

## St Mary's Year 3 Long-Term Plan

	Autumn		Spring		Summer	
<b>Values Heartsmart</b>	LOVE 'Get HEARTSMART'	COMPASSION 'Don't Forget to Let Love In!'	RESPECT 'Too much Selfie isn't healthy!'	COURAGE 'Don't Rub it in, Rub it Out!'	HONESTY 'Fake is a Mistake!'	DETERMINATION 'No Way through isn't true!'
<b>Visits/ Visitors</b>	Pantomime Remembrance Day ( <i>Courageous Advocacy</i> )		Norton Priory		Mosque visit & World Museum visit	
<b>Maths</b>	<p><b>number and place value:-</b> count from 0 in multiples of 4,8,50 and 100; finding 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words</p>	<p><b>addition and subtraction:-</b> add and subtract numbers mentally, including • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds add and subtract numbers with up to three digits. Using formal written methods of columnar addition and subtraction.</p> <p><b>multiplication and division-</b> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing into formal written methods solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects</p>	<p><b>multiplication and division:-</b> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing into formal written methods solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <p><b>fractions: -</b> count up and down in <i>tenths</i>; recognise that tenths arise from dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10</p>	<p><b>measurement:-</b> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2- d shapes add and subtract amounts of money to give change, using both £ and p in practical contexts tell and write the time from an analogue clock, including using roman numerals from i to xii, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as am/pm, morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare duration of events, for example to calculate the time taken by particular events or tasks.</p> <p>Solve number problems and practical problems involving the ideas from number and place value. estimate the answer to a calculation and use inverse operations to check answers.</p>	<p><b>geometry:-</b> draw 2-d shapes and make 3-d shapes using modelling materials; recognise 3-d shapes in different orientations and describe them recognise that angles are a property of shape or description of a turn identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Solve number problems and practical problems involving the ideas from number and place value. estimate the answer to a calculation and use inverse operations to check answers.</p>	<p><b>statistics:-</b> interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions such as 'how many more?' and 'how many fewer?' using information presented in scaled bar charts, pictograms and tables.</p> <p>Solve number problems and practical problems involving the ideas from number and place value. estimate the answer to a calculation and use inverse operations to check answers.</p> <p>solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence targeting specific areas identified through assessment process. Revisiting continuous objectives.</p>

	<p>Solve problems, including missing NUMBER problems, using NUMBER facts, place value and more complex addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers.</p>	<p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small Denominators Compare and order unit fractions, and fractions with the same denominators. Solve problems involving fractions.</p>	<p>Solve problems, including missing NUMBER problems, using NUMBER facts, place value and more complex addition and subtraction. Solve problems, including missing NUMBER problems, involving MULTIPLICATION and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. Solve problems involving fractions.</p>	<p>Solve problems, including missing NUMBER problems, using NUMBER facts, place value and more complex addition and subtraction. Solve problems, including missing NUMBER problems, involving MULTIPLICATION and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. Solve problems involving fractions.</p>	<p>problems in which n objects are connected to m objects Solve problems involving fractions</p>	
<p><b>English</b></p>	<p><u>Seal SURFER by Michael Foreman</u> <b>Writing</b> <b>Recount- Letter writing</b> Group related ideas into paragraphs Use a or an Prepositions to express time, place and cause Introduce inverted commas to punctuate direct speech <b>Final Outcome:</b> To write a letter describing missed events. <b>Greater Depth:</b> Letter writing from a different perspective in response to a letter received.</p> <p><b>Reading comprehension</b> Draw inferences (characters feelings, thoughts and motives) and justify with evidence Use dictionaries to check the meanings of words Predict from details stated and implied Ask questions to improve understanding of a text</p> <p><u>Winter's Child by Angela McAllister</u> <b>Writing</b> <b>Recount- Letter writing</b> Conjunctions to express, time, place and cause Adverbs to express time Create characters, settings and plot in narrative Propose changes to grammar and vocabulary to improve consistency Commas to separate items in a list</p>	<p><u>Big Blue Whale by Nicola Davies</u> <b>Writing</b> <b>Non- fiction: Persuasion</b> Adverbs to express time, place and cause Sentence structures Proof-read for spelling and punctuation errors <b>Final Outcome:</b> Write a leaflet persuading for the protection of the blue whale <b>Greater Depth:</b> Include a fact file about endangered sea creatures <b>Courageous Advocacy – God's Creatures</b></p> <p><b>Reading comprehension:</b> Read for a range of purposes Identify how language, structure and presentation contribute to meaning Retrieve and record information from non- fiction Predict from details stated and implied</p> <p><u>Stone Age Boy by Satoshi Kitamura</u> <b>Writing Non fiction</b> Use simple organizational devices Make improvements to grammar and vocabulary Proof-read for spelling and punctuation errors Paragraphing <b>Final Outcome:</b> A non-chronological report about an aspect of Stone Age life</p>	<p><u>Zeraffa Giraffa By Diane Hoffmeyer</u> <b>Writing Composition:</b> • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (Y4) • Proof-read for spelling and punctuation errors • Plan writing by discussing the structure, vocabulary and grammar of similar writing <b>Writing outcome:</b> Plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris</p> <p><b>Greater depth writing outcome:</b> To write the guide as above including a section of a researched Paris landmark <b>Reading comprehension:</b> Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Predict from details stated and implied Discuss words and phrases that capture the reader's interest Ask questions to improve understanding of a text</p> <p><u>JOURNEY by Aaron Becker</u> <b>Writing</b> <b>Narrative- adventure</b> Sentence structures Plan writing by discussing the structure, vocabulary and grammar of similar writing Proof-read for spelling and punctuation errors <b>Final Outcome:</b> Write an adventure story based on Journey using the language of Berlie Doherty</p>			

