

Year 3 Long Term Plan 2023-2024 Hayley Wakelin and Stephen Tew

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topics	Mini topic Shine x 2 wks. (PD) Blue Planet main x4wks.(Geog)	Stone Age 6wks main (History)	Year 3 Performance main 6 wks	Roald Dahl – Main 4 wks Save our Plant 2wks (Geog) Climate focus	The Only Way is Essex 6 wks (Geog)	The Romans 6 wks (History)	
Trips		Stone Age Day Trip to Harlow Museum			Southend – Sealife Centre	Roman Temple – Local Trip Harlow Museum	
Reading	Shine The Lost Whale Blue Planet	The Stone Age Boy/How to Skin a Bear		The BFG/George's Marvellous Medicine	The Creakers	The Stone Trolls	
	Ongoing – Read for a range of purposes. -Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described. -Have an active and positive attitude towards reading. -Listen to, read and distinguish an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.						
	Vocabulary KPI-Check that they understand the text they are reading and explain the meanings of words in context. Prediction KPI-Predict what may happen and explain in detail from the text. Sequence and summarise KPI-Identify the key point in a text. Purpose and viewpoint KPI-Discuss a text with others, responding to their ideas. Sounds Continue to build a knowledge of unusual grapheme phoneme correspondences		Vocabulary Use dictionaries to check meanings of words read. Retrieve KPI-Answer questions by referring back to the text to improve their understanding Text Organisation KPI-Listen to and discuss a wide range of fiction and non-fiction that are structured in different ways for different purposes. Purpose and viewpoint Identify themes and conventions of a wide range of books. Sounds KPI-Try out different pronunciations to aid the decoding of unfamiliar, longer words Apply a growing knowledge of root words, prefixes and suffixes (morphology) Poetry Recognise some different forms of poems.		Vocabulary Discuss words and phrases that capture readers interest and imagination. Inference KPI-Begin to draw inferences such as inferring characters' feelings and thought. Text Organisation -Increase their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. Link KPI-Develop understanding by linking reading to other books or similar contexts. Sounds -Read words with unfamiliar spelling patterns Read KPI-Read aloud with fluency and expression, using a fuller range of cueing systems Poetry -Prepare poems and plays to read aloud with expression, volume, tone and intonation. Explain and Clarify Recommend a book and explain why.		

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<p>Spelling</p>	<p>Week 1 PD no spelling</p> <p>Week 2 assessment of Year 2 homophones</p> <ul style="list-style-type: none"> Revise Year 2: suffixes '-ness (state of)' and '-ful (full of)' following a consonant <p>Rule: If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: Root words ending in 'y' with a consonant before it - replace the y with an i, but only if the root word has more than one syllable. Examples: plainness sadness, happiness, careful, playful</p> <ul style="list-style-type: none"> Revise Year 1 prefix 'un- (not)' Learn prefixes 'mis- (wrongly)', 'dis- (not)' and 're- (again/back)' <p>Rules: Most prefixes are added to the beginning of root words without any changes in spelling. Examples: misbehave, mislead, misspell (mis + spell), disappoint, disagree, disobey redo, refresh, return, reappear, redecorate</p> <ul style="list-style-type: none"> Prefixes 'super- (above)' and 'auto-(self/own)' <p>Examples: supermarket, superman, superstar/autobiography, autograph</p> <p>Contractions: -Revise Year 2: Apostrophes for contractions Rule: In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't - cannot). It's means it is (e.g. it's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive. Examples: can't, didn't, hasn't, couldn't, it's, I'll</p>	<p>Performance</p> <p>Plug gaps in Year 2 Homophones</p> <p>Introduce Year 3 Homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not</p> <ul style="list-style-type: none"> Prefix 'pre- (before)' <p>Examples: prefix, prearrange, premature, prepay, presume</p>	<ul style="list-style-type: none"> Prefixes 'sub-(below/under)' and 'tele-(far off/across a distance)' Examples: subdivide, subheading, submarine, submerge, television, telephone, telescope Suffixes '-less (without)' and '-ly (how something is)' <p>Rules: The suffix -ly is added to an adjective to form an adverb. The suffix -ly starts with a consonant letter, so it is added straight on to most root words. Exceptions: If the root word ends in 'y' with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. If the root word ends with -le, the -le is changed to -ly. If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly. The words truly, duly, wholly.</p> <p>Examples: funnily, happily, gently, simply, humbly, nobly, basically, frantically, dramatically</p> <ul style="list-style-type: none"> Year 3 Common Exception Words calendar, caught, centre, century, certain ,circle, complete, consider, continue, decide, describe, different, difficult, disappear, Recap and revisit 	<ul style="list-style-type: none"> Year 3 Common Exception Words early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit,, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island. Recap and Revisit all spellings
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	<ul style="list-style-type: none">• Year3 Common Exception Words accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe ,build, busy/business,• recap and revisit Year 2 Common exemptions words			
Handwriting	Use the agreed language to secure joins. As R- Y2 plus: joins in a word. Relative sizes and consistency, Parallel ascenders/descenders, Speed and fluency, layout, Consistency in spacing, Calligram, acrostics To use a neat, joined handwriting style with increasing accuracy and speed. Master spacing between words that reflects the size of the letters Be reminded to sit correctly and comfortably. Have a sharp pencil. Ensure all letters and numbers are formed correctly. Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] To continue to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.			
