



Long Term Planner

Year 3

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	All about me	Stone Age to Iron Age	European Adventure	Ancient Egypt	Rainforests	WWII
Trips/Visitors	Local walk in Horsford Fieldwork	Millennium Library	Theatre	Norwich Castle Museum	Amazona Zoo	Norwich Cathedral Evacuee Day
Passport Experiences	Meet people who work in Horsford Learn how to converse with an adult	Ride on the top deck of a bus Visit a library	Visit a theatre	Visit Norwich Castle	Watch a macaw fly	Visit Norwich Cathedral
English: Power of reading core text	Grendel a Cautionary Tale About Chocolate	Pugs of the Frozen North	Werewolf Club Rules	Marcy and the Riddle of the Sphinx	Charlotte's Web	Quill Soup
Writing Opportunities	Non-Fiction To write a persuasive leaflet to come to our chocolate shop.	Non-Fiction To write a non-chronological report on a mythical beast	Poetry To write a poem in the style of Joseph Coelho	Narrative To write a quest story	Narrative To re-write a chapter focussing on characters and setting	Narrative To write a traditional trickster tale
Cross Curricular Writing	Write a brochure to visit Horsford (geography)	Diary entry/day in the life of Stone Age person (history)	Fact file about Mary Anning (science)	Newspaper based on the discovery made by Howard Carter (history)	Persuasive speech to save our rainforest (geography)	Letter home in rôle as an evacuee (history)
Guided Reading	Jim and the Beanstalk The Hodgeheg Non-fiction texts linked to topic.	Lights on Cotton Rock Fantastic Mr Fox Non-fiction texts linked to topic.	Harley Hitch and the iron forest Non-fiction texts linked to topic.	Alien in the Jam Factory Non-fiction texts linked to topic.	Mr Penguin and the Lost Treasure Non-fiction texts linked to topic.	Firework Maker's Daughter Non-fiction texts linked to topic.



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Let's think in English	Old (3 weeks) Phillip (3 weeks)	Splash (3 weeks) Shirley (2 weeks)	Wolves (3 weeks) Red (3 weeks)	Promise (2 weeks) Tunnel (3 weeks)	Mysteries (3 weeks) Halvar (3 weeks)	Ian (2 weeks) Foundling (3 weeks)
SPAG	Nouns, adjectives, verbs, adverbs, subject, object, verb, clauses and phrases, conjunctions, main and subordinate clauses, capital letters and full stops, question marks and exclamation marks, commas in lists, apostrophes for omission and possession, inverted commas for direct speech, prepositions, statement, question, exclamation, command, homonyms and homophones.					
MATHS	<p><u>Number and Place Value</u> Represent and partition numbers to 1,000 Understand the value of Hundreds, tens and ones Find 1, 10 or 100 more or less Estimate, order and compare numbers on a number line to 1,000 Count in 50s Solve number problems and practical problems involving the above</p> <p><u>Addition and subtraction</u> Apply number bonds within 10 Add and subtract 100s Add and subtract 10s across a 100 Add and subtract two numbers (across a 100) Add 2-digit and 3-digit numbers Subtract a 2-digit number from a 3-digit number Complements to 100 Use Inverse operations Solve addition and subtraction 2 step problems in contexts</p>	<p><u>Multiplication and division</u> Multiplication – equal groups Use arrays Know Multiples and division facts of 2, 3, 4, 5, 8 and 10 x Use sharing and grouping Know Multiples of 10 Reason about multiplication Multiply a 2-digit number by a 1-digit with exchange</p>	<p><u>Multiplication and division</u> Link multiplication and division Divide a 2-digit number by a 1-digit number - no exchange Divide a 2-digit number by a 1-digit number - flexible partitioning Divide a 2-digit number by a 1-digit number - with remainders Scaling <u>Measurement</u> Measure in m, cm and mm Equivalent lengths Compare lengths Add and subtract lengths Measure and calculate perimeter</p>	<p><u>Fractions</u> Understand the numerators and denominators of unit fractions Compare and order unit and non-unit fractions Understand the whole Fractions and scales Count in fractions and equivalent on a number line <u>Mass and Capacity</u> Use scales Measure mass in kg and g Equivalent masses (kg and g) Add and subtract mass Measure capacity and volume in litres and millilitres Equivalent capacities and volumes (litres and millilitres) Compare capacity and volume Add and subtract capacity and volume</p>	<p><u>Fractions</u> Add and subtract fractions Partition the whole Find unit and non-unit fractions of a set of objects Reasoning with fractions of an amount <u>Money</u> Pounds and pence Convert pounds and pence Add and subtract money Find change <u>Time</u> Roman numerals to 12 Tell the time to the minute Read time on a digital clock Use a.m. and p.m. Years, months and days Days and hours Hours and minutes - use start and end times and durations Solve problems with time</p>	<p><u>Shape</u> Turns and angles Compare angles Measure and draw accurately Horizontal and vertical Parallel and perpendicular Recognise and describe and draw 2-D and 3-D shapes Make 3-D shapes <u>Statistics</u> Interpret and draw pictograms Interpret and draw bar charts Collect and represent data</p>



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<p>SCIENCE</p>	<p>Skeletons (Biology) Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Movement (Biology) Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Nutrition and Diet (Biology) 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.</p>	<p>Nutrition and Diet (Biology) 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.</p> <p>Food Waste (Sustainability) Food waste is food that is safe to eat but is thrown away instead. -A lot of food waste and food remains end up in landfill sites, where they rot and have negative impacts on the planet.</p> <p>Rocks (Chemistry) Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p>	<p>Fossils (Chemistry) Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Soils (Chemistry) Recognise that soils are made from rocks and organic matter.</p>	<p>Light (Physics) Recognise that they need light in order to see things and that dark is the absence of light. - Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes. - Notice that light is reflected from surfaces. - 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>	<p>Plants A (Biology) 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 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.</p>	<p>Forces (Physics) 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.</p> <p>Biodiversity (Sustainability) Biodiversity describes the variety of living things within a habitat. -Human actions can reduce biodiversity. -Plants and animals may become endangered or extinct if their habitats are continually destroyed.</p>
<p>History</p>		<p>Stone Age to Iron Age Changes in Britain from the stone Age to the Iron Age. <u>E.g</u> Late neolithic hunter-gatherers and early farmers, for example Skara Brae. Bronze Age religion, technology, and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture</p>		<p>Ancient Egypt Achievements of the earliest civilisations. An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>		<p>WWII Evacuation of children A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</p>



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Geography	Fieldwork 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.		Europe Locate the world's countries, using maps to focus on Europe. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country		Rainforests Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.	
ART		Cave Art Environmental Art Relief printing / Painting with their own made tool Communication through images Create sketchbooks to record their observations and use them to review and revisit their ideas. To improve their mastery of art and design techniques. Learn about great artists, architects and designers in History. Artist study – Cave of the Hands in Argentina & Sol Lewitt, and his Wall Drawings		Egyptian Artifacts Create sketchbooks to record their observations and use them to review and revisit their ideas. To improve their mastery of art and design techniques. Learn about great artists, architects and designers in History. Drawing, paper mâché & painting Artist study – Historical pieces - Either Egyptian Cartouche or Plastic Hippo project		Art through shape and sound Mix Media Create sketchbooks to record their observations and use them to review and revisit their ideas. To improve their mastery of art and design techniques. Learn about great artists, architects and designers in History. Artist study – Wassily Kandinsky
DT	Puppet Person Design, make, evaluate. Technical knowledge - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Linkages and levers		Pizza Cooking Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.		Moving Animal Design, make, evaluate. Technical knowledge - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Cams and followers	



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			Making Dough and chopping veg			
PE	Invasion Games Play competitive games with attacking and defending. Netball	Dance Perform dances using a range of movement patterns Compare performances with previous ones and demonstrate improvement to achieve personal best.	Gymnastics Develop flexibility and strength techniques. Develop control and balance.	Gymnastics Linking movements to show a specific task; showing balance, coordination and creativity using the skills taught.	Athletics Use running and jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their best.	Striking and fielding Use running, jumping, throwing and catching in isolation and in combination.
Games	Invasion Games Football	Invasion Games Tag Rugby	Invasion Games Handball	Outdoor Adventurous Activities	Athletics Use running and jumping, throwing and catching in isolation and in combination.	Net/Wall Games Tennis (outdoor) & Badminton (indoor)
RE	Islam: What difference does being a Muslim make to daily life? Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions; identify some similarities and differences in how people practise and express beliefs within Islam; identify a range of ways in which beliefs can have an impact on a Muslim's daily life, their family, community and society.	Christianity/Multi: What do we mean by truth? Is seeing believing? Recognise that there are many different religious and non-religious answers to questions people raise about the world around them; talk about the difference between knowing and believing; decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, using more than one reason to support their view.	Christianity: Why is there so much diversity in believe in Christianity? Identify some of the ways people use the terms 'religion' and 'belief' when exploring Christianity; identify some similarities and differences in how Christians practise and express beliefs; identify a range of ways in which a Christian's beliefs can have an impact on their daily life, their family, community and society.		Islam: What do Muslims believe about God? Show awareness of different sources of authority and how they link with Muslims' beliefs; show awareness of some of the similarities and differences within Islam; recognise ways in which beliefs might make a Muslim think about how they live their life, how they see the world in which they live and how they view others.	Multi: What does sacrifice mean? Recognise that there are many different religious and non-religious answers to questions people raise about the world around them; recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.
MUSIC	Writing music down Sing a widening range of unison songs, of varying styles and structures; sing with awareness of following the beat; share their thoughts and feelings about the music they have heard	Exploring feelings when you play Perform actions confidently and in time to a range of action songs; sing with awareness of following the beat; walk, move to or clap a steady beat with others,	Compose using your imagination Create music and/or sound effects in response to music and video stimulus; compose over a drone; use simple dynamics	Feelings through music Perform actions confidently and in time to a range of action songs; invent different actions to move in time with the music	Enjoying improvisation Identify some instruments they can hear playing; reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment	The Show Must Go On Structure their musical ideas, (e.g. using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end; play and perform melodies following a range of notation;



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		changing the speed of the beat as the tempo of the music changes				include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance
COMPUTING	E-Safety (1-2 hours) Use technology safely & respectfully, keeping personal information private; identify where to go for help & support when they have concerns about content or contact on the internet or other online technologies.	Digital Art (4-6 hours) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.	Programming in Scratch (4-6 hours) Design, write and debug programs that accomplish specific goal, including simulating physical systems. Use sequence and repetition in programs; work with various forms of input.	E-Safety (1-2 hours) Use technology safely, respectfully & responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content & contact.	Programming in Kodu (3-5 hours) Design, write & debug programs that accomplish specific goal, including simulating physical systems. Use sequence, selection, & repetition in programs; work with various forms of input.	3D Design (3-5 hours) Select, use & combine a variety of software (including internet services) on a range of digital devices to design & create a range of programs, systems & content that accomplish given goals.
	Comic Creation (3 hours) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.					
	Storyboards (1-2 hours) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.					
		Document Editing & Creation (1-2 hours) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.		Music Creation (2-3 hours) Select, use & combine a variety of software (including internet services) on a range of digital devices to design & create a range of programs, systems & content that accomplish given goals.	Branching Databases (1 hour) Collect, classify and present data.	Infographics (1-2 hours) Design & create content that accomplish given goals.
PSHE	NSPCC PANTS TEAM If a class team works well together, it has a positive impact on all of its members and what they can achieve, how an individual's actions can impact the team.	Think Positive Feelings (comfortable and uncomfortable) and how our attitude towards life can affect mental health.	Diverse Britain We live in a diverse, multicultural and democratic society. The need to be respectful of difference.	Be Yourself Confidence to be yourself. Identifying strengths and achievements and recognising different emotions.	It's My Body Choices about looking after their bodies. Making safer choices about their body, sleep and exercise, diet, cleanliness and substances.	Aiming High Goals and aspirations. Looking at achievements so far and the attitude needed for success.



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RSHE	My Feelings Pupils can identify their personal strengths and set aspirational goals for themselves, understanding how this contributes to and builds self-esteem.	My Body Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	My Relationships Pupils can recognise a wide range of relationships, including attributes of positive, healthy relationships.	My Beliefs Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl. Pupils can begin to identify bias and opinion.	My Rights and Responsibilities Pupils understand the right to protect their body from unwanted touch. Pupils can identify their own rights (e.g. UN Convention on the Rights of the Child), those others and who is responsible for rights being met.	Asking for help Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.
LANGUAGES French	French Where is France? Numbers and Alphabet All about me	French My Home Colours Animals (pets)	French Food Calendar	French Clothing Shopping Holidays & celebrations	French My Town The Weather	French Sports School