

## Year 3 – Long Term Plan

Year 3	School Global theme	Relationships		Living in the Wider World		Healthy and Wellbeing	
	Significant People	King Tutankhamun Howard Carter		Beatrix Potter (scientific painting) Dorothy Goddard (archaeologist)		William Shakespeare	Millie Knight (Kent Paralympian)
	Anchor Point (Local Study)	Dover Port		Bronze Age Boat-Dover Museum		Sandwich	
	National & whole school events	9 <sup>th</sup> September World Read a Book Day 11 <sup>th</sup> September Roald Dahl Day 21 <sup>st</sup> September Art Week 28 <sup>th</sup> September Healthy Eating Week 28 <sup>th</sup> September Maths Audit 7 <sup>th</sup> October Harvest 9 <sup>th</sup> October Pupil Progress Meetings 12 <sup>th</sup> October Assessment Week 15 <sup>th</sup> October Provisional Kent Test	4 <sup>th</sup> -11 <sup>th</sup> Book Fair 3 <sup>rd</sup> - 4 <sup>th</sup> November Parent Partnership Evening 9 <sup>th</sup> November English Audit week 11 <sup>th</sup> November Remembrance Day 13 <sup>th</sup> November Children in Need 16 <sup>th</sup> November Anti Bullying & Road Safety Week 25 <sup>th</sup> November No Pens Wednesday 27 <sup>th</sup> November Christmas Craft Day 2 <sup>nd</sup> December PJ Day 3 <sup>rd</sup> - 9 <sup>th</sup> December Nativity 7 <sup>th</sup> December Assessment Week 11 <sup>th</sup> December Christmas Fayre 14 <sup>th</sup> December Christmas Dinner 16 <sup>th</sup> December – Trust Christmas Concert 18 <sup>th</sup> December – Christmas Jumper Day & Christmas Assembly	25 <sup>th</sup> January Maths Audit Week 1 <sup>st</sup> February Mental Health Week 1 <sup>st</sup> February Assessment Week 9 <sup>th</sup> February Safer Internet Day 12 <sup>th</sup> February Chinese New Year Shrove Tuesday	4 <sup>th</sup> March World Book Day – Dress Up 8 <sup>th</sup> March Science Week 9 <sup>th</sup> & 10 <sup>th</sup> Primary Dance Festival 15 <sup>th</sup> March Shakespeare Week 17 <sup>th</sup> March St Patricks Day 19 <sup>th</sup> March Comic Relief 22 <sup>nd</sup> March Assessment Week 30 <sup>th</sup> - 31 <sup>st</sup> March Parent Partnership meetings Easter	SATS TERM 19 <sup>th</sup> April Inset day Staff in 6 <sup>th</sup> April Mock SATs 3 <sup>rd</sup> – 31 <sup>st</sup> May Key Stage 1 SATs 10 <sup>th</sup> -14 <sup>th</sup> May Key Stage 2 SATs World Earth Day Book Week	7 <sup>th</sup> June Multiplication Screening 7 <sup>th</sup> June Year 1 Phonics 14 <sup>th</sup> June Assessment Week 21 <sup>st</sup> June Sports Week 28 <sup>th</sup> June Enterprise Week 1 <sup>st</sup> July Common Transfer day 2 <sup>nd</sup> July Summer Fayre 7 <sup>th</sup> – 8 <sup>th</sup> July Parent Partnership meeting 14 <sup>th</sup> July Graduation 15 <sup>th</sup> July Prom 16 <sup>th</sup> July Leavers Service
	Assemblies	Harvest	Anti-Bullying Week Remembrance Day Children in Need Nativities	Safer Internet Day Shrove Tuesday	Science Week Comic Relief Easter	World Earth Day Book Week	Sports Week Enterprise Week
	Theme	'Go the extra mile down the River Nile!'		'Between a rock and a hard place'		'To be, or not to be: that is the question' William Shakespeare	'The only disability in life is a bad attitude' Scott Hamilton
	Term	Term 1 (8 weeks) 1.9.20 - 23.10.20	Term 2 (7 weeks) 2.11.20 - 18.12.20	Term 3 (6 weeks) 4.1.20 - 12.2.20	Term 4 (6 weeks) 22.2.20 - 1.4.20	Term 5 (5 weeks) 19.4.20 - 28.5.20	Term 6 (5 weeks) 7.6.20 - 16.7.20