Handwriting links to spelling.				
Composition Planning, writing (draft), Editing and Evaluating	On-going - To begin to use ideas from their own reading and modelled examples to discuss, plan and record their writing in order to understand and learn from its structure, vocabulary and grammar.			
	To compose and rehearsing sentences orally (including dialogue).	To proofread their own and others' work to check for spelling and punctuation errors (with increasing accuracy) and to make improvements.	To begin to organise their writing into paragraphs around a theme.	

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Awareness of Audience, Purpose and Structure	To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail.	To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).	To begin to create settings, characters and plot. To demonstrate an increasing understanding of purpose and audience by read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. To make deliberate ambitious word choices to add detail.	To begin to create settings, characters and plot. To make deliberate ambitious word choices to add detail.	To begin to create settings, characters and plot. To make deliberate ambitious word choices to add detail. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).	To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).
Alan Peat sentences	BOYS sentences		2 AD sentences		What + !	
Sentence Construction and Tense	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing					
Vocabulary Grammar & Punctuation	Punctuation To use the full range of punctuation from previous year groups. To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	Punctuation To punctuate direct speech accurately, including the use of inverted commas. Use of Phrases and Clauses To use a range of conjunctions, adverbs and prepositions to show time, place and cause. To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).		Use of Phrases and Clauses To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).		

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<p>English appendix 2 Progression for vocabulary, grammar and punctuation</p>	<p>Word Suffixes - nouns Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>Text Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Sentences Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Word Suffixes - nouns Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Sentences Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Sentences Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Terminology preposition, conjunction word family, prefix clause, subordinate clause</p>	<p>Text Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation</p> <p>Sentences Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Punctuation Apply Introduction to inverted commas to punctuate direct speech</p> <p>Terminology direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>
<p>Spoken Language - on going</p>	<p>Listen and Respond appropriately to adults and their peers listen and respond</p> <p>Question ask relevant questions to extend their understanding and knowledge</p> <p>Vocabulary use relevant strategies to build their vocabulary</p> <p>Articulation articulate and justify answers, arguments and opinions</p> <p>Describe and Explain give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>Attention maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Express Understanding use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Fluency speak audibly and fluently with an increasing command of Standard English</p> <p>Discuss, Present and Perform participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Maintain Interest gain, maintain and monitor the interest of the listener(s)</p> <p>Viewpoints consider and evaluate different viewpoints, attending to and building on the contributions of others</p>

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<p>Maths</p>	<p><u>Number and Place Value</u> 3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10. 3NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning. 3NPV-3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10. 3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.</p> <p><u>Addition and Subtraction</u> 3AS-1 Calculate complements to 100. 3AS-2 Add and subtract up to three-digit numbers using columnar methods. 3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.</p> <p><u>Number Facts</u> 3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice. 3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).</p>	<p><u>Multiplication Division</u> 3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.</p> <p><u>Number Facts</u> 3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.</p>	<p><u>Fractions</u> 3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. 3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency). 3F-3 Reason about the location of any fraction within 1 in the linear number system. 3F-4 Add and subtract fractions with the same denominator, within 1.</p> <p><u>Geometry</u> 3G-1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations. 3G-2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.</p>
