

## St Mary's Year 3 long- term plan 2022-2023

	Autumn		Spring		Summer	
<b>Values Heartsmart</b>	<u>LOVE</u> 'Get HEARTSMART'	<u>DETERMINATION</u> 'No Way through isn't true!'	<u>RESPECT</u> 'Two much Selfie isn't healthy!'	<u>COMPASSION</u> 'Don't Forget to Let Love In!'	<u>HONESTY</u> 'Fake is a Mistake!'	<u>COURAGE</u> 'Don't Rub it in, Rub it Out!'
<b>Visits/ Visitors</b>	Premier Sport Pantomime Remembrance Day ( <i>Courageous Advocacy</i> )		Premier Sport Fair Trade Swimming		Mosque visit & World Museum visit Premier Sport	
<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 <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><b>Fractions:-</b> 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><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><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><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><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><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><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 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 <math>n</math> objects are connected to <math>m</math> 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 <math>n</math> objects are connected to <math>m</math> objects. Solve problems involving fractions.</p>	<p>problems in which <math>n</math> objects are connected to <math>m</math> objects Solve problems involving fractions</p>	
<p><b>English</b></p>	<p><u>After the Fall 2 weeks transition text</u> <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</b> <b>Non fiction</b> Use simple organisational 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>Escape from Pompeii by Christina Balit</u> <b>Writing</b> <b>Fiction: historical narrative from character's point of view</b> Plan writing by discussing structure, vocabulary and grammar of similar writing. Proof-read for spelling and punctuation errors Draw inferences and justify with evidence. <b>Final Outcome:</b> Write the story from the point of view of one of the children <b>Greater depth:</b> Write from the point of view of the captain</p> <p><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.</p> <p><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>          Investigate darkness is the absence of light          Compare how things move          Look for patterns with shadows          Explore the strength of magnets</p> <p><b>Understand movement, forces and magnets</b>          Explore forces.          Find out all about magnets</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>Work scientifically</b>          Plant experiment          Discover how seeds are formed          How observe how water is transported in plants</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>R.E</b></p>	<p><b>Understand beliefs and teachings</b>          Good News          God          Incarnation</p> <p><b>Understand practices and lifestyles</b>          Christian Community</p> <p><b>Understand how beliefs are conveyed</b>          Good News          Christian Community</p> <p><b>Reflect</b>          Good News          God</p> <p><b>Understand values</b>          Incarnation          Good News</p>	<p><b>Understand beliefs and teachings</b>          Islam          Kingdom of God          Forgiveness          Salvation          Resurrection</p> <p><b>Understand practices and lifestyles</b>          Islam</p> <p><b>Understand how beliefs are conveyed</b>          Islam</p> <p><b>Reflect</b>          Kingdom of God          Forgiveness          Salvation          Resurrection</p>	<p><b>Understand beliefs and teachings</b>          Islam          Mohammed          Discipleship          Holy Spirit          Creation</p> <p><b>Understand practices and lifestyles</b>          Islam          Mohammed</p> <p><b>Understand how beliefs are conveyed</b></p> <p><b>Reflect</b>          Discipleship          Holy Spirit          Creation</p> <p><b>Understand values</b></p>

		<p><b>Understand values</b>          Forgiveness          Salvation          Resurrection</p>	<p>Discipleship          Holy Spirit          Creation</p>
<p><b>Geography</b></p>	<p><b>Investigate places</b>  <b>How landscapes are formed and eroded</b>  <b>What are humans doing to stop Climate change?</b>          Landscapes: weathering          Erosion and deposition: rivers          Climate change          Local geography- River Mersey, weathering of castle</p> <p><b>Investigate patterns</b>          Describe some of          the characteristics of these geographical events</p> <p><b>Communicate geographically</b>          Describe key aspects of:          • physical geography rivers</p> <p><b>Continuous</b>          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><b>Investigate places</b>  <b>All about Europe</b>          Maps of, population, rivers, mountains          Local geography- River Mersey, Halton Village          Earthquakes and volcanos-impact</p> <p><b>Investigate patterns</b>          Describe geographical similarities and differences between countries in Europe.</p> <p><b>Communicate geographically</b>          Describe key aspects of:          • physical geography, rivers, mountains., volcanos          • human geography, including: settlements and land use.</p> <p><b>Continuous</b>          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><b>Investigate places</b>  <b>How we transport goods and trade with others</b>          Transportation: cities, national, international          International trade: food, tourism          Local geography- Runcorn trade  <i>Courageous Advocacy – Food miles</i></p> <p><b>Investigate patterns</b>          Describe geographical similarities and differences between countries</p> <p><b>Communicate geographically</b>          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><b>Continuous</b>          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><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>Understand chronology</b> Begin to place artefacts 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</p> <p><b>Build an overview of world history</b> An overview of life in Britain - Stone Age to Medieval Britain.</p> <p><b>Understand chronology</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>Understand chronology</b> Use dates and terms to describe events</p> <p><b>Communicate historically</b> Using historical vocabulary.</p>
<b>Computing</b>	<p><b>Code</b> Young Coders</p> <p><b>Connect</b> Get Blogging</p> <p><b>Communicate</b> Get Blogging Ebooks</p> <p><b>Collect</b> Young Coders</p>	<p><b>Code</b> We love games Big Robots</p> <p><b>Connect</b> Get Blogging Class democracy</p> <p><b>Communicate</b> Brushes</p> <p><b>Collect</b> Class democracy</p>	<p><b>Code</b> Young Coders My first program</p> <p><b>Connect</b> Get Blogging</p> <p><b>Communicate</b> Ebooks Going for Gold</p> <p><b>Collect</b> Going for Gold</p> <p>Art and Design - Digital Material - Create image and video of castles</p>
<b>P.E</b>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b> Invasion games Gymnastics Dance</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b> Net/Wall games Gymnastics Swimming</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b> Striking and Fielding Athletics</p>
<b>Art</b>	<p><b>Animals</b> <b>Develop ideas</b> Animal fur 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!</p>	<p><b>Art Deco</b> <b>Develop ideas</b> Art deco designers <b>Master techniques</b> Ceramics in art deco period</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 <b>Take inspiration from the greats</b> Renoir</p>
<b>DT</b>	<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> Control BeeBots Develop skills to create a copy of an Iron Age roundhouse.</p>	<p><b>Master practical skills</b> <b>Levers</b></p> <p><b>Design, make, evaluate and improve</b></p>