English	<p><b>Discussion text- being a slave</b>  <b>Instructions- How to prepare a mummy, making a pulley system (DT)</b>  <b>Narrative- retelling a story, setting description</b>  <b>Non-chronological- information leaflet about pyramids, healthy eating leaflet</b>  <b>Recount- diary entries</b>  <b>Persuasion- persuasive formal letter</b>  <b>Poetry- Healthy eating rap</b></p>	<p><b>Narrative- adding speech, character descriptions</b>  <b>Non-chronological- A guide to surviving the Stone Age, fact files, How are fossils formed?</b>  <b>Persuasion- an informal letter</b>  <b>Recount- newspaper report, diary entry</b>  <b>Instructions- linked to Science Week write up</b></p>		<p><b>Discussion text- World Earth Day</b>  <b>Narrative- play scripts</b>  <b>Poetry- Sonnets</b></p>	<p><b>Discussion text- 'Our time in Year 3'</b>  <b>Chronological- CVs</b>  <b>Recount- a recount of Sports Day (commentary)</b></p>
Quality Text	<p>'The Egyptian Cinderella' by Shirley Climo          'How to Prepare a Mummy' by Jillian Powell          'Pharaoh's Fate' by Camille Gautier &amp; Stéphanie Vernet          'An Egyptian Pyramid' by          'The Twits' Roald Dahl- (class reader)</p>	<p>'Stone Age Boy' by S. Kitamura          'Stig of the Dump' by Clive King          'The Iron Man' by Ted Hughes          'Ug' by Raymond Briggs          'Stone Age Tablet' (NF) by Andrew Langley</p>		<p>'A Midsummer Night's Dream'- by William Shakespeare (Andre Matthews and Tony Ross)          'Sonnet 18' by William Shakespeare</p>	<p>'Rescue and Jessica- a life changing friendship' by Jessica Kensky and Patrick Downes</p>
Mathematics	<p><b>Collins: Busy Ant Units 1 to 4</b>          Number &amp; place value          Addition &amp; subtraction          3D shapes          Measurement (mass)          Multiplication &amp; division          Number &amp; place value          Fractions          Measurement - mass          Shape – angles          Multiplication and division          Number and place value          Measurement – time</p>	<p><b>Collins: Busy Ant Units 5 to 8</b>          Number and place value          Addition and subtraction (incl money)          2D shapes          Multiplication and division          Number and place value          Fractions          Measurement – length          Addition and subtraction          Measurement – money          Statistics – bar charts, pictograms, tables          Multiplication and division          Fractions          Measurement - perimeter</p>		<p><b>Collins: Busy Ant Units 9 to 12</b>          Number and place value          Addition and subtraction          2D and 3D shapes          Multiplication and division          Fractions          Measurement – volume and capacity          Addition and subtraction          Money          Measurement – time          Multiplication and division          Bar charts, pictograms and tables</p>	<p><b>Catch Up, Consolidation and Gap Analysis</b></p>
Science	<p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>describe magnets as having 2 poles</li> <li>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> <li>setting up simple practical enquiries, comparative and fair tests</li> </ul>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants,</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change</li> </ul>	<p><b>Animals, including Humans</b></p> <ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions – tables and basic labelling</p>

				including pollination, seed formation and seed dispersal using results to draw simple conclusions, make predictions for new values		
Geography	<p><b>Physical Geography: Extreme Weather</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <i>physical geography- extreme weather earthquakes, tsunamis, floods etc.</i></li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>linked to History</i></li> </ul>	<p><b>Human Geography: Land uses</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <i>human geography- land uses agriculture, farming, business etc. link to local area and History</i></li> </ul>	<p><b>Geographical Study: Sandwich</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <i>enquiry, locational knowledge, focus study area</i></li> </ul>	<p><b>Map Skills/Fieldwork</b></p> <ul style="list-style-type: none"> <li>use the four points of a compass, coordinates, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> <li>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 and aerial photographs <i>map skills, scale, direction</i></li> </ul>		
History	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>	<p><b>Stone Age to Iron Age</b></p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age This could include: <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> </li> </ul>	<p><b>Sandwich-The Tudors</b></p> <ul style="list-style-type: none"> <li>a local history study</li> </ul>			
Art	<p><b>3D Form</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations</li> <li>to improve their mastery of art and design techniques, including sculpture with a range of materials</li> <li>to learn about great architects and designers in history <i>mastery of techniques: 3D Form, explore and develop ideas: sketchbooks, explore and develop ideas, use of ICT</i></li> </ul>	<p><b>Painting and Printing</b></p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including painting with a range of materials</li> <li>to learn about great artists and designers in history. <i>mastery of techniques: Painting, mastery of techniques: Printing, evaluate and build on ideas, explore and develop ideas: sketchbooks</i></li> </ul>	<p><b>Textiles/Collage</b></p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques with a range of materials</li> <li>to use sketch books to review and revisit ideas</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal, paint]</li> </ul>		