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<p>Science</p>	<p>Light and Dark</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 light source is blocked by an opaque object. • Find patterns in the way that the size of shadows change. <p><u>Working Scientifically</u> Set up simple practical enquiries, comparative and fair tests</p> <p><u>Working Scientifically</u> Begin to use straightforward scientific evidence to answer questions or to support their findings</p>	<p>Rocks</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter. <p><u>Working Scientifically</u> Make predictions from life experiences. Set up simple practical enquiries, comparative and fair tests Begin to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p>Animals Including Humans</p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat. <p>A balanced diet Walt: To understand the 5 food groups and the proportions of each needed to create a healthy, balanced diet</p> <p><u>Working Scientifically</u> Begin to gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>Animals including Humans – Nutrition</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement</p>	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p> <ul style="list-style-type: none"> • 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p><u>Working Scientifically</u> Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Begin to identify differences, similarities or changes related to simple scientific ideas and processes. Begin to use straightforward scientific evidence to answer questions or to support their findings</p>	<p>Forces and Magnets</p> <p>Compare how things move on different surfaces.</p> <ul style="list-style-type: none"> • 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. <p><u>Working Scientifically</u> Make predictions from life experiences. Ask relevant questions and begin to use different types of scientific enquiries to answer them</p> <p>Report on findings from enquiries, including oral and written explanations of results and conclusions.</p>
<p>Scientist</p>	<p>Justus Von Liebig - Mirrors</p>	<p>Mary Anning - Fossil hunter</p>	<p>Wilhelm Rontgen - X rays</p>		<p>David Bellamy – Botanist</p>	<p>Isaac Newton - Forces</p>

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Big Question	What is a shadow?	Which is the hardest rock? What are fossils? Why are fossils important? How are fossils formed?		How many bones are there in a human body? How many muscles are there in a human body? Why do animals have skeletons?	How does the amount of water/light/soil affect the height/number of leaves of a plant?	Which magnet is strongest? Are bigger magnets stronger?
Six areas of Working Scientifically	<u>Fair testing</u> How does the number of layers of transparent plastic affect how much light can pass through? How does the distance between the shadow puppet and the screen affect the size of the shadow? <u>Comparative testing</u> Which pair of sunglasses will be best at protecting our eyes?	<u>Identifying and Classifying</u> Can you use the identification key to find out the name of each of the rocks in your collection? <u>Research</u> Who was Mary Anning and what did she discover? <u>Fair Testing</u> Does water pass through all soils at the same rate?		<u>Comparative Testing</u> How does the skull circumference of a girl compare with that of a boy? <u>Pattern Seeking</u> (Homework task) Do male humans have larger skulls than female humans? Are you more likely to have bad eye sight and to wear glasses if you are older? <u>Research</u> Why do different types of vitamins keep us healthy and which foods can we find them in?	<u>Observation over time</u> What happens to celery when it is left in a glass of coloured water? How do flowers in a vase change over time? <u>Fair Testing</u> How does the length of the carnation stem affect how long it takes for the food colouring to dye the petals? <u>Research</u> What are all the different ways that seeds disperse?	<u>Identifying and Classifying</u> Which materials are magnetic? <u>Comparative Testing</u> Which magnet is strongest? Which surface is best to stop you slipping?
Computing	<u>Programming & coding</u> I can put programming commands into a sequence to achieve a specific outcome. I can break an open-ended problem up into smaller parts. I keep testing my program and can recognise when I need to debug it. I can describe the algorithm I will need for a simple task I can use repeat commands. I can detect a problem in an algorithm which could result in unsuccessful programming.		<u>Multimedia</u> I can use an appropriate tool to share my work online. I can use a variety of technology tools to combine a mixture of text, graphics and sound to share my ideas and learning. I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. I can create different effects with different technology tools. I can evaluate my work and improve its effectiveness.		<u>Data Handling</u> I can use a data logger to monitor changes and can talk about the information collected and talk about the different ways data can be organised. I can search a ready-made database to answer questions and add information to a database. I can make a branching database. I can collect data help me answer a question.	

