

St Mary's Year 3 Long-Term Plan

	Autumn		Spring		Summer	
Values Heartsmart	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!'
Visits/ Visitors	Pantomime Remembrance Day (<i>Courageous Advocacy</i>)		Fair Trade		Mosque visit & World Museum visit	
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 one-digit numbers or quantities by 10</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 events or tasks.</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>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</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</i></p>	<p>Targeting specific areas identified through assessment process. <i>Revisiting continuous objectives.</i></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>English</p>	<p><u>Seal SURFER by Michael Foreman</u> Writing Recount- Letter writing Group related ideas into paragraphs Use a or an Prepositions to express time, place and cause Introduce inverted commas to punctuate direct speech Final Outcome: To write a letter describing missed events. Greater Depth: Letter writing from a different perspective in response to a letter received.</p> <p>Reading comprehension 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 Anqela McAllister</u> Writing Recount- Letter writing 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> Writing Non- fiction: Persuasion Adverbs to express time, place and cause Sentence structures Proof-read for spelling and punctuation errors Final Outcome: Write a leaflet persuading for the protection of the blue whale Greater Depth: Include a fact file about endangered sea creatures Courageous Advocacy – God's Creatures</p> <p>Reading comprehension: 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> Writing Non fiction Use simple organizational devices Make improvements to grammar and vocabulary Proof-read for spelling and punctuation errors Paragraphing Final Outcome: A non-chronological report about an aspect of Stone Age life</p>	<p><u>Escape from Pompeii by Christina Balit</u> Writing Fiction: historical narrative from character's point of view Plan writing by discussing structure, vocabulary and grammar of similar writing. Proof-read for spelling and punctuation errors Draw inferences and justify with evidence. Final Outcome: Write the story from the point of view of one of the children Greater depth: Write from the point of view of the captain</p> <p>Reading comprehension: 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> Writing Narrative- adventure Sentence structures Plan writing by discussing the structure, vocabulary and grammar of similar writing Proof-read for spelling and punctuation errors Final Outcome: Write an adventure story based on Journey using the language of Berlie Doherty</p>			

	<p>Final Outcome: To write a fantasy story based on a fable. Greater Depth: To write from a different point of view.</p> <p>Reading comprehension 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>Greater Depth: A non-chronological report which includes some instructions</p> <p>Reading comprehension: 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>Greater Depth: Include a new setting route to lead from one place to another.</p> <p>Reading comprehension: 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>Science</p>	<p>Work scientifically Compare and contrast the diets of different animals Compare and group different kinds of rocks Effects of water on rocks</p> <p>Understand animals and humans Animals including humans need correct nutrition Identify and group animals with and without skeletons Know that some animals and humans have skeletons</p> <p>Investigate materials - Rocks and soils Compare and group different kinds of rocks Recognise that soils are made from rocks Describe how fossils are formed</p>	<p>Work scientifically Investigate darkness is the absence of light Compare how things move Look for patterns with shadows Explore the strength of magnets</p> <p>Understand movement, forces and magnets Explore forces. Find out all about magnets</p>	<p>Work scientifically Plant experiment Discover how seeds are formed How observe how water is transported in plants</p> <p>Understand plants 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>Investigate light and seeing We need light to see. Light is reflected from sources Light from the sun can be dangerous. Investigate shadows.</p>
<p>R.E</p>	<p>Understand beliefs and teachings Good News God Incarnation</p> <p>Understand practices and lifestyles Christian Community</p> <p>Understand how beliefs are conveyed Good News Christian Community</p> <p>Reflect Good News God</p> <p>Understand values Incarnation Good News</p>	<p>Understand beliefs and teachings Islam Kingdom of God Forgiveness Salvation Resurrection</p> <p>Understand practices and lifestyles Islam</p> <p>Understand how beliefs are conveyed Islam</p> <p>Reflect Kingdom of God Forgiveness Salvation Resurrection</p>	<p>Understand beliefs and teachings Islam Mohammed Discipleship Holy Spirit Creation</p> <p>Courageous Advocacy – accepting other faiths</p> <p>Understand practices and lifestyles Islam Mohammed</p> <p>Understand how beliefs are conveyed</p> <p>Reflect Discipleship Holy Spirit Creation</p> <p>Understand values</p>

		<p align="center">Understand values Forgiveness Salvation Resurrection</p>	<p align="center">Discipleship Holy Spirit Creation</p>
<p>Geography</p>	<p align="center">Investigate places How landscapes are formed and eroded What are humans doing to stop Climate change? Landscapes: weathering Erosion: rivers Climate change</p> <p align="center">Investigate patterns Describe some of the characteristics of these geographical events</p> <p align="center">Communicate geographically Describe key aspects of: • physical geography rivers</p> <p align="center">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>	<p align="center">Investigate places All about Europe Maps of, population, rivers, mountains Earthquakes and volcanos-impact</p> <p align="center">Investigate patterns Describe geographical similarities and differences between countries in Europe.</p> <p align="center">Communicate geographically Describe key aspects of: • physical geography, rivers, mountains., volcanos • human geography, including: settlements and land use.</p> <p align="center">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>	<p align="center">Investigate places How we transport goods and trade with others Transportation: cities, national, international International trade: food, tourism</p> <p align="center">Investigate patterns Describe geographical similarities and differences between countries</p> <p align="center">Communicate geographically Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p align="center">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>