	<p><b>Final Outcome:</b> To write a fantasy story based on a fable.  <b>Greater Depth:</b> To write from a different point of view.</p> <p><b>Reading comprehension</b>  Draw inferences (characters' feelings, thoughts and motives) and justify with evidence  Predict from details stated and implied  Ask questions to improve understanding of a text Discuss words and phrases that capture the reader's interest and imagination</p>	<p><b>Greater Depth:</b> A non-chronological report which includes some instructions</p> <p><b>Reading comprehension:</b>  Predict from details stated and implied  Explain meanings of words in context  Identify main ideas drawn from more than one paragraph and summarise  Identify how language, structure and presentation contribute to meaning  Retrieve and record information from non-fiction</p>	<p><b>Greater Depth:</b> Include a new setting route to lead from one place to another.</p> <p><b>Reading comprehension:</b>  Discuss words and phrases that capture the reader's interest and imagination  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions  Predict from details stated and implied</p>
<p><b>Science</b></p>	<p><b>Work scientifically</b>  Compare and contrast the diets of different animals  Compare and group different kinds of rocks  Effects of water on rocks</p> <p><b>Understand animals and humans</b>  Animals including humans need correct nutrition  Identify and group animals with and without skeletons  Know that some animals and humans have skeletons</p> <p><b>Investigate materials - Rocks and soils</b> Compare and group different kinds of rocks Recognise that soils are made from rocks Describe how fossils are formed</p>	<p><b>Work scientifically</b>  Compare how things move  Explore the strength of magnets</p> <p><b>Understand movement, forces and magnets</b>  Explore forces.  Find out all about magnets</p>	<p><b>Work scientifically</b>  Plant experiment Discover how seeds are formed  How observe how water is transported in plants  Look for patterns with shadows  Investigate darkness is the absence of light</p> <p><b>Understand plants</b>  Identify and describe the functions of different parts of flowering plants.  What do plants need to live?  Investigate how water is transported within plants Explore the part that flowers play in the life cycle of plants</p> <p><b>Investigate light and seeing</b>  We need light to see.  Light is reflected from sources Light from the sun can be dangerous.  Investigate shadows.</p>
<p><b>R.E</b></p>	<p>Harvest 3.6  <b>How do people of faith say thank you to God?</b></p> <p>Called by God 3.1  What does it mean to be called by God?</p> <p>Christmas 3.2  Why is Jesus described as light of the world?</p>	<p>Jesus 3.3  How does/did Jesus change lives?</p> <p>Easter 3.4  Is the cross a symbol of sadness or joy?</p>	<p>Rules for living 3.5  Which rules should we follow?</p> <p>Proverbs S10  Is the book of Proverbs still relevant today?</p>

**Geography**

**Investigate places**

**Climate zones -**

Use maps, atlases, globes and digital/computer mapping to locate zones and describe features.

**Investigate patterns –**

Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle

**Communicate geographically**

- Describe key aspects of: physical geography, including: climate zones/water cycle.

**Continuous**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location.

**Investigate places**

**All about Rivers**

Where are the worlds rivers?,  
Why are they important?  
How do rivers form?

What are the impacts of floods on people and the environment?

**Investigate patterns**

Describe geographical similarities and differences between rivers.

**Communicate geographically**

Describe key aspects of: physical geography - rivers

**Continuous**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location.

**Investigate places**

**Settlements**

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

**Investigate patterns**

Describe how the locality of the school has changed over time.

