	Swimming Tag Rugby	Tennis OAA	Rounders Athletics
Computing	Touch Typing & Online Safety ☐ To introduce typing terminology. ☐ Understand the correct way to sit at the keyboard. ☐ To learn how to use the home, top and bottom row keys. ☐ To practice and improve typing for home, bottom	Coding ☐ Review Previous Coding ☐ To design and write a program that simulates a physical system ☐ To introduce selection in their programming by using the if command. ☐ To understand what a variable is in programming.	Graphing and Spreadsheets ☐ To create pie charts and bar graphs. ☐ To introduce the 'more than', 'less than' and 'equals' tools. ☐ To learn about describing cells using their coordinates. ☐ To enter data into a graph and	Email ☐ To think about different methods of communication. ☐ To open and respond to an email. To write an email to someone using an address book. ☐ To learn how to use email safely ☐ To add an attachment to an email.	Simulations ☐ To consider what simulations are ☐ To explore a simulation ☐ To analyse and evaluate a simulation.	Branching databases • To sort objects using just 'yes' or 'no' questions. • To complete a branching database using 2Question. • To create a branching database of the children's choice.

	and top rows. ☐ To practice the keys typed with the left and right hand. ☐ To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away ☐ To consider if what they read on websites is true?	☐ To create a program with an object that repeats actions indefinitely. ☐ To debug simple programs.	answer questions. ☐ To solve an investigation and present the results in graphic form.	☐ To explore a simulated email scenario.		
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