



KS2 | LONG TERM PLANNING | YEAR 3



Y3	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
	Getting to know you	Under the Sea	Amazing Anglo-Saxons	Christmas	The Great Fire of London	“Bonjour” France	Boudicca 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
British Values		Democracy	Rule of Law		Tolerance of different cultures & religions	Mutual Respect	Individual Liberty	British Values (REACH)
Role Play	Under the Sea!	Science lab	Anglo- Saxon House	Christmas sorting office	The bakery	French cafe	Celtic round house	Picnic, binoculars and British wildlife pictures
Authors	Michael Morpurgo				Enid Blyton		Roald Dahl	
Reflection on Corner	Come and join us		Gifts		The best that we can be		Memories	
External events, Trips and visits		Harvest Assembly	Trip to Priory Park: “Feel the Force” School Journey: Ufton Court Gymnastics Competition	Christmas Making Day Evening Carol Concert Attend Christmas Service	“Great Fire of London Day” Inter-School Cross country Lower school orchestra Art Week	Book Week Enterprise Initiative: Au Marché Attend Easter Service	Class Assemblies Dance Festival PTA Funded: Portal to the Past “The Romans” Football Friendlies	District Sports Sports Day Summer Concert
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

English	<p>Letter writing (to persuade): Dear Greenpeace</p> <p>KPI- Organises paragraphs around a theme</p> <p>KPI- Proof-reads for spelling and punctuation errors</p>	<p>Description Writing (to entertain): Finding Nemo</p> <p>Explanation Writing (to inform): Fantastic Forces</p> <p>KPI- to use joined handwriting throughout independent writing</p>	<p>Explanation Writing (to inform): Amazing Anglo-Saxons</p> <p>Recount Writing (to inform): School Journey</p> <p>Narrative Writing (to entertain): Beowulf</p> <p>KPI- Introduces inverted commas to punctuate direct speech</p> <p>KPI- In narratives, creates settings, characters and plot</p>	<p>Christmas</p> <p>KPI- Uses headings and sub-headings to aid presentation</p>	<p>Poetry Writing (to entertain): The Fire Rages On</p> <p>Newspaper Writing (to inform): Fire Hits London</p> <p>Recount Writing (to inform): Dear Diary</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>Advert Writing (to persuade): Come to France</p> <p>Instruction Writing (to persuade): Recipes</p> <p>Description Writing (to entertain): Asterix</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>Biography Writing (to inform): Boudicca's Rebellion</p> <p>KPI- Introduces inverted commas to punctuate direct speech</p> <p>KPI- 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>Biography Writing (to inform): Roald Dahl: Boy</p> <p>Narrative Writing (to entertain): The Great British Outdoors Fantastic Stories</p> <p>Poster Writing (to persuade): The Great British Outdoors</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>

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;
 □ a three-digit number and tens

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

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

Statistics
 Interprets and presents data using bar charts, pictograms and tables

Place value
 Solves number problems and practical problems involving these ideas

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

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

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

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

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

Geometry
 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
 Describes properties of shapes

Place value
 Solves number problems and practical problems involving these ideas

Addition and subtraction
 Adds and subtracts numbers mentally including:

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

Measures
 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

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

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

Geometry
 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

Forces and magnets

Compare how things move on different surfaces

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.

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Rocks

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Describe in simple terms how fossils are formed when things that have lived are trapped within rock

Recognise that soils are made from rocks and organic matter.

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Light

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 a solid object

Find patterns in the way that the sizes of shadows change.

Animals including humans

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

Identify that humans and some animals have skeletons and muscles for support, protection and movement.

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Plants

Identify and describe the functions of different parts of plants; roots, stem, 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 ways 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

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History	(Focus on Geography)	<p>Why did the Saxons come to England and how did they live?</p> <p>(INVESTIGATE AND INTERPRET) Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>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>(INVESTIGATE AND INTERPRET) Suggest causes and consequences of some of the main events and changes in history</p> <p>(CHRONOLOGY) Use dates and terms to describe events</p>	(Focus on Geography)	<p>Was Boudicca a Great Leader?</p> <p>(CHRONOLOGY) Use literacy, numeracy and computing skills in order to communicate information about the past. (link in ICT) (OVERVIEW OF HISTORY) Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	(Focus on Geography)
Geography	<p>Getting to know our world</p> <p>Name and locate the world's continents and oceans.</p> <p>(INVESTIGATE PATTERNS) 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>	(Focus on History)	(Focus on History)	<p>France: Europe</p> <p>(INVESTIGATE PLACES) To use maps, atlases, globes and computer mapping to locate countries & describe features Name & locate countries of Europe & identify their main characteristics</p> <p>(COMMUNICATE GEOGRAPHICALLY) To describe aspects of physical and human geography</p>	(Focus on History)	<p>Study a region of the UK LONDON</p> <p>(INVESTIGATE PLACES) To name and locate countries and cities of the United Kingdom, geographical regions and their human/physical characteristics including hills, mountains, cities, rivers, key features, land-use patterns and understand how some of these have changed over time</p>
Music	<p>Let your Spirits Fly!</p> <p>(TO PERFORM) Sing from memory with accurate pitch (in tune), pronounce words within a song clearly, showing control of voice</p>	Christmas Concert	<p>Glockenspiel Stg 2</p> <p>(TO COMPOSE & TRANSCRIBE) Compose and perform melodic songs</p> <p>Devise non-standard symbols to indicate when to play/rest. To recognize the notes EGBDF and FACE on the musical stave</p> <p>To recognize the symbols for minim, crotchet and semibreve and at how many beats they represent</p>	Benjamin Britten- There was a Monkey	<p>Three Little Birds</p> <p>(TO DESCRIBE MUSIC) To evaluate music using musical vocabulary to identify areas of likes and dislikes</p>	Reflect Rewind and replay