**Communicate geographically**

**human geography**, including: settlements and land use.

**Continuous**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location.

<p><b>History</b></p>	<p><b>Investigate and interpret the past</b> Use evidence from Skara Brae to find out about The Stone Age</p> <p><b>Build an overview of world history</b> Construct a time line.</p> <p><b>Build an overview of world history.</b> Begin to place artefacts/events on a time line using dates/periods of time</p> <p><b>Communicate historically</b> Using historical vocabulary.</p>	<p><b>Investigate and interpret the past</b> Use historical artefacts from The Bronze Age such as the Amesbury Archer to find out what life was like . Investigate how the use of iron transformed lives – Iron Age</p> <p><b>Build an overview of world history</b> An overview of life in Britain – Stone Age to Medieval Britain.</p> <p><b>Build an overview of world history.</b> Order periods of time</p> <p><b>Communicate historically</b> Using historical vocabulary.</p>	<p><b>Investigate and interpret the past</b> Find out about The Romans and how life changed</p> <p><b>Build an overview of world history</b> Explain how social and cultural changes have occurred over time.</p> <p><b>Build an overview of world history.</b> Use dates and terms to describe events</p> <p><b>Communicate historically</b> Using historical vocabulary.</p>
<p><b>Computing</b></p>	<p>Connecting computers</p> <p>Self-image and identity Animation</p> <p>Online relationships</p>	<p>Why desktop publishing?</p> <p>Branching data bases</p> <p>Managing online information</p>	<p>Sequences in music</p> <p>Privacy and security</p> <p>Events and actions</p>
<p><b>P.E</b></p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b></p> <p>Passing for possession (Invasion) Gymnastics (Jumping) Splashing Rivers Dance - Bollywood</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b></p> <p>Thinking aloud(Outdoor Adventure) Over the net (Net Games) Tag Rugby (Invasion)</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b></p> <p>Being and athlete (Athletics) Striking and exploring (Strike and field) Rugby league (Invasion)</p>
<p><b>Art</b></p>	<p><b>Animals</b> <b>Develop ideas</b> Animal fur - explore ways to show 3D using different tones, shades and colours in pencil and pastel. Stone Age cave paintings as a starting point <b>Master techniques</b> Animal collage Printing – replicate patterns observed in caves from The Stone Age.</p> <p><b>Take inspiration from the greats</b> Rosa Bonheur, Megan Coyle</p>	<p><b>Art Deco</b> <b>Develop ideas</b> Art deco designers</p> <p><b>Master techniques</b> Colours and shapes used in Art Deco work. Use clay to sculpt own pot and adding texture and other materials.</p> <p><b>Take inspiration from the greats</b> Clarice Cliff</p>	<p><b>Develop ideas</b> Texture and layer paint techniques.</p> <p><b>Master techniques</b> Study art work by Renoir Study perspective – foreground and background Use different brushes and techniques. Mix colours effectively and experiment with creating mood with colour. <b>Take inspiration from the greats</b> Renoir</p>
<p><b>DT</b></p>	<p><b>Master practical skills</b> Develop cutting and joining skills. Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimeter. Apply appropriate shaping and cutting techniques.</p>	<p><b>Master practical skills</b> Develop skills to make a high quality food product.</p> <p><b>Design, make, evaluate and improve</b></p>	<p><b>Master practical skills</b> <b>Levers</b></p> <p><b>Design, make, evaluate and improve</b></p>

