



Year 3- Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school themes	Looking after our planet	Exploration and Discovery	Counties, Countries and Continents	Marvellous Men and Women	Active Planet	Changing Britain
Unit of Learning	Surviving the Sahara	Ancient Egyptians	London Our Capital	Scavengers and Settlers	Fantastic Forests	Rampaging Romans
Reading	<p>Fiction: 4.4 Adventure</p>  <p>Poetry: Pyramid by Dave Calder</p> <p>Non-fiction each Friday</p> <p>Author in Focus: Stephen Davies</p>	<p>Fiction: 4.4 Adventure</p>  <p>Poetry: Mummy</p> <p>Non-fiction each Friday</p> <p>Significant event – Gunpowder Plot</p> <p>Author in Focus: Jeff Brown</p>	<p>Fiction: 5.7 Adventure Poetry: God Save the Queen</p>  <p>Queen</p> <p>Non-fiction each Friday</p> <p>Significant person/event – Thomas Edison Great Fire of London</p> <p>Author in Focus: Simon Montefere</p>	<p>Fiction: 3.5 Stone Age Boy</p>  <p>Non-fiction – Everything Stone Age</p>  <p>Poetry: I was Born in the Stone Age by Michael Rosen</p> <p>Non-fiction each Friday</p> <p>Author in Focus: Cressida Cowell</p>	<p>Fiction: 4.1 (classic)</p>  <p>Poetry: Little Red Riding Hood and the Wolf by Roald Dahl</p> <p>Non-fiction each Friday</p> <p>Significant person – Florence Theresa</p> <p>Author in Focus: Roald Dahl</p>	<p>Fiction: 4.3 Historical fiction</p>  <p>Poetry: What the Romans did for us by Jon Bratton</p> <p>Non-fiction each Friday</p> <p>Author in Focus: Jeremy Strong</p>
Writing	<p>Little Red Riding Hood Warning</p> <p>Why do wolves</p>	<p>Nail Soup Cumulative</p> <p>Amazing Soup Recipe</p>	<p>The Cobbler + Smoke the Dragon Defeat the monster</p> <p>Spine poetry</p>	<p>Rainbow Dragons Information</p> <p>Performance poetry:</p>	<p>The Manor House Tale of fear</p> <p>List poetry: The cave of curiosity</p>	<p>Glad you're not a gladiator: Portal</p> <p>Should the boys</p>



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	have sharp teeth? Explanation	Discovered Explanation		The dragon that ate our school		have been punished? Discussion
Maths	Number: Place Value Number: Addition & Subtraction Number: multiplication and division		Number: multiplication and division Measurement: Length and perimeter Number: fractions Measurement: mass and capacity		Number: fractions Measurement: money Measurement: time Geometry: Properties of shape Statistics	
Science	<p><u>What do we need to stay healthy?</u> <u>Animals including Humans</u> Children will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food. This will tie into their unit of learning looking at survival in an extreme environment. This will build upon the year 2 topic 'Disaster at Sea'.</p>	<p><u>What is under our skin?</u> <u>Animals including Humans</u> Children will learn about the human skeletal system and the function of muscles. This will link with their Ancient Egyptian topic and the Egyptians' fascination with the human body/process of mummification.</p>	<p><u>How do we see?</u> <u>Light</u> Children will be introduced to the topic of light for the first time. They will look at how light travels, shadows are formed and develop their understanding of Sun safety.</p>	<p><u>Are all rocks the same?</u> <u>Rocks</u> Children will link their understanding of rocks to the uses during the Stone Age and beyond. They will be able to explain the process of fossilisation and build upon their knowledge of dinosaurs and fossils from year 1.</p>	<p><u>Can we survive without plants?</u> <u>Plants</u> Children will be studying a forest biome and build upon their knowledge of plants from KS1 by looking at how a healthy plant can be maintained. They will identify the structure of plants, explore the requirements for healthy growth, investigate water transportation within plants and explore pollination, fertilisation, seed formation and seed dispersal. This builds upon their knowledge of desert biomes in Yr 3 Aut 1.</p>	<p><u>Are all metals magnetic?</u> <u>Forces and Magnets</u> Children will compare how things move on different surfaces and know that some forces need contact between two objects but magnetic forces can act at a distance. Children will explore magnetism and predict whether two magnets will attract or repel depending on which poles are facing.</p>
History/Geography	What could survive in the Sahara?	How do we know that the Ancient	Why is London our capital?	Which era would you rather live in?	Are forests all the same?	What did the Romans do for us?