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<p>OS - Personal development - online safety</p> <p>Online Safety</p>	<p><u>Self-image and Identity</u> Explain what is meant by the term 'identity'. -Explain how they represent themselves in different ways online. -Explain ways in which and why they might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media). OS reasons for following and complying with regulations and restrictions(including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming I ask an adult before downloading files and games from the Internet. PSHE OS that personal behaviour can affect other people; to recognise and model respectful behaviour online PSHE OS TDW to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or</p>	<p><u>Online Relationships</u> Describe ways people who have similar likes and interests can get together online. -Give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). -Explain some risks of communicating online with others they don't know well. -Explain why they should be careful who they trust online and what information to trust them with. Explain how their own and other people's feelings can be hurt by what is said or written online. Explain why they can take back their trust in someone or something if they feel nervous, uncomfortable or worried. Explain what it means to 'know someone' online and why this might be different from knowing someone in real life. Explain what is meant by 'trusting someone online'. Explain why this is different from 'liking someone online'.</p>	<p><u>Online Reputation</u> Search for information about themselves online. -Recognise they need to be careful before they share anything about themselves or others online. -Know who they should ask if they are not sure if they should put something online. OS recognise ways in which the internet and social media can be used both positively and negatively</p> <p><u>Health, Well-being and Lifestyle</u> Explain why spending too much time using technology can sometimes have a negative impact on them; give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</p>	<p><u>Privacy and Security</u> Give reasons why they should only share information with people they choose to and can trust. Explain that if they are not sure or feel pressured, they should ask a trusted adult. Understand and can give reasons why passwords are important. Describe simple strategies for creating and keeping passwords private. Describe how connected devices can collect and share their information with others OS about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact OS recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images OS about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p><u>Managing Online Information</u> Use key phrases in search engines. Explain what autocomplete is and how to choose the best suggestion. Explain how the internet can be used to sell and buy things. Explain the difference between a 'belief', an 'opinion' and a 'fact'. OS about some of the different ways information and data is shared and used online, including for commercial purposes OS how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results OS about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p><u>Copyright and Ownership</u> Explain why copying someone else's work from the internet without permission can cause problems and give examples of what those problems might be.</p>
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	<p>support courteous, respectful relationships</p> <p>PSHE OS about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>Online Bullying Explain what bullying is and can describe how people may bully others. -Describe rules about how to behave online and how they follow them.</p>	<p>OS what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>OS to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>PSHE OS how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>PSHE OS how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>TG PSHE OS where to get advice and report concerns if worried about their own or</p>			
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		someone else's personal safety (including online)				
PE	<p>Personal Development Daily mile: How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>Children will become confident in a range of different sporting activities.</p> <p>Children will recognise that keeping active plays a big part in physical and mental well-being and that this will help them to lead healthy, active lifestyles.</p> <p>PE will help children to build character and to help to embed values such as fairness and respect.</p> <p>Children will be encouraged to show good sportsmanship and support, motivate and encourage their peers and team mates.</p>					