	<p>Food - prepare, measure and cook ingredients to make a food product.</p> <p><b>Take inspiration from design throughout history</b> Follow recipes.</p>	<p><b>Design, make, evaluate and improve</b> Construction - using suitable techniques to construct a roundhouse. Mechanics - use mechanics to incorporate a mechanism on the roundhouse. Electricals and electronics - control and monitor BeeBots</p> <p><b>Take inspiration from design throughout history</b></p>	<p>Structures- using levers to create movement</p> <p><b>Take inspiration from design throughout history</b> Levers in everyday use</p>
<b>Music</b>	<p><b>Perform</b> Perform and Share</p> <p><b>Compose</b> Improvise with the Song: using your voices and instruments (using one note, C)</p> <p><b>Transcribe</b> Play Instruments with the Song: With notation</p> <p><b>Describe music</b> Listen and Appraise the song Let Your Spirit Fly and other songs: Let Your Spirit Fly by Joanna Mangona Colonel Bogey March by Kenneth Alford Consider Yourself from the musical 'Oliver!' Ain't No Mountain High Enough by Marvin Gaye</p>	<p><b>Perform</b> Perform and Share</p> <p><b>Compose</b> Improvise with the Song: using your voices and instruments (notes C and D) Compose with the Song: using your instruments Select '3 note set' (C, D and E).</p> <p><b>Transcribe</b> Play Instruments with the Song: With notation</p> <p><b>Describe music</b> Listen and appraise songs: Three Little Birds by Bob Marley Jamming by Bob Marley Small People by Ziggy Marley 54 - 46 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse</p>	<p><b>Perform</b> Perform and Share</p> <p><b>Compose</b> Improvise with the Song: using your voices and instruments (notes C and A) Compose with the Song: using your instruments Select '3 note set' (C, A and G).</p> <p><b>Transcribe</b> Play Instruments with the Song: With notation</p> <p><b>Describe music</b> Listen and Appraise Disco songs: Bringing Us Together by Joanna Mangona and Pete Readman Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce</p>
<b>MFL French</b>	<p><b>Read fluently</b> Recognising key vocabulary and phrases on the themes of 'Getting to Know You' and 'All About Me.'</p> <p><b>Write imaginatively</b> Begin to write simple words, phrases and numbers from 0-10.</p> <p><b>Speak confidently</b> Engage in conversations; greeting one another, asking questions and responding to simple questions.</p> <p><b>Understand the culture of the countries in which the language is spoken</b> Introduce the French culture through photographs.</p>	<p><b>Read fluently</b> Recognising key vocabulary and phrases on the themes of 'Food, Glorious Food' and 'Our School.'</p> <p><b>Write imaginatively</b> Begin to write simple words, phrases and questions.</p> <p><b>Speak confidently</b> Engage in conversations; asking and answering simple questions about food. Provide and follow simple instructions.</p> <p><b>Understand the culture of the countries in which the language is spoken</b> Appreciate stories, songs, poems and rhymes in the language.</p>	<p><b>Read fluently</b> Recognising key vocabulary and phrases on the themes of 'Family and Friends' and 'Time'</p> <p><b>Write imaginatively</b> Write simple words, phrases and questions.</p> <p><b>Speak confidently</b> Re-call the alphabet and numbers from 11-31. Ask and answer simple questions.</p> <p><b>Understand the culture of the countries in which the language is spoken</b> Appreