

KS 2 Long Term Plan- Year 3

| Terms | Autumn 1 | | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topics | Getting to know you | Fantastic Forces | Amazing Anglo-Saxons | Christmas | The Great Fire of London | “ Bonjour” France | Boudica verses the Romans | The Great British Outdoors |
| Secrets of Success | Try new things | Work Hard | Concentrate | Understanding others | Push Yourself | Improve | Don't Give Up | Imagine |
| Role Play | Under the Sea! | Science lab | Anglo- Saxon House | Christmas sorting office | The bakery display | French cafe | Celtic round house | Picnic, binoculars and British wildlife pictures |
| Authors | Michael Morpurgo | | | | Enid Blyton | | Roald Dahl | |
| Reflection on Corners | Come and join us | | Gifts | | The best that we can be | | Memories | |
| External events, Trips and visits | | Harvest | School Journey | Evening Carol Concert | Lower school orchestra | Enterprise Initiative | | District Sports |
| Spoken Language | Who am I? | Presenting their findings | Story telling | Naming the oceans and continents game | Fire of London day | Preparing adverts for our “French Market” | Roman timelines | Reflecting on Secrets of Success, strengths and areas to work on. |

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| <p style="text-align: center; font-weight: bold; font-size: 2em;">English</p> | <p>Who am I? Describe their physical features and characteristics using adjectives, similes and paragraphs</p> <p>KPI- Organises paragraphs around a theme</p> <p>KPI- Proof-reads for spelling and punctuation errors</p> | <p>Writing non-fiction facts and information about forces.</p> <p>Spelling challenges</p> <p>KPI- to use joined handwriting throughout independent writing</p> | <p>Recount of school Journey</p> <p>Quests After listening to and reading a variety of quest stories,</p> <p>KPI-Introduces inverted commas to punctuate direct speech</p> <p>KPI- In narratives, creates settings, characters and plot</p> | <p>Non-chronological reports</p> <p>Poetry</p> <p>KPI- Uses headings and sub-headings to aid presentation</p> | <p>Writing instructions</p> <p>Diary writing</p> <p>KPI- Expresses time, place and cause using conjunctions</p> <p>KPI- Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg a rock, an open box</p> | <p>Writing recipes</p> <p>KPI- spell common words correctly including exception words</p> <p>KPI- spell words as accurately as possible using phonic knowledge</p> | <p>Historical recounts</p> <p>Story writing</p> <p>KPI- Introduces inverted commas to punctuate direct speech</p> <p>KPI- write for a range of real purposes and audiences as part of their work across the curriculum</p> <p>KPI- monitor whether their own writing makes sense</p> | <p>Fables and animal stories</p> <p>KPI- In narratives, creates settings, characters and plot</p> <p>KPI- Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'</p> <p>KPI- to understand the skills and processes that are essential for writing; that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear</p> |
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| Reading | A wide range of fiction, | Non fiction, Reference books or text book (Forces) | Non fiction, Reference books or text books (Anglo-Saxons) | Poetry | A wide range of fiction, (Enid Blyton) Poetry | A wide range of fiction, | Non fiction, Reference books or text books (Boudica) | Fiction identifying themes and conventions in a wide range of books (Roald Dahl) |
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Number and place value

Counts from 0 in multiples of four, eight, 50 and 100

Can work out if a given number is greater or less than 10 or 100

Number addition and subtraction

Adds and subtracts numbers mentally including:
□ a three-digit number and ones

Property of shape

Identifies right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identifies whether angles are greater than or less than a right angle

Number multiplication and division

Recalls and uses multiplication and division facts for the multiplication tables: (3,4,8)

Number and place value

Recognises the place value of each digit in a three-digit number (hundreds, tens, and ones)

Number addition and subtraction

Adds and subtracts numbers mentally including:
□ a three-digit number and ones;
□ a three-digit number and tens

Number multiplication and division

Recalls and uses multiplication and division facts for the multiplication tables: (3,4,8)

Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Fractions

Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

Time

Tells and writes the time from an analogue clock and 12-hour and 24-hour clocks

Statistics

Interprets and presents data using bar charts, pictograms and tables

Number and place value

Solves number problems and practical problems involving these ideas

Number addition and subtraction

Adds and subtracts numbers mentally including:
□ a three-digit number and ones;
□ a three-digit number and tens; and
□ a three-digit number and hundreds.

Number multiplication and division

Recalls and uses multiplication and division facts for the multiplication tables:
□ three;
□ four; and
□ eight.

Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Fractions

Recognises, finds and writes fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

Money

Adds and subtracts amounts of money to give change, using both £ and p in practical contexts

Statistics

Interprets and presents data using bar charts, pictograms and tables

Number multiplication and division

Recalls and uses multiplication and division facts for the multiplication tables:
□ three;
□ four; and
□ eight.

Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Fractions

Recognises and shows, using diagrams, equivalent fractions with small denominators

Time

Tells and writes the time from an analogue clock and 12-hour and 24-hour clocks

Property of shape

Identifies right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identifies whether angles are greater than or less than a right angle

Number and place value

Solves number problems and practical problems involving these ideas

Number addition and subtraction

Adds and subtracts numbers mentally including:

Number multiplication and division

Recalls and uses multiplication and division facts for the multiplication tables:

Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Length and Capacity

Measures, compares, adds and subtracts lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Time

Tells and writes the time from an analogue clock and 12-hour and 24-hour clocks

Money

Adds and subtracts amounts of money to give change, using both £ and p in practical contexts

Number multiplication and division

Recalls and uses multiplication and division facts for the multiplication tables:

□ three;
□ four; and
□ eight.
Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Money

Adds and subtracts amounts of money to give change, using both £ and p in practical contexts

Property of shape

Identifies right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identifies whether angles are greater than or less than a right angle

| Science | Forces and magnets | Rocks | Light | Animals including humans | Plants |
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| | <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> | <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p> | <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the sizes of shadows change.</p> | <p>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>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> | <p>Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.</p> <p>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>Investigate the ways in which water is transported within plants.</p> <p>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> |

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| History | (Focus on Geography) | <p>Why did the Saxons come to England and how did they live?</p> <p>KPI- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>KPI- Use evidence to ask questions and find answers to questions about the past</p> | <p>The Great Fire of London was awful wasn't it?</p> <p>KPI- Suggest causes and consequences of some of the main events and changes in history</p> <p>KPI- Use dates and terms to describe events</p> | (Focus on Geography) | <p>Was Boudica a Great Leader?</p> <p>KPI- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>KPI- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. (link in ICT)</p> | (Focus on Geography) |
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| Geography | <p>Getting to know our world</p> <p>Name and locate the world's continents and oceans.</p> <p>Use world maps, atlases and globes to identify countries, continents and oceans.</p> <p style="text-align: center;">Locate world countries (Europe)</p> <p>To name and locate the equator, northern hemisphere, southern hemisphere, tropic of cancer and Capricorn, arctic and Antarctic circle, date and time zones – and describe some of the characteristics of these geographical areas.</p> | <p>(Focus on History)</p> <p>(Describe and understand settlements and trade links)</p> | <p>(Focus on History)</p> | <p>Locate worlds countries, focusing on Europe</p> <p>□ France, compare and locate (Link to French)</p> <p>To use maps, atlases, globes and computer mapping to locate countries and describe features</p> | <p>(Focus on History)</p> <p>Study a region of the UK –not local area</p> <p>BV-The great British Outdoors LONDON</p> <p>To name and locate countries and cities of the United Kingdom, geographical regions and there human and physical characteristics including hills, mountains, cities, rivers, key features, land use patterns and understand how some of these have changed over time</p> <p>To describe aspects of physical and human geography</p> |
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| Music | | <p>Benjamin Britten- There was a Monkey</p> <p>(TO PERFORM) Sing from memory with accurate pitch, pronounce words within a song clearly, showing control of voice</p> | | <p>Ho Ho Ho and Christmas Concert</p> | <p>Glockenspiel stage 2</p> <p>(TO COMPOSE & TRANSCRIBE)</p> <p>Compose and perform melodic songs</p> <p>Create repeated patterns using digital technology and standard symbols to show where to play and rest.</p> | <p>Let your Spirits Fly!</p> | <p>Three Little Birds</p> <p>(TO DESCRIBE MUSIC)</p> <p>To evaluate music using musical vocabulary to identify areas of likes and dislikes</p> | <p>Reflect Rewind and replay</p> |
| | PE | <p>Playground Games Games Football/Dodgeball</p> <p>To throw and catch with accuracy</p> <p>To strike and a field a ball with control</p> <p>To follow the rules of the game and play fairly</p> | <p>Outdoor and adventurous activity</p> <p>To arrive properly equipped for OAA</p> <p>To understand the need to show accomplishment in managing risks</p> <p>To show resilience when plans do not work and initiative to try new ways of working</p> | <p>Swimming</p> <p>To swim between 25- 50 metres unaided</p> <p>To use more than one stroke and coordinate breathing as appropriate for the stroke being used</p> | <p>Gymnastics Dance</p> | <p>Netball</p> | <p>Athletics</p> <p>To sprint over a short distance</p> <p>To use a range of throwing techniques</p> <p>To throw with accuracy to hit a target or cover a distance</p> | |