PE 1 -	<p>Football</p> <p>LESSON 1 To develop the attacking skill of dribbling.</p> <p>LESSON 2 To develop changing direction and speed when dribbling.</p> <p>LESSON 3 To develop passing and begin to recognise when to use different skills.</p> <p>LESSON 4 To apply attacking skills to move towards a goal.</p> <p>LESSON 5 To use defending skills to delay an opponent and gain possession.</p> <p>LESSON 6 To apply skills and knowledge to compete in a tournament.</p>	<p>Hockey</p> <p>LESSON 1 To develop sending and receiving the ball with accuracy and control.</p> <p>LESSON 2 To develop the attacking skill of dribbling.</p> <p>LESSON 3 To develop dribbling to beat a defender.</p> <p>LESSON 4 To use defending skills to delay an opponent and gain possession.</p> <p>LESSON 5 To apply attacking skills to move towards goal and find space.</p> <p>LESSON 6 To apply skills and knowledge to compete in a tournament.</p>	<p>Tag Rugby Continue to</p> <p>LESSON 1 To develop throwing, catching and running with the ball.</p> <p>LESSON 2 To develop an understanding of how to defend using tagging rules.</p> <p>LESSON 3 To begin to use the 'forward pass' and 'offside' rule.</p> <p>LESSON 4 To develop movement skills to dodge a defender.</p> <p>LESSON 5 To track an opponent and begin to defend as a team.</p> <p>LESSON 6 To apply the rules and skills you have learnt and play in a tag rugby tournament.</p>	<p>Dodgeball Continue to</p> <p>LESSON 1 To develop throwing and apply this to a target game.</p> <p>LESSON 2 To develop dodging skills to avoid being hit.</p> <p>LESSON 3 To develop catching and learn the rules of the skill within this game.</p> <p>LESSON 4 To further develop catching and use the rules of the skill within this game.</p> <p>LESSON 5 To begin to think tactically and apply this to a game.</p> <p>LESSON 6 To apply skills and knowledge to compete in a tournament.</p>	<p>Tennis Continue to</p> <p>LESSON 1 To develop racket and ball control.</p> <p>LESSON 2 To explore rallying using a forehand.</p> <p>LESSON 3 To explore returning the ball using a forehand.</p> <p>LESSON 4 To explore returning the ball using a backhand.</p> <p>LESSON 5 To learn how to score and use simple rules.</p> <p>LESSON 6 To work co-operatively with others to begin to manage a game.</p>	<p>Recap</p>

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PE 2 -	Gymnastics	Tag Rugby	Dodgeball	Tennis	Athletics	Rounders
	<p>LESSON 1 To be able to create interesting point and patch balances.</p> <p>LESSON 2 To develop point and patch balances on apparatus.</p> <p>LESSON 3 To develop stepping into shape jumps with control.</p> <p>LESSON 4 To develop stepping into shape jumps using apparatus.</p> <p>LESSON 5 To develop the straight, barrel, and forward roll.</p> <p>LESSON 6 To include rolls in sequence work using apparatus.</p>	<p>LESSON 1 To develop throwing, catching and running with the ball.</p> <p>LESSON 2 To develop an understanding of how to defend using tagging rules.</p> <p>LESSON 3 To begin to use the 'forward pass' and 'offside' rule.</p> <p>LESSON 4 To develop movement skills to dodge a defender.</p> <p>LESSON 5 To track an opponent and begin to defend as a team.</p> <p>LESSON 6 To apply the rules and skills you have learnt and play in a tag rugby tournament.</p>	<p>LESSON 1 To develop throwing and apply this to a target game.</p> <p>LESSON 2 To develop dodging skills to avoid being hit.</p> <p>LESSON 3 To develop catching and learn the rules of the skill within this game.</p> <p>LESSON 4 To further develop catching and use the rules of the skill within this game.</p> <p>LESSON 5 To begin to think tactically and apply this to a game.</p> <p>LESSON 6 To apply skills and knowledge to compete in a tournament.</p>	<p>LESSON 1 To develop racket and ball control.</p> <p>LESSON 2 To explore rallying using a forehand.</p> <p>LESSON 3 To explore returning the ball using a forehand.</p> <p>LESSON 4 To explore returning the ball using a backhand.</p> <p>LESSON 5 To learn how to score and use simple rules.</p> <p>LESSON 6 To work co-operatively with others to begin to manage a game.</p>	<p>LESSON 1 To develop the sprinting technique and improve on your personal best.</p> <p>LESSON 2 To develop changeover technique in relay events.</p> <p>LESSON 3 To develop jumping technique in a range of approaches and take off positions.</p> <p>LESSON 4 To develop throwing for distance and accuracy.</p> <p>LESSON 5 To develop throwing for distance in a pull throw.</p> <p>LESSON 6 To develop officiating and performing skills.</p>	<p>LESSON 1 To develop overarm and underarm throwing and catching and apply these to a striking and fielding game.</p> <p>LESSON 2 To develop bowling and learn the rules of the skill within this game.</p> <p>LESSON 3 To develop batting technique and understand where to hit the ball.</p> <p>LESSON 4 To develop fielding techniques and apply them to game situations.</p> <p>LESSON 5 To play different roles in a game and begin to think tactically about each role.</p> <p>LESSON 6 To apply skills and knowledge to compete in a tournament.</p>

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RE	Enquiry 1 – Humans and Social Science How do people express commitment to a religion/worldview in different ways? Multi	Enquiry 2 – Theology What is the Trinity? Christian	Performance	Enquiry 3 – What is Philosophy? How do people make moral decisions?	Enquiry 4 – What do Muslims belief about God?	Enquiry 5 – What difference does being a Muslim make to daily life?