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	<p>Building on KS1 knowledge of hot and cold countries in relation to the equator. Pupils now begin to learn about the difference between biomes and climate with a focus on desert biomes and arid climate zones in particular the Sahara in the country of Egypt on the continent of Africa. They will identify the features biomes and locate deserts around the world; as well as the impact on humans, plants and animals.</p>	<p>Egyptians were an advanced society of their time?</p> <p>Pupils move on from exploration of the seas and learn about the first civilisation and settlements in Egypt (3100BC): the pyramids, mumification, pharaohs, achievements early writing and sources of evidence.</p>	<p>Pupils continue to embed and broaden their knowledge and understanding of UK villages, towns and counties. Pupils will study the human and physical features of (inc settlements) of London</p> <p>Understand the city as a settlement and its human and physical features. What attracts people to London. Factors affecting the location of London and other capital cities. Understand the term population.</p>	<p>The Stone Age, Iron Age or Bronze Age.</p> <p>Pupils look at history proceeding (pre-history) dinosaurs. Stone Age(2 -6 million-3300BC to Iron Age (500BC-332BC)They look at early people and what life was like: early settlements, tools etc</p>	<p>Using maps, globe, atlas and digital mapping, pupils will identify features and of a forest biome and where they are located around the world with a focus on N/S America: Amazon, Tongass, Sequoia, Redwood.</p> <p>Pupils will learn how forests are used as a resource (recreation) and human impact.</p> <p>Pupils will compare a forest biome with a local forest and describe how the land has changed.</p>	<p>Pupils learn about the impact of the Romans (27BC-476AD): and what they did for us: roads, language, towns, education. Pupils learn about Boudicca, who led the revolt, but who was defeated, against the Romans</p>
<p>Art/DT</p>	<p>DT: Food: Healthy and varied diet.</p> <p>Design, make and evaluate a healthy sauce for a pasta pot using appropriate equipment and utensils to prepare and combine food. Demonstrating an understanding of a range of fresh and</p>	<p>Art: Focus: Painting Skills:</p> <ul style="list-style-type: none"> -Create colour wheel -Use different brush types -Use different techniques <p>Artist Study: Egyptian Art</p>	<p>DT: Structures: Shell structures.</p> <p>Design, make and evaluate a shell structure to contain a gift. Use knowledge of nets to construct a purposeful product that includes a London themed design.</p>	<p>DT: Textiles: 2-D shape to 3-D product.</p> <p>Design, make and evaluate a scavenger bag that a Stone Age person may have used when hunting and gathering. Join two pieces of fabric choosing the most appropriate stitch. Create and use</p>	<p>Art: Focus: Drawing Skills:</p> <ul style="list-style-type: none"> -Make different tones using graded pencils -Awareness of perspective -Choose from different mediums to achieve desired effect (pencil, charcoal, pastel) <p>Artist Study:</p>	<p>Art: Focus: 3D Skills:</p> <ul style="list-style-type: none"> -Produce clay work using pinch, slab, coil techniques -Explore carving as a form of 3D art <p>Artist Study: Roman Pottery</p>



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	processed ingredients appropriate for their product, and whether they are grown, reared or caught.			templates to cut fabric with accuracy.	Ivan Shishkin- Landscape Artist	
Computing	<p>Gooseberry Planet Online Safety: Rapid Fire Quiz 1) People Online</p> <p>Connecting computers: Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.</p>	<p>Gooseberry Planet Online Safety: 2) Personal Information 3) Perfect Passwords</p> <p>Stop-frame animation: Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p>	<p>Gooseberry Planet Online Safety: 4) Fake Profiles 5) Selfie Safe</p> <p>Sequencing Sounds: Creating sequences in a block-based programming language to make music.</p>	<p>Gooseberry Planet Online Safety: 6) Sharing Online (copywrite) 7) Video Chat</p> <p>Branching databases: Building and using branching databases to group objects using yes/no questions.</p>	<p>Gooseberry Planet Online Safety: 8) Online Bullying 9) Online Gaming</p> <p>Desktop publishing: Creating documents by modifying text, images, and page layouts for a specified purpose.</p>	<p>Gooseberry Planet Online Safety: 10) Searching Final Rapid-Fire Quiz</p> <p>Events and actions in programs: Writing algorithms and programs that use a range of events to trigger sequences of actions.</p>
Spanish	<p>Phonics and Pronunciation (Early Language) Learn a selection of the key phonemes to facilitate accurate and authentic pronunciation.</p>	<p>I am learning Spanish (Early Language) Learn how to introduce themselves, say how they feel and have a wider appreciation for the countries where Spanish is spoken.</p>	<p>Animals (Early Language) Recognise, recall and spell 10 animals in Spanish with their indefinite article/determiner. Use and become familiar with the verb 'soy' (I am).</p>	<p>Instruments (Early Language) Recognise, recall and spell 10 instruments in Spanish with their indefinite article/determiner. Use and become familiar with the verb 'toco' (I play).</p>	<p>I know how to... (Early Language) Recognise, recall and spell 10 action verbs in Spanish. Make more complex sentences by adding positive/negatives and conjunctions 'y' (and) & 'pero' (but).</p>	<p>Seasons (Early Language) Recognise, recall and spell 4 seasons in Spanish. Say which season is their favourite and why by using conjunctions 'y' and 'porque'.</p>
Music	Writing music down:	Playing in a band:	Composing using your imagination:	Learning more music styles:	Exploring improvisation:	<p>Opening night:</p> <ul style="list-style-type: none"> Experience live music.