<p>History</p>	<p>Investigate and interpret the past Use evidence from Skara Brae to find out about The Stone Age</p> <p>Build an overview of world history Construct a time line.</p> <p>Build an overview of world history. Begin to place artefacts/events on a time line using dates/periods of time</p> <p>Communicate historically Using historical vocabulary.</p>	<p>Investigate and interpret the past 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>Build an overview of world history An overview of life in Britain – Stone Age to Medieval Britain.</p> <p>Build an overview of world history. Order periods of time</p> <p>Communicate historically Using historical vocabulary.</p>	<p>Investigate and interpret the past Find out about The Romans and how life changed</p> <p>Build an overview of world history Explain how social and cultural changes have occurred over time.</p> <p>Build an overview of world history. Use dates and terms to describe events</p> <p>Communicate historically Using historical vocabulary.</p>
<p>Computing</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>P.E</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Passing for possession (Invasion) Gymnastics (Jumping) Splashing Rivers Dance - Bollywood</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Thinking aloud(Outdoor Adventure) Over the net (Net Games) Tag Rugby (Invasion)</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Being and athlete (Athletics) Striking and exploring (Strike and field) Rugby league (Invasion)</p>
<p>Art</p>	<p>Animals Develop ideas 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</p> <p>Master techniques Animal collage Printing – replicate patterns observed in caves from The Stone Age.</p> <p>Take inspiration from the greats Rosa Bonheur, Megan Coyle</p>	<p>Art Deco Develop ideas Art deco designers</p> <p>Master techniques Colours and shapes used in Art Deco work. Use clay to sculpt own pot and adding texture and other materials.</p> <p>Take inspiration from the greats Clarice Cliff</p>	<p>Develop ideas Texture and layer paint techniques.</p> <p>Master techniques 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.</p> <p>Take inspiration from the greats Renoir</p>
<p>DT</p>	<p>Take inspiration from design throughout history Construction – using suitable techniques to construct a roundhouse</p>	<p>Master practical skills Develop skills to make a high quality food product.</p> <p>Design, make, evaluate and improve</p>	<p>Master practical skills Levers</p> <p>Design, make, evaluate and improve</p>

	<p>Design, make, evaluate and improve Plan materials and structure, joining techniques</p> <p>Master practical skills Develop cutting and joining skills</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>Take inspiration from design throughout history Levers in everyday use</p>
<p>Music</p>	<p><u>Musical Spotlight: Writing Music Down</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B</p> <p>Learning to read notation. Learning how Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols.</p> <p>Learning how these symbols can be written on a staff and named with special musical names. Explore the notes, crotchets and minims within the music and how these notes can fit on the lines and spaces of a staff.</p> <p>Social Question: How Does Music Bring Us Closer Together?</p> <p><u>Musical Spotlight: Playing in a Band</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B</p> <p>Learning to read notation of one of the easy instrumental parts when playing together. Learning about how a steady beat is organised by time signatures which tell us how many beats there are in each bar. Learning about different time signatures of the music played. Learning about harmony in music. Explore singing and playing instruments together to create these beautiful sounds.</p> <p>Social Question: What Stories Does Music Tell Us About the Past?</p>	<p><u>Musical Spotlight: Compose Using Your Imagination</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B</p> <p>Learning to read notation. Learning how to create compositions.</p> <p>Learning to imagine when listening to a piece of music -What do you see when you close your eyes? Writing a melody or finding sounds that represent the story.</p> <p>Social Question: How Does Music Make the World a Better Place?_</p> <p><u>Musical Spotlight: More Musical Styles</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B.</p> <p>Learning to read notation. Learning to listen to music and how it changes from loud to quiet or quiet to loud- dynamics Learning that Loud sounds are called ‘forte’, and quiet sounds are called ‘piano’. Learning and exploring changes in dynamics.</p> <p>Social Question: How Does Music Help Us Get to Know Our Community?</p>	<p><u>Musical Spotlight: Enjoying Improvisation</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, Bb, B</p> <p>Learning to read notation. Learning about the structure and patterns of songs.</p> <p>Learning to listen, sing, play and improvise songs. Learning about an introduction, verse, and chorus. Learning how to work out where you will improvise in the songs you listen to</p> <p>Learning to identify sections of the music that change or repeat.</p> <p>Social Question: How Does Music Make a Difference to Us Every Day?</p> <p><u>Musical Spotlight: Opening Night</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G#, G, A, Bb, B</p> <p>Learning to read notation. Learning to plan a performance. Create and present a performance with an Learning to understand the songs you are singing and where they fit in the world (Assembly) Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there!</p> <p>Social Question: How Does Music Connect Us with Our Planet?</p>

MFL French	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p> <p>Greetings Numbers France and the UK</p>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p> <p>Discovering Paris Numbers</p>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p> <p>Introducing myself Countries and capital cities</p>
PSHE/RSE	<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>First Aid Calling for Help</p> <p>Caring friendships 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 Respectful relationships Importance of respect Avoiding stereotype</p> <p>Basic First Aid Bites and Stings</p>