	Learning Objectives covered: E1 Identify a range of ways in which religious belief can impact daily life. E1 Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism. E1 Identify some similarities and differences in how people practise and express beliefs about commitment. E1 Identify a range of ways in which religious belief can impact daily life. E1 Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism. E1 Identify some similarities and differences in how people practise and express beliefs about commitment.	Learning Objectives covered: E2- Show awareness of the Biblical origins of Christian teachings of the Trinity. E2 Identify different types/genres of writing within the Bible. E2 Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature). E2- Identify how Christian baptism uses and expresses the doctrine of Trinity. E2 Recognise ways in which belief in the Trinity might make a difference to the way a Christian think about their life and how they see the world.	Performance	Learning Objectives covered: E3-Talk about the difference between knowing and believing. E3-Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work. E3 Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.	Learning Objectives covered: E4- Show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation. E4- Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. Begin to understand this in the context of the three Abrahamic religions. E4 Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people. E4- Recognise that there are many different answers to the question, 'What is God like?'	Learning Objectives covered: E5 Identify how a person's beliefs and actions align them with the religion if Islam. E5 Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society. E5 Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah. E5 Identify how a person's beliefs and actions align them with the religion if Islam. E5 Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society. E5 Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah.

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<p>Geography</p>	<p>Blue Planet</p> <p>Understand why there are similarities and differences between places. Land can be used for one of three things, urban, rural and coastal. Towns, villages and cities can all have the things people need to live and work, schools, shops but town and cities will have a variety of each and cities will have more because they are bigger in size.</p> <p>Describe and understand key aspects of physical geography including vegetation belts. There are 5 main vegetation belts - forest, grassland, tundra, desert, ice. Britain's main vegetation belt is forest due to our temperate climate.</p> <p>Describe and understand key aspects of types of settlements and land use. Settlements all need Flat land, to make building easier and safer, Local materials to build homes e.g. wood and stone, Water supply for drinking, cooking and transport, Dry land so that homes don't flood. The amount of people in an area is always down to opportunities to work and find jobs.</p> <p>Identify the position and significance of latitude and longitude</p>	<p>Performance</p>	<p>Climate</p> <p>Identify the position and significance of latitude and longitude Use and create maps, globes, atlases and digital/ computer mapping to locate countries and key features Latitude: Lines of latitude are parallel to the equator. They never meet. They run East to West. They get smaller as they get closer to the North and South Poles. Longitude: The lines of longitude are also called Meridians. They all have the same length. They run North to South</p> <p>Understand why there are similarities and differences between places. The lives of the population of a place are often defined by the landscape surrounding where they live. Cities like London will have more roads as there are more businesses and people needing a greater number of things</p>	<p>The Only Way is Essex</p> <p>Use fieldwork to observe and record the human/ physical features in the local area by sketching maps Visit woodlands around school and study as eco system and habitat Describe and understand key aspects of physical geography including vegetation belts.</p> <p>Describe and understand key aspects of types of settlements and land use. Settlements all need Flat land, to make building easier and safer, Local materials to build homes e.g. wood and stone, Water supply for drinking, cooking and transport, Dry land so that homes don't flood. The amount of people in an area is always down to opportunities to work and find jobs.</p> <p>Name and locate the counties and cities in the UK, discuss similarities and differences. Look at Essex and the counties immediately around it in Anglia region. Norfolk, Suffolk, Hertfordshire, Cambridge. Focus on understanding Essex and the variety of landscapes and places in Essex from the coastal to the rural and the towns and cities like Harlow. To show variety of landscapes in Essex use examples of: Coastline Farmland Cities and smaller settlements.</p> <p>Use the 8 points of a compass to give directions and symbols to build their knowledge of the UK. The eight points of the compass are: north, north-east, east, south-east, south, south-west, west and north-west.</p> <p>Use and create maps, globes, atlases and digital/ computer mapping to locate countries and key features. Digital/computer mapping uses programs such Google Earth/ Digimaps.</p>