	<p><b>Design, make, evaluate and improve</b> Plan materials and structure, joining techniques</p> <p><b>Take inspiration from design throughout history</b> Construction - using suitable techniques to construct a roundhouse</p>	<p>Food – prepare, measure and cook ingredients to make vegetable soup.</p> <p>Take inspiration from design throughout history Design our own recipe.</p>	<p>Structures- using levers to create movement</p> <p><b>Take inspiration from design throughout history</b> Levers in everyday use</p>
<p><b>Music</b></p>	<p><b><u>Unit 1 A Shining Performance</u></b></p> <p>Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Be confident with reading and playing G, A and B (doh re me) in a new context.</li> <li>2. Use creative ideas inspired by different stimuli to improve a performance.</li> </ol> <p>I can point out the notes G, A, and B in a new song. I can compose my own music inspired by a story, a picture, or a feeling. I can add actions to songs and keep in time with my friends. I can look at a piece of music and point to the five lines (the stave) and the clef.</p> <p><b><u>Unit 2 Sing and Move</u></b></p> <p>Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Sing songs with attention to expression and dynamics following the conductor's cues.</li> <li>2. Perform actions with accuracy and confidence.</li> </ol> <p>I can follow my teacher's or the conductor's hands to sing with feeling. I can add actions to songs and keep in time with my friends. I can sing with my class in assembly. I can sing with expression, changing my voice to match the mood of the song.</p>	<p><b><u>Unit 3 Music and Video</u></b></p> <p>Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Use storyboards to sequence and structure a music video.</li> <li>2. Explore self-representation through portraits and personalised avatars.</li> </ol> <p>I can use a storyboard to plan and show what will happen in my part of the class music video. I can make a short video using music, art, dance, or drama to tell a story. I can draw a self-portrait that shows what I look like and what makes me unique. I can create my own avatar that shows me in a fun and imaginative way. I can explain how my avatar is like me and how it is different from real life.</p> <p><b><u>Unit 4 You Gotta Try</u></b></p> <p>Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Perform simple rhythmic and melodic patterns accurately and expressively, applying understanding of pulse, syncopation, dynamics, tempo, structure, and timbre.</li> <li>2. Collaborate effectively within an ensemble (using voice, percussion, glockenspiel, and/or descant recorder) to rehearse, refine, and deliver a confident final performance.</li> </ol> <p>I can keep a steady pulse and recognise rhythm patterns. I can perform syncopated rhythms accurately on different instruments. I can sing and play notes with accurate pitch and rhythm. I can use changes in tempo and dynamics to make my performance expressive. I can perform my part confidently as part of an ensemble whilst others play their parts.</p>	<p><b><u>Unit 5 Music and Sound</u></b></p> <p>Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time period.</li> <li>2. Compose, notate using a graphic score, and perform a piece of music inspired by the seasons that conveys an original storyline.</li> </ol> <p>I can listen carefully to different pieces of music and identify similarities, differences, and can start to describe the pieces in relation to timbre, tempo, structure and dynamics. I know Vivaldi composed during the Baroque era. I can contribute ideas to my group's composition, creating a short melody or a repeating rhythm pattern, called an ostinato. I can help create a structure for our music by putting our ideas into different sections and help notate them on a graphic score. I can rehearse with my group, helping to improve our piece by adjusting the tempo and dynamics, and choosing instruments with the right timbre. I can perform our composition confidently as part of an ensemble, using music and movement to communicate our theme to the audience.</p> <p><b><u>Unit 6 Sound Exploration</u></b></p> <p>Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre</li> <li>2. Present a multi-art form performance of a song</li> </ol> <p>I can listen to different pieces of music and confidently use musical vocabulary linked to pitch, tempo, dynamics, and timbre to describe what I hear. I can respond to music in different ways, such as by creating artwork or using movement to show changes in the sound. I can make my own music, like fanfares or sea shanties, using instruments, sounds, and my ideas related to melody and pitch. I can notice changes in the music like tempo and dynamics, and use my voice, body, or instruments to show them. I can plan and perform a show using music, movement, and art to share a story or idea with my friends or audience.</p>

<p><b>MFL</b> <b>French</b></p>	<p><b>Read fluently</b></p> <p><b>Write imaginatively</b></p> <p><b>Speak confidently</b></p> <p><b>Understand the culture of the countries in which the language is spoken</b></p> <p>Greetings Numbers France and the UK</p>	<p><b>Read fluently</b></p> <p><b>Write imaginatively</b></p> <p><b>Speak confidently</b></p> <p><b>Understand the culture of the countries in which the language is spoken</b></p> <p>Discovering Paris Numbers</p>	<p><b>Read fluently</b></p> <p><b>Write imaginatively</b></p> <p><b>Speak confidently</b></p> <p><b>Understand the culture of the countries in which the language is spoken</b></p> <p>Introducing myself Countries and capital cities</p>
<p><b>PSHE/RSE</b></p>	<p>Healthy eating</p> <p>Caring friendships</p> <p>Mental wellbeing</p> <p>Families and people who care for me</p> <p>Physical Health and Fitness</p> <p>Respectful Relationships</p>	<p>Caring friendships</p> <p>Respectful Relationships</p> <p>Basic First Aid</p> <p>On line Relationships</p> <p>Mental wellbeing</p> <p><b>First Aid</b> Calling for Help</p> <p><b>Caring friendships</b> Qualities of a good friendship. Understanding and enjoying people who are different to them.</p>	<p>Caring friendships</p> <p>On-line relationships</p> <p>Internet Safety and Harms</p> <p>Mental wellbeing</p> <p>Being Safe</p> <p>Health and prevention</p> <p>First Aid Bites and stings</p> <p>Sharing of data <b>Respectful relationships</b> Importance of respect Avoiding stereotype</p> <p><b>Basic First Aid</b> Bites and Stings</p>



