

St Mary's YEAR 3 LONG TERM PLAN 2018-19

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values Heartsmart	LOVE 'Get SMARTSMART'	DETERMINATION 'No Way through isn't true!'	RESPECT 'Two much Selfie isn't healthy!'	COMPASSION 'Don't Forget to Let Love In!'	HONESTY 'Fake is a Mistake!'	COURAGE 'Don't Rub it in, Rub it Out!'
Visits/ Visitors	Premier Sport	Pantomime	Premier Sport Fair Trade	Swimming	Mosque visit & World Museum visit	Premier Sport Community Police Liaison
Maths	<p>Number and Place Value:- 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>Addition and Subtraction:- Add and subtract numbers mentally, including</p> <ul style="list-style-type: none"> • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p>	<p>Multiplication and Division:- 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</p> <p><i>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</i></p> <p>Fractions:- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and dividing</p>	<p>Measurement:- 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</p>	<p>Geometry:- 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><i>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</i></p>	<p>Statistics:- 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><i>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 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</i></p>	<p>Targeting specific areas identified through assessment process. <i>Revisiting continuous objectives.</i></p>

	<p><i>Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction</i></p> <p><i>Estimate the answer to a calculation and use inverse operations to check answers.</i></p>	<p>one-digit numbers or quantities by 10</p> <p>Recognise, find and write fractions of a discrete set of objects:</p> <p>unit fractions and non-unit fractions with small denominators</p> <p>Recognise and use fractions as numbers:</p> <p>unit fractions and non-unit fractions with small denominators</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p> <p><i>Solve problems involving fractions.</i></p>	<p>events or tasks.</p> <p><i>Solve number problems and practical problems involving the ideas from number and place value.</i></p> <p><i>Estimate the answer to a calculation and use inverse operations to check answers.</i></p> <p><i>Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</i></p> <p><i>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.</i></p> <p><i>Solve problems involving fractions.</i></p>	<p><i>Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</i></p> <p><i>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.</i></p> <p><i>Solve problems involving fractions.</i></p>	<p><i>integer scaling problems and correspondence problems in which n objects are connected to m objects</i></p> <p><i>Solve problems involving fractions</i></p>	
English	<p><i>G&P foci: Basic punctuation, adjectives, nouns, verbs,</i></p> <p>'The Great Kapok Tree' 'After the fall.'</p> <p>Poetry Spelling</p> <p>Revise suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> <p>Revise Prefix 'dis-' (<i>disappoint, disagree, disobey</i>)</p> <p>From Year 2: Apostrophes for contractions</p> <p>Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (<i>vein</i>), 'eigh' (<i>eight</i>), 'aigh'</p>	<p><i>G&P foci: Standard English, adverbial phrases, prefixes.</i></p> <p>'Stone Age Boy'</p> <p>Spelling</p> <p>Statutory words learnt last half term.</p> <p>Strategies at the point of writing: Have a go.</p> <p>Homophones</p> <p>Year 2 prefixes and suffixes</p> <p>Prefixes 'mis-' and 're-'</p> <p>The /ɪ/ sound spelt 'y'</p> <p>Proof reading</p> <p>Words ending with the</p>	<p><i>G&P foci: Standard English, Conjunctions, prepositions, speech</i></p> <p>'Traction Man'</p> <p>Spelling</p> <p>From Year 2: suffixes '-ness' and '-ful' following a Consonant</p> <p>Prefixes 'sub-' and 'tele-'</p> <p>From Year 2: apostrophe for contraction</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Words with the /j/ sound</p>	<p><i>G&P foci: possessive apostrophe and plural nouns , adverbial phrases, simile</i></p> <p>Leon and the Place Between'</p> <p>Spelling</p> <p>Strategies at the point of writing: Have a go</p> <p>Elements from the previous half term that require practice</p> <p>Prefixes 'super-' and 'auto-'</p> <p>Strategies at the point of writing: homophones</p> <p>Homophones</p> <p>Proofreading</p>	<p><i>G&P foci: pronouns, inverted commas,</i></p> <p>'Minpins'</p> <p>Spelling</p> <p>Revise previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</p> <p>Teach suffix '-ly' with root words ending in 'le' and 'ic'</p> <p>Revise From Year 2: Apostrophes for contractions</p> <p>Teach Rare GPCs (/ɪ/ sound)</p> <p>Strategies for learning</p>	<p><i>G&P foci-apostrophe, grammatical agreement</i></p> <p>Myths and Legends</p> <p>Spelling</p> <p>Strategies at the point of writing: Have a go</p> <p>Spellings learnt in the last half term</p> <p>The /ʌ/ sound spelt 'ou'</p> <p>Homophones (including <i>heel/heal/he'll, plain/plane, groan/grown</i> and <i>rain/rein/reign</i>)</p> <p>Proofreading</p> <p>Strategies for learning</p>

	<p>(<i>straight</i>) or 'ey' (<i>they</i>) Teach Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)</p>	<p>/g/ sound spelt '- ue' and the /k/ sound spelt '- que' (French in origin)</p>	<p>spelt 'ch' (mostly French in origin) as well as 's', s(ion/ure)' Suffixes '-less', '- ful', '- ness', and '-ly'</p>	<p>Words with the /k/ sound spelt 'ch' (Greek in origin)</p>	<p>words: words from statutory and personal spelling lists Revise Years 1 and 2: vowel digraphs</p>	<p>words: words from statutory and personal spelling lists Words from statutory and personal spelling lists Revise aspects from this half term</p>
<p>RE</p>	<p>Good News a) How do stories of Jesus encourage his disciples to live as good news? God b) How do Christians use symbols to explain what God is like? (PPT) How do Christians use words, prayers, songs or hymns to describe God as 'three in one'?</p>	<p>Christian Community a) How are Christian communities different? Incarnation b) Why do you think there are different stories about Jesus' birth? Why is Advent important to Christians?</p>	<p>K. of God What do Jesus' parables tell Christians the Kingdom of God is like? Islam 3 lessons What do Muslims say God is like?</p>	<p>Forgiveness a) How did Jesus show forgiveness to those who betrayed him? Salvation b) Why do Christians believe Jesus rescued people? Why do Christians call the day Jesus died 'Good Friday'?' Resurrection c) How do you think Mary changed after visiting Jesus' tomb?</p>	<p>Discipleship a) How does the Bible help Christians to live? Holy Spirit b) What does Christian art teach people about the Trinity? Creation c) How do Christians look after the wider world and why?</p>	<p>Islam 1/2 term (Tawhid) Umma Why is Muhammad (pbuh) important to Muslims?</p>

ICT	'We are presenters' Videoing performance'	'We are bug fixers' Finding and correcting bugs in programs	'We are programmers' Programming an animation Cross curricular with Science	'We are network engineers' Exploring computer networks, including the internet.	'We are communicators' Communicating safely on the internet	'We are opinion pollsters' Collecting and analysing data.
SCIENCE	Bugs-fossils Rocks	Animals incl Humans	'Forces and Magnets'	Light	'Plants'	
GEOGRAPHY	Whole school theme- Bugs Changes in Britain from the Stone Age to the Iron Age :- Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Bugs-Look at areas different bugs come from		Study a region of a European country- France Understanding the similarities and differences between Paris and Runcorn. Ongoing Geographical skills and fieldwork -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use 8 points of compass, symbols & keys		Ongoing Geographical skills and fieldwork -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use 8 points of compass, symbols & keys Fieldwork-Halton Castle	
HISTORY	Who were the hunter gatherers and farmers? Stone Age to the Iron Age :- Bronze Age religion, technology and travel Iron Age Hill forts				What happened in 1066? -A local history study, e.g. - A depth study linked to a studied period - A study over a period of time - A post-1066 study of relevant local history	
PE	Net/Wall games	Gymnastics	Dance	Swimming Invasion Games	Striking and fielding	Athletics
DT	Bugs- Structures -Designing and making moving bugs Textiles -Designing and printing patterns from bugs- looking at clothing using bugs wings etc i.e Ellen Terry's beetle wing dress Looking at silk from moths		Food Making Sandwiches - Cross curricular with Science & English		Textiles Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	
ART & Design	Bugs - Designers using insect parts in fabrics Artists-Jennifer Angus Natalie McIntyre		Research and make annotated sketches Hundertwasser Art/Geography project Create sketch books to record their observations and use them to review and revisit ideas		'Bayeux Tapestry'	
MUSIC	<u>Songs about bugs</u>	<u>Ho, ho, ho!</u> - Christmas, Big Band, Motown, Elvis, Freedom songs	<u>Glockenspiel stage 2</u> Learning basic instrumental skills by playing tunes in varying styles	<u>There was a monkey</u> Britten (Western Classical music), Reggae, R&B	<u>Let your spirit fly</u> R&B, Michael Jackson, Western Classical, Musicals, Motown, Soul	<u>Reflect, rewind and replay</u> Western Classical music and your choice from Year 3
MFL	French "Getting to know you" "All about Me"		French "Food Glorious Food" "Friends and Family"		French "Our School" "Time"	