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		<p>transported around. Cities generally are built near rivers or coastlines to help their access to goods arriving and to send the things they produce to other places. London is on the Thames, Liverpool and Manchester are linked to the Irish Sea.</p> <p>Ask and respond to geographical questions e.g Describe the landscape, why is it like this? What features does it have? What are these human features the children can see used for? Why are they important? Look at how woods would have lost some trees to incorporate the human features around and within it. (link to climate week as fieldwork activity)</p>	<p>Use these programs to locate Harlow/London and begin to identify Essex, Suffolk, Hertfordshire, Kent and Cambridgeshire (linked to counties objective) - Zoom in and out from Google Earth to show scale</p>
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History	The Stone Age Chronology: Describe where the events that he/she studies fit within the chronological framework and identify similarities and differences between ways of life in different periods. Recall time periods Historical enquiry: Use a range of resources to find out about aspects of life in the past including artefacts that describe past societies and periods. Use sources to make simple observations and develop with questioning. Use an increasing range of common words and phrases relating to the passing of time. Legacy: Compare with our life today		The Romans Chronology Describe where the events that he/she studies fit within the chronological framework and identify similarities and differences between ways of life in different periods. Begin to use and recall dates and time periods Historical enquiry Use a range of resources to find out about aspects of life in the past including artefacts that describe past societies and periods Find out about everyday lives of people in time studied. Legacy Expansion and dissolution of empires -Begin to see how people's lives have shaped this nation -Compare with our life today -Identify reasons for and results of people's actions		
	The Stone Age What does prehistoric mean? How did hunter-gathers survive in the Stone Age? What was Stone Age cave art? What kind of sources tell us about the Stone Age? What was Skara Brae? Why are there so many mysteries about Stonehenge? How did bronze replace stone in the Bronze Age? What do grave goods tell us about the Stone Age? What was life in a Iron Age hill fort? What was Iron Age art like?		Performance.		
Art		Cave Paintings	Performance		Topic Sunflowers Sketch Paint Sculpt
Artist of Study	Dutch - Van Gogh - Sunflowers				
DT	Textiles - Christmas stocking		Nutrition - Healthy make a bread roll and then investigate healthy fillings - Links to Science		Construction - Levers and Linkages - Father's Day Cards

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	<p>Learning Objectives covered:</p> <p>Explore Develop ideas for a real-world design problem. (eg. Money containers or shopping bags) by gathering information on the wants and needs of the user.</p> <p>Design Share and model ideas using sketches and diagrams. Justify your choice of materials.</p> <p>Make Measure, shape, cut and join materials with some accuracy. Sew on buttons, handles tags to finish the product.</p> <p>Evaluate Evaluate and test your product against your original design criteria and the views of others.</p>	<p>Learning Objectives covered:</p> <p>Explore Know about a range of fresh and processed ingredients appropriate for their product. Know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>Design Generate ideas and plan a dish with a specific purpose.</p> <p>Make Make a dough using kneading and baking. Compare different breads from around the world. (bread, scones, pizza, pasta)</p> <p>Evaluate Evaluate through taste testing. Does your product meet the brief and is fit for the design purpose?</p>	<p>Learning Objectives covered:</p> <p>Explore\Technical knowledge Investigate the use of levers and linkages to create more complex movement (Eg: pop up books or cards)</p> <p>Design Generate, model and communicate their ideas through discussion and annotated sketches.</p> <p>Explore the effect of fixed and loose pivots on movement.</p> <p>Make Select materials and tools appropriate to the task. Measure, shape, cut and join materials with some accuracy.</p> <p>Evaluate Identify strengths and areas for improvement in products.</p>
Music Assembly	NC Aim One - Perform, listen to, review and evaluate music across a range of historical periods, styles and traditions, including works of the great composers and musicians.		
