

Year 3 Long Term Planning	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Educational Visits	<p>Cross-curricular Hancock Museum The Oriental Museum/Durham City Broom House Farm R.E. Sikh Gurdwara</p>					
English	<p><u>Text - Fantastic Mr Fox</u> Description Playscripts Recounts <u>Poetry - Shape Poems</u></p> <p><u>Cross-curricular link</u> <u>Ancient Egypt</u> Diaries Reports Instructions</p>	<p><u>Text - The Iron Man</u> Narrative Summary Explanation <u>Poetry - Ted Hughes</u> <u>Cross-curricular link</u> <u>Farming Around the World</u> Instruction Explanation Non-chronological report</p>	<p><u>Text - The Ice Palace</u> Narrative Persuasion Description <u>Poetry - Narrative</u> Poems <u>Cross-curricular link</u> <u>Ancient Greece</u> Narrative Recount Persuasion Report</p>	<p><u>Text - Midnight Fox</u> Report Explanation Narrative <u>Poetry - Weather</u> Poems <u>Cross-curricular link</u> <u>Natural Disasters</u> Narrative Summary Description Report</p>	<p><u>Text - The Hodgeheg</u> Narrative Description Summary <u>Poetry - Nonsense</u> Poems <u>Cross-curricular link</u> <u>Stone Age to Iron Age</u> Explanation Report Recount Instruction</p>	<p><u>Text - The Twits</u> Narrative Recount Playscripts <u>Poetry - Roald Dahl</u> Poems <u>Cross-curricular link</u></p> <p><u>Local Industry</u> Instructions Summary Persuasion Recount</p>
<u>Speaking and Listening</u>	<u>Reading</u>		<u>Writing</u>		<u>Grammar and Punctuation</u>	
<p>Give structured descriptions Participate activity in conversation Consider & evaluate different viewpoints</p>	<p>Use knowledge to read 'exception' words Read range of fiction & non-fiction Use dictionaries to check meaning Prepare poems & plays to perform Check own understanding of reading Draw inferences & make predictions Retrieve information from non-fiction books Discuss reading with others</p>		<p>Use prefixes & suffixes in spelling Use dictionary to confirm spellings Write simple dictated sentences Use handwriting joins appropriately Plan to write based on familiar forms Rehearse sentences orally for writing Use varied rich vocabulary Create simple settings and plot Assess effectiveness of own and others' writing</p>		<p>Use range of conjunctions ☐Use perfect tense ☐Use range of nouns & pronouns ☐Use time connectives ☐Introduce speech punctuation ☐Know language of clauses</p>	

Year 3 Long Term Planning	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Maths	Place value Place value and mental calculation 2D shape Length incl. perimeter Statistics Mental calculation Written addition Written subtraction	Counting Multiplication tables (3x, 4x) Written and mental multiplication Written and mental division Time 3D shape	Place value Mental addition and subtraction Fractions Fractions Division Volume and capacity Mass Multiplication incl. 8x table Multiplication (statistics, measures, money)	2D and 3D shape incl. sorting Addition and subtraction (statistics) Fractions Position and direction Time	Multiplication facts (statistics) Addition and subtraction (measures) Multiplication and division (measures) 2D shape incl. sorting Decimals Addition and subtraction (money) 3D shape incl. sorting	Place value (measures) Mental calculation Fractions Measures Statistics
Science	Animals (Including Humans) How can Usain Bolt move so quickly?	Plants How did that blossom become an apple?	Light How far can you throw your shadow?	Rocks What do rocks tell us about the way the Earth was formed?	Magnets and Springs Are you attractive enough?	Animals (Including Humans) How can Usain Bolt move so quickly?
ICT	Programing - inc. if statements & loops (Scratch) Digital Literacy - email, mobile technologies	Using presentation software (Word, PowerPoint, MovieMaker) Editing digital photographs (Picture Manager, Pixlr)	Understand difference between hardware and application software	Lego WeDo - building and programming Lego models - inc. sensors	Making digital music (compose World 2)	Creating mathematical charts (bar charts, pie charts, line graphs) on the computer

History	<p>Ancient Egypt Broader History Study Earliest ancient civilisations, i.e. <i>Ancient Sumer; Indus Valley; Ancient Egypt; or Shang Dynasty of Ancient China</i></p>		<p>Ancient Greece Broader History Study Ancient Greece, i.e. <i>A study of Greek life and achievements and their influence on the western world</i></p>		<p>British History (taught chronologically) Stone Age to Iron Age Britain, including: <i>hunter-gatherers and early farmers</i> Bronze age religion, technology & travel Iron age hill forts</p>	<p>Broader History Study A local history study, e.g. <i>A depth study linked to a studied period</i> A study over a period of time A post-1066 study of relevant local history</p>
Geography		<p>Farming Around the World</p> <p>Locate world's countries, focussing on Europe & Americas focus on key physical & human features Describe & understand climate, rivers, mountains, settlements, trade links, etc. Use fieldwork to observe, measure & record</p>		<p>Natural Disasters Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc.</p>	<p>Study a region of the UK (not local area)</p>	<p>Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc.</p>

Art/DT	<p><u>Drawing - Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens e.t.c. Experiment with different grades of pencil to create lines and marks.</p> <p>3D Plan, design and make models from observation or imagination.</p> <p>Use papier mache to create a simple 3D object.</p>	<p><u>Drawing - Form and Shape</u> Experiment with different grades of pencil and other drawing implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</p> <p>PAinting Experiment with different effects and textures incl. blocking in colour, washes and thickened paint creating textured effects. Work on a range of scales e.g. thin brush on a small painting e.t.c.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p><u>Colour</u> Mix colours and know which primary colours make secondary colours.</p> <p>Mix and use tints and shades. Begin to use complimentary colours and harmonious colours.</p>	<p><u>Drawing - Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p>Textiles Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Experiment with tie dye</p> <p>Develop skills in stitching, cutting and joining.</p>	<p><u>Drawing - Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p> <p>Collage Experiment with a range of different collage techniques such as tearing overlapping and layering to create images and represent textures.</p>	<p><u>Printing - Create printing blocks using a relief or impressed method - including a linoprint (safeprint)</u></p> <p>Create repeating patterns.</p> <p>Print with two colour overlays.</p>	<p><u>Digital media -</u> Record and collect visual information using a digital camera and video recorders.</p> <p>Present recorded visual images using software e.g. photostory, powerpoint.</p> <p>Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision. Changing the type of brush to an appropriate style e.g. charcoal. Create <u>shapes</u> by making selections to cut, duplicate and repeat.</p> <p>Experiment with <u>Colours and Textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.</p>
Music	<p>Use voice & instruments with increasing accuracy, control and expression</p> <p>Improvise & compose music</p> <p>Listen with attention to detail</p> <p>Appreciate wide range of live and recorded music</p> <p>Begin to develop understanding of history</p>					
P.E.	Skiing, Football and Rugby	Skiing, Netball and Softball	Dance, OAA, Swimming and Multiskills	Dance, Gymnastics, Swimming and Futsal	Gymnastics, Tennis, Futsal and OAA	Cricket, Speed agility, Softball and Athletics

R.E.	<p><u>Sikhism</u> What do Sikhs believe?</p> <p>Developing knowledge about Sikh beliefs about God and the Gurus.</p>	<p><u>Christianity</u> How and why is Advent important to Christians?</p> <p>Developing knowledge Of Christmas story, Christian symbols and practices today.</p>	<p><u>Christianity</u> What do Christians believe about Jesus?</p> <p>Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on lives of Christians today.</p>	<p><u>Christianity</u> What do Christians remember on Palm Sunday?</p> <p>Developing knowledge of Palm Sunday in context of Easter, Christian symbols and practices today.</p>	<p><u>Christianity</u> What can we learn about Christian Symbols and beliefs by visiting churches?</p> <p>Developing knowledge of Christian worship, differing practices and symbols.</p>	<p><u>Sikhism</u> How is religious identity and belonging expressed through the baby naming ceremony?</p> <p>Developing knowledge of identity and belonging expressed through the baby naming ceremony.</p>
French	<p>Listen & engage</p> <p>Develop appropriate pronunciation</p> <p>Show understanding of words & phrases</p> <p>Appreciate stories, songs, poems & rhymes</p> <p>Broaden vocabulary</p>					