	<i>Linked to History topic pyramids, sarcophagus etc, clay work</i>		<i>Cave symbols, prints etc.</i>		<ul style="list-style-type: none"> <li>to learn about great designers in history.</li> </ul> <i>mastery of techniques: Textiles/Collage, evaluate and build on ideas</i> <i>tapestries linked to History</i>	<ul style="list-style-type: none"> <li>to learn about great artists in history.</li> </ul> <i>mastery of techniques: Drawing, evaluate and build on ideas: sketchbooks</i> <i>royal self-portraits with Tudors</i>
D&T	<b>3D Form</b> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> <i>working with tools, equipment, materials and components to make quality products</i> <i>linked to History and Art</i>		<b>Food Tech</b> <ul style="list-style-type: none"> <li>select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <i>working with tools, equipment, materials and components to make quality products: Food Tech</i> <i>linked to Stone/Iron Age</i>		<b>Textiles</b> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including, textiles, according to their functional properties and aesthetic qualities</li> </ul> <i>working with tools, equipment, materials and components to make quality products: Textiles</i>	<b>Enterprise Week</b> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>investigate and analyse a range of existing products</li> </ul> <i>developing, planning and communicating ideas, evaluating processes and products</i>
MFL	<ul style="list-style-type: none"> <li>All About Me</li> </ul>	<ul style="list-style-type: none"> <li>Getting to Know You</li> </ul>	<ul style="list-style-type: none"> <li>Food Glorious Food</li> </ul>	<ul style="list-style-type: none"> <li>Friends and Family</li> </ul>	<ul style="list-style-type: none"> <li>Our School</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>
PE	<b>Squash</b> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<b>Agility, Balance, Coordination/Multi-Skills (Sportshall Athletics Activities)</b>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	<b>Dance</b>	<b>Games Cricket Focus</b> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>	<b>Games Dribbling, Passing and Receiving (Focus Football)</b>
Computing	<ul style="list-style-type: none"> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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, including collecting, analysing, evaluating and presenting data and information</li> </ul> <i>sound and music, digital images, research</i> <i>animation around history, research linked to history or geography</i>		<ul style="list-style-type: none"> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <i>online safety</i> <i>linked to Safer Internet Day</i>		<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> <i>data handling, coding and algorithms</i> <i>databases with history/geography, instructions</i>	

Music	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul> <p><i>performing skills: singing, cultural development, personal development, music ICT</i></p>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul> <p><i>performing skills: instruments, cultural development, personal development</i></p>	<ul style="list-style-type: none"> <li>use and understand staff and other musical notations</li> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul> <p><i>composing, evaluation, aural and theoretical knowledge</i></p>	
RE	<ul style="list-style-type: none"> <li>Christianity – living a Christian life today</li> </ul>	<ul style="list-style-type: none"> <li>Christianity and Islam – different beliefs about God (comparison)</li> </ul>	<ul style="list-style-type: none"> <li>Christianity and Islam – importance of prayer (comparison)</li> </ul>	<ul style="list-style-type: none"> <li>Christianity and Islam – importance of festivals to religious communities (comparison)</li> </ul>
RSE	<p>Families and Friendships Safe Relationships Respecting Ourselves and Others</p>	<p>Belonging to a Community Media Literacy and Digital Resilience Money and Work</p>	<p>Physical Health and Mental Wellbeing Growing and Changing Keeping Safe</p>	