Music	<p><u>Listen</u> *Listen with attention to detail Identify key musical elements within pieces they listen to, including texture. Recognise the sounds of an increasing range of instruments.</p> <p><u>Appraise -</u> *Identify repetition in music Use musical language to describe music heard e.g. tempo, dynamics, timbre etc. *Explore music through movement and dance Listen and respond to a range of different beats Associate music with emotions, actions and visual images</p>	<p><u>Performance</u> <u>Sing -</u> *Sing songs with clear diction and control of pitch Use voice expressively. *Sing quietly with control Practise, rehearse and present a performance</p>	<p><u>Compose</u> Recognise and explore the way sounds can be combined expressively *Investigate and recognise different timbres Improvise and compose rhythms based upon spoken phrases *Compose music that tells a story or paints a picture *Create rhythmic accompaniments for songs Record compositions using graphic symbols that attempt to describe sounds. Improve their own work. Review the effectiveness of each other's compositions</p> <p><u>Play</u> *Play percussion instruments with rhythmic accuracy Played tuned instruments with control. *Perform simple accompaniments, keeping to a steady beat/pulse Read simple rhythm notation. Become aware of pitch names. Practise, rehearse and present a performance. Hold their own part in a group performance</p>

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Philosophy	<u>Questioning</u> Begin to ask and answer questions with that are relevant. Ask questions that begin with what if, why or how. Find different ways to answer questions we do not know the answer to. <u>Listening and expressing ideas</u> Listen to others opinions and respond appropriately. Describe an incident clearly. Speak clearly when expressing thoughts and take turns in a group. Be able to extract key points when listening to an adult. Locate and organise information from a wide range of sources including book-based and ICT. Give and justify an opinion in an appropriate manner.	<u>Reasoning</u> Use precise language to explain what they think. Predict what they think will happen and compare this to what did actually happen. Justify an opinion by giving reasons and evidence. Analyse and evaluate techniques Eg. -speak clearly -build on evidence -relevant information -turn taking -A, B, C Use different techniques that engage the listener.	<u>Creative thinking</u> Create atmosphere through the use of voice and movement. Use discussion to organise roles within a group. Explore a range of ideas and possibilities.
Personal Development	CORE THEME: Relationships	CORE THEME: Living in the 21 st Century	CORE THEME: Keeping Healthy and Safe
	Learning Objectives covered: Know how to judge when a friendship is making them unhappy or uncomfortable and what they should do to resolve this. Know who to trust and who not to trust regarding friendships. Recognise and name emotions using the middle circle of the emotions wheel and their physical and mental effects. Know the importance of self-respect and how this links to their own happiness. Know about different types of bullying (including cyberbullying) and the impact of bullying.	Learning Objectives covered: Know that stable caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed Understand the importance of saving money and ways in which to do this Know how to keep money safe Know what ST in Reaching for the stars looks like and how to achieve this in Tany's Dell and beyond	Learning Objectives covered: Know that it is not always safe to keep a secret if it relates to being safe. Understand the importance of privacy for both children and adults. Know where to get advice e.g. Family members including family members they do not live with; school staff or professionals such as nurses, doctors or police Recognise a bite or sting and know what to do if this happens to them Know when, why and how we should call 999 is and when not to call 999 if it is not an emergency. Know and understand that too much sugar, salt and saturated fat in our food and drink can affect us when we are older and make choices about when and how much is okay Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact
Spanish	<ul style="list-style-type: none">GreetingsPhonics	<ul style="list-style-type: none">Colours	<u>Performance</u> <ul style="list-style-type: none">Days, Months, numbers to 31 and birthdays.Animals

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	<p>Learning Objectives covered: Listen, join in and respond to songs, stories and rhymes. Respond to simple questions, using single words or learned phrases. Listen carefully to pronunciation and repeat vocabulary accurately through the introduction of Spanish phonics Read aloud familiar words. Begin to understand that some letters are pronounced differently in Spanish (vowel sounds, c, g, z, j, ll, ñ, v, que/ qui)</p>	<p>Learning Objectives covered: Respond to simple questions, using single words or learned phrases. Recognise some familiar words in written form. Experiment with the writing of single words eg. To complete cloze activities. Use adjectives (eg. Colours) to describe things. Start to recognise tengo (I have) and 'tienes' (you have) relating to Year 3 topics.</p>		<p>Learning Objectives covered: Respond to simple questions using single words or learned phrases. Perform a song as a class in an assembly. Recognise some familiar words in written form. Ask for clarification of unknown words. Experiment with the writing of single words eg. To complete cloze activities.</p>	<p>Learning Objectives covered: Use picture dictionaries/ word mats to help with spellings. Use adjectives (eg. Colours) to describe things. Start to recognise that words can be masculine or feminine. Understand that an adjective usually follows a noun. Start to recognise 'tengo' (I have) and 'tienes' (you have), relating to Year 3 topics.</p>
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