PE	Playground Games Gymnastics		Netball OUTDOOR AND ADVENTUROUS ACTIVITY To arrive properly equipped for OAA To understand the need to show accomplishment in managing risks To show resilience when plans do not work and initiative to try new ways of working Dodgeball GAMES To throw and catch with accuracy To strike and a field a ball with control To follow the rules of the game and play fairly	Cross Country Basketball Team Building	Football DANCE To refine movements into sequences (plan, perform and repeat sequences) To develop physical strength and suppleness by practising moves and stretching	SWIMMING To swim between 25- 50m To use more than one stroke and coordinate breathing as appropriate for the stroke being used Rugby Tennis	SWIMMING ATHLETICS To sprint over a short distance To use a range of throwing technique To throw with accuracy to hit a target or cover a distance Cricket Rounders
	Computing	E- Safety and Core skills (CONNECT) To understand that comment made online that are hurtful or offensive are the same as bullying	Computer Science 2-code	Digital Literacy Produce an interactive report on their School Journey for their parents Scratch – Viking Invasion To use specific screen coordinates to control movement 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	Computer Science To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Digital Literacy and ICT Use a spreadsheet to look at profits from their enterprise 2 simple French (TO COLLECT) To devise and construct databases	Digital Literacy and ICT Create an informative account of Boudica using Purplemash

Design Technology	(Focus on Art)	<p>Spinning Tops Use their knowledge if forces to design and make a spinning top</p> <p>Games Design and make their own games using control technology</p> <p>(PRACTICAL SKILLS: COMPUTING) To control and monitor models using software</p>	(Focus on Art)	<p>Tudor houses Recreate the fire of London using digital technology.</p> <p>.(Construction) To choose suitable techniques to construct products or repair items To strengthen materials using suitable techniques</p>	<p>French Market To cook and prepare food (citron pressé, baguette and French onion soup.) Sell to parents for Enterprise initiative.</p> <p>(PRACTICAL SKILLS:FOOD) To prepare ingredients hygienically, measuring to the nearest gram, following a recipe To assemble or cook ingredients</p>	<p>Make a Roman Chariot/ mosaic and shield (PRACTICAL SKILLS: MATERIALS) To cut materials accurately and safely. To measure and mark to the nearest mm (DESIGN, MAKE, EVALUATE, IMPROVE) To design with purpose (Inspiration) To disassemble products to understand how they work</p>		
	Art and design	<p>Under the sea images</p> <p>Portraits: Andy Warhol To use their sketchbooks to revisit their self-portraits.</p> <p>To sketch lightly and use different hardness of pencils for tone, line and texture</p>	(Focus on DT)	<p>Anglo Saxon Brooches To use their knowledge of Anglo- Saxon artifacts to design and make an Anglo Saxon brooch</p> <p>(TECHNIQUES: COLLAGE) To select and arrange materials for a striking effect</p> <p>To ensure the work is precise</p>	Christmas Making Day	(Focus on DT)	<p>Renoir- umbrellas. Children look at the work of Renoir to recreate sections of the painting in detail. (INSPIRATION) To create original pieces, influenced by studies of others</p> <p>(TECHNIQUES: DRAWING) To sketch lightly and use different hardness of pencils for tone, line and texture</p>	

French	Greetings Getting To know You	Getting To know You (SPEAK CONFIDENTLY) Understand a range of spoken phrases To answer simple questions and give basic information	Classroom objects	Christmas in France Story	Classroom commands Cross Curricular Links Describing a painting Adjectives Colours and verb "to like"	Easter Traditions Numbers 30 – 60 Food Je voudrais... (CULTURE) To identify countries and communities where the language is spoken To make comparisons between life in France and this country (WRITE IMAGINATIVELY) Write and copy everyday words correctly	Cross Curricular Links Animals and humans (parts of the body) (WRITE IMAGINATIVELY) Label items and choose appropriate words to complete short sentences (READ FLUENTLY) Read aloud everyday words and phrases	"The Hungry Caterpillar"
	RE	People from the Old Testament Beliefs, Teachings and Sources Values and commitments	What makes a Christian? (2 weeks)	How do Advent and Epiphany show us what Christmas is really about? Forms of Expression Identity and belonging	Judaism 3 What does it mean to be a Jew?	Jesus' new commandment and the 2 greatest commandments (2 weeks) Easter people (4 weeks)	Who is Jesus? (I am sayings) Beliefs, teaching and sources, Meaning, purpose and truth	What do the miracles of Jesus teach? Beliefs, teaching and sources, Meaning, purpose and truth
PSHE	JIGSAW PUZZLE 1: Being Me	JIGSAW PUZZLE 2: Celebrating Difference I can tell you about a time when my words affected someone's feelings and what the consequences were	JIGSAW PUZZLE 3: Dreams & Goals I can evaluate my own learning process and identify how it can be better next time	JIGSAW PUZZLE 4: Healthy Me	JIGSAW PUZZLE 5: Relationships I can explain how some of the actions and work of people around the world help and influence my life	JIGSAW PUZZLE 6: Changing Me		