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	<p>Progression of Samba</p> <ul style="list-style-type: none"> • Compose using known rhythm and notation. • Read key music terms to control instruments. 	<p>Samba Performance (parents)</p> <ul style="list-style-type: none"> • The timbre of Indian Music • Performance to parents. • Use pitch range do-mi while singing. 	<ul style="list-style-type: none"> • Structure musical ideas. • Compose using structure. Improve and perform to peers using a glockenspiel. • Romantic genre focus. 	<ul style="list-style-type: none"> • Build awareness of pitch • Identify pitch when written as notation. • Perform and sing in Song Fest. 	<ul style="list-style-type: none"> • Improve using notes, crotchets and quavers. • Sing focusing on texture while using xylophones. 	<ul style="list-style-type: none"> • Copy melodies at different tempos and dynamics. Music appreciation of Cornwall (History).
<p style="text-align: center;">RE</p>	<p style="text-align: center;"><u>Christianity Creation</u></p> <p>What do Christians learn from the Creation story? Children will learn in more detail how they can take care of their world and understand how sin was introduced to the world when Adam and Eve ate the fruit from the tree of knowledge.</p>	<p style="text-align: center;"><u>Christianity People of God</u></p> <p>What is it like for someone to follow God? Children will learn about the story of Noah and how God made a promise to him. They learn about promises that are made by different people and also promises made at a Christian wedding.</p>	<p style="text-align: center;"><u>Judaism: God/Torah/People</u></p> <p>How do festivals and family life show what matters to Jewish people? Children will learn about the Jewish festivals: Rosh Hashanah and Yom Kippur as well as the Passover. They will describe how Jews show their beliefs during worship at festival times.</p>	<p style="text-align: center;"><u>Islam:</u></p> <p>How do festivals and worship show what matters to a Muslim? Children will learn about God in the Islamic religion and how they worship in different ways. They revisit the five pillars of Islam and learn about Ramadan.</p>	<p style="text-align: center;"><u>Christianity Gospel</u></p> <p>What kind of world did Jesus want? Children will read the Gospel story; Jesus calling his first disciples and then look at other Gospels to show what kind of world Jesus wanted. They will then consider how Christians live as a result.</p>	<p style="text-align: center;"><u>Why believe in God:</u></p> <p>How and why do people try to make the world a better place? Children will learn that Christians believe how God helps them to make good choices and say sorry for wrongdoings. Muslims believe that people do good and bad deeds and also need God's mercy. They will look at the ten commandments and how following them makes the world a better place.</p>
<p style="text-align: center;">PE</p>	<p>Shapes solo, circles solo, partnering shapes and circles, artistry making.</p>	<p style="text-align: center;">SWIMMING</p> <p>Coordination (footwork) and balance.</p>	<p>Travel and rotation.</p>	<p>Coordination (ball skills), sending and receiving.</p>	<p>Agility (reaction and response) and agility (ball chasing).</p>	<p>Flight and balance.</p>



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PSHE	<p><u>Being Me in My Own World:</u> Getting to know each other, our nightmare school, our dream school, rewards and consequences, our learning charter and owning our learning charter.</p>	<p><u>Celebrating Difference:</u> Families, family conflict, witness and feelings, witness and solutions, words that harm and celebrating differences: compliments.</p>	<p><u>Drams and Goals:</u> Dreams and goals, my dreams and ambitions, a new challenge, our new challenge – overcoming obstacles and celebrating my learning.</p>	<p><u>Healthy Me:</u> Being fit and healthy, what do I know about drugs? Being safe, being safe at home and my amazing body.</p>	<p><u>Relationships:</u> Family roles and responsibilities, friendship, keeping myself safe, being a global citizen and celebrating my web of relationships.</p>	<p><u>Changing Me:</u> How babies grow, babies, outside body changes, inside body changes, family stereotypes and looking ahead.</p>
Experiences		Truro Museum – Egyptian Workshop		Walk up to the talk of Carn Brea – Historic site	Tehidy Woods visit	RE – Visit to All Saints to talk with Church leader about their role in the community