Long Term Plan Year 3

Year 3	Autumn 1		Autumn 2	
RE	Creation and covenant	Creation and covenant	**Prophecy and Promise**	**Prophecy and Promise**
English	**Poetry** – metaphorical and animal riddles. **Persuasive writing, Formal and informal letters –** I'll take you to Mrs Coles, Dear Earth, Dinosaurs and all that rubbish.		**Non Chronological reports** **Whole class read –** Bill's New Frock **Shape poetry–** Christmas.	
Maths	Number - Place Value Number - Addition and subtraction		Number - Addition and subtraction Number - Multiplication and division	
IPC	**Brainwave**	**Making waves**	**Temples. Tombs and treasures**	
	In Science we'll be learning about: - How to look after our brain.	**In Design, Technology and Innovation, we'll be learning about:** Making a pitched wind instrument **In Science, we'll be learning about:** How sounds are made How sounds can be changed How sounds travel to the ear How we see and hear things What influences the volume of sound Why we need light to see things Differences between how light and sound travel	**In History, we'll be learning about:** What life was like in Ancient Egypt How ancient civilisations used rivers How to use evidence from primary and secondary sources to find out about ancient civilisations Families in ancient times Ancient writing systems and why they were created Gods and goddesses The Pharaohs and Lugals that ruled Ancient Egypt How the pyramids might have been built Ancient Egyptian tombs and burial traditions Archaeologists and their famous discoveries. **In Art, we'll be learning about:** How to plan and create our own tomb wall painting	

			How to make an Ancient Egyptian or Sumerian headdress.
PSHE	**Created and Loved by God**		
PE	Dance - Work towards precision of movement and coordination. - Move in time to the music confidently using varying types of accompaniment. - Count out the phrases of 8 counts within the music on the regular beat correctly and confidently. - Work with a partner to create dance sequences including start and end positions and changing formations. - Make some suggestions on how to improve their performance and the performances of others. - Create movements to express feelings or ideas that are suggested by the music. - Copy and repeat some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement. - Combine skills such as travelling and turning, with some complexity and confidence. - Link 3 or more movements together to form a sequence. Remember the movement order and perform the sequence. - Create movements to communicate a character, story, mood, feeling or idea.	Invasion games - Compete against self and others in a controlled manner. - Understand and practise developing fluid and speedy transitions. - Maintain balance, posture and correct stance while sending and receiving. - Improve hand-eye coordination, timing and balance and improve starting and stopping quickly. - Develop balance, coordination and control while moving at pace. - Develop evading skills to move away from a defender. - Develop building reaction and response, and to introduce pupils to the concept of 'feeding the ball'. - Develop moving into the correct position to return a shot. - Develop hand-eye coordination and introduce the forehand technique to return a ball. - Develop the technique of passing and receiving. - Develop the correct technique for catching and to understand how we bowl/throw to ensure a catch is successful. - Develop the correct technique for passing whilst evading opponents.
MFL	**Greetings, my name and age.**	**Days of the week, countries and counting up to 20.**
Computing	**Computing systems and networks** -Connecting Computers To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way that we work	**Creating media -** Animation To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully

	To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network	To review and improve an animation To evaluate the impact of adding other media to an animation
Music	**Recorders**	

Year 3	**Spring 1**	**Spring 2**	
RE	**Galilee to Jerusalem**	**Desert to garden**	**Desert to garden**
English	**Whole class read –** The Iron Man **Author study** - Roald Dahl **Recounts –** Biographies	**Adventure stories –** Charlies Magical Chalk, Adventure at Cambury Park **Structured Poetry -** Snail and the whale	
Maths	Number - Multiplication and division Measurement - Length and perimeter	Number - Fractions	
IPC	**Island life**	**Feel the force**	
	In Geography, we'll be learning about: The continents of the world and their islands Interpreting and using maps Lines marked on maps and globes that divide up the Earth The geographical features on different islands Features of a river The water cycle How to use 4 figure grid references The different ways islands are formed	**In Science, we'll be learning about:** What friction is and what the world would be like without it How we use friction How we can increase or reduce friction The direction of forces The strength of forces and how we can measure or compare them Investigating gravity, air resistance and buoyancy. Magnets **In Design Technology and Innovation, we'll be learning about**:	

	How humans have developed and made use of islands. **In History, we'll be learning about:** Darwin's exploration of islands. **In Art, we'll be learning about:** Fabrics and patterns from different islands How to create an island-inspired stamp Artists who have been inspired by islands.	Making a marble run
PSHE	**Created to love others**	
PE	Gym – Work with increasing control and strength and improving flexibility. - Be able to work their core by holding their body in a controlled seated balance. - Enhance balance and control while engaging their core. - Maintain control through the core while performing various shapes and movements. - Rolling, travelling, balancing and jumping in specific movements with increased control and precision. - Mount, dismount and perform movements on equipment safely. - Create some linking and transition movements to a specific theme. - Create linking movements to express feelings or ideas that are suggested by the music. - Work with a partner to create, repeat and improve a sequence. - Compare and contrast gymnastic sequences, commenting on similarities and differences.	tennis/ forest school - Introduce the volley. - Develop the volley - Learn to control the game from a serve. - Doubles; understanding and applying tactics to win a point.
MFL	**My body, months and counting to 31.**	**Animals / Food.**
Computing	**Data and information –** branching databases To create questions with yes/no answers To identify the attributes needed to collect data about an object	**Creating media –** desktop publishing To recognise how text and images convey information To recognise that text and layout can be edited

	To create a branching database To explain why it is helpful for a database to be well structured To plan the structure of a branching database To independently create an identification tool	To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing
Music	**Recorders**	

Year 3	**Summer 1**		**Summer 2**	
RE	**To the ends of the earth**	**To the ends of the earth**	**Dialogue and encounter**	**Dialogue and encounter**
English	**Fairy tales and Folk tales** – Jack and the Beanstalk, Cinderella, Hansel and Gretel **Plays into Drama** – Alice in Wonderland **Free verse poetry** – What's in the box		**Explanation texts** - Science texts on forces and plants **Whole class read** – The Butterfly Lion	
Maths	Number: Fractions Measurement: Mass and Capacity Measurement: Money		Measurement: Time Geometry: Shape Statistics	
IPC	**Let's plant it**	**Different places, similar lives**		**Shake it**
	In Science, we'll be learning about: Plants that grow near where we live Growing healthy plants The plant life cycle and seed dispersal Different types of soil	**In Geography, we'll be learning about:** The similarities and differences between the geographical features of our host country and other localities		**In Science, we'll be learning about:** Different kinds of milk Solids, liquids and gases How to make butter Changes of state Reversible and irreversible changes Making ice cream

	The different parts of plants and their functions Interdependence between plants and other living things. **In Design, Technology and Innovation, we'll be learning about:** Making containers for plants to grow in Decorating plant pots to be useful and attractive. **In Geography, we'll be learning about:** Where our plant-based food grows How plants become the food we eat.	The climate and weather in different countries and how it affects the lives of people living there The types of crops grown in countries with certain climates How the geographical features of an area may determine what jobs someone might do Transport in different countries and why it might be different. **In History, we'll be learning about:** Significant people who have impacted countries in a positive way How our host country has changed Events which have changed people's lives. **In Design Technology and Innovation, we'll be learning about:** Different transport for moving resources Transporting items by pushing, pulling and sliding.	Adding air to liquids Testing which solids dissolve in milk Making a flavoured milkshake Carrying out a fair test. What influences our milk choices or preferences. **In Design, Technology and Innovation we'll be learning about:** The different types of milk packaging Designing our own milkshake brand and packaging.

PSHE	**Created to love in Community**		
PE	Cricket 3 tees - Bowl a ball towards a target. - Begin to strike a bowled ball after a bounce. - Develop an understanding of the concept of batting and fielding. - Develop an understanding of tactics and begin to use them in game situations. - Understand the aim of the game, which is demonstrated in their performance. - Use overarm and underarm throwing, and catching skills. - Learn the rules of the game and begin to follow them fairly.	Athletics - Identify and demonstrate how different techniques can affect their performance. - Focus on their arm and leg action to improve their sprinting technique. - Begin to combine running with jumping over hurdles. - Focus on trail leg and lead leg action when running over hurdles. -Understand the importance of adjusting running pace to suit the distance being run. - Use one and two feet to take off and to land with. - Develop an effective take-off for the standing long jump. - Develop an effective flight phase for the standing long jump. - Land safely and with control. - Throw with greater control and accuracy. - Show increasing control in their overarm throw. - Perform a push throw. - Continue to develop techniques to throw for increased distance.
MFL	**School / Playtime**	**Home/ Town**
Computing	**Programming A -**sequence in music To explore a new programming environment To identify that commands have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a task description	**Programming B –** events and actions To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a maze-based challenge

Music	**Recorders**	