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| Computing | E- Safety and Core skills | Computer Science | Digital Literacy | Computer Science | Digital Literacy and ICT | Digital Literacy and ICT | Digital Literacy and ICT |
| | To understand that comments made online that are hurtful or offensive are the same as bullying | 2-code | Produce an interactive report on their School Journey for their parents | To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | Use a spreadsheet to look at profits from their enterprise | Create an informative account of Boudica using Purplemash | Scratch cat and mouse game |
| | | | Scratch – Viking Invasion | | 2 simple French | | To use specific screen coordinates to control movement |
| | | | To use specific screen coordinates to control movement | | To devise and construct databases | | To set the appearance of objects and create sequence of changes |
| | | | To set the appearance of objects and create sequence of changes | | | | To create and edit sounds, control when they are heard, their volume, duration and rests |
| | | | To create and edit sounds, control when they are heard, their volume, duration and rests | | | | |
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| Design Technology | | <p>Use their knowledge if forces to design and make a spinning top</p> <p>Design and make their own games using control technology</p> <p>To use control technology to design a game</p> | Focus on Art | <p>Tudor houses Recreate the fire of London using digital technology.</p> <p>.</p> | <p>To cook and prepare food for our French market, citron presse, baguette and French onion soup. Sell to parents for Enterprise initiative.</p> <p>To prepare ingredients hygienically, measuring to the nearest gram and following a recipe</p> <p>To assemble or cook ingredients</p> | <p>Make a Roman Chariot/ mosaic and shield</p> <p>To cut materials accurately and safely. To measure and mark to the nearest mm</p> | |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art and design</p> | <p>To use their sketchbooks to revisit their self-portraits. Use digital art to then create Andy Warhol self portraits.</p> <p>To sketch lightly and use different hardness of pencils for tone, line and texture</p> | <p>Focus on DT</p> | <p>To use their knowledge of Anglo- Saxon artifacts to design and make an Anglo Saxon brooch</p> <p>To select and arrange materials for a striking effect</p> <p>To ensure the work is precise</p> | <p>Christmas Making Day</p> | | <p>Renoir-umbrellas. Children look at the work of Renoir to recreate sections of the painting in detail. Use old umbrellas as a to design and make umbrellas. Use photograph to recreate the original with their umbrellas.</p> <p>To sketch lightly and use different hardness of pencils for tone, line and texture</p> <p>To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines</p> <p>To mix colours effectively</p> | | <p>To make tree sculptures</p> <p>To create and combine shapes to create recognizable forms</p> <p>Use clay and other moldable materials</p> |
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| French | <p>Greetings</p> <p>My family Describing family members</p> <p>Write and copy everyday words correctly</p> | <p>0-30 Days of the week</p> | <p>Classroom objects</p> | <p>Christmas in France Story</p> | <p>Classroom commands</p> <p>Cross Curricular Links Describing a painting Adjectives Colours and verb "to like"</p> <p>Read outloud everyday words and phrases</p> <p>Understand a range of spoken phrases</p> | <p>Easter Traditions</p> <p>Numbers 30 – 60</p> <p>To identify countries and communities where the language is spoken</p> <p>To make comparisons between life in France and this country</p> | <p>Cross Curricular Links Animals and humans (parts of the body)</p> <p>Label items and choose appropriate words to complete short sentences</p> | <p>"The Hungry Caterpillar"</p> |
| | RE | <p>People from the Old Testament</p> | <p>What makes a Christian? (2 weeks)</p> | <p>How do Advent and Epiphany show us what Christmas is really about?</p> <p>3 and 4 Carol Concert</p> | <p>Judaism 3 What does it mean to be a Jew?</p> | <p>Jesus' new commandment and the 2 greatest commandments (2 weeks)</p> <p>Easter people (4 weeks)</p> <p>Easter Service</p> | <p>Who is Jesus? (I am sayings)</p> | <p>What are the miracles of Jesus?</p> |

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| PSHE | <p style="text-align: center;">Health and wellbeing</p> <ol style="list-style-type: none"> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing | <p style="text-align: center;">Relationships</p> <ol style="list-style-type: none"> 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 2. | <p style="text-align: center;">Living in the wider world</p> <ol style="list-style-type: none"> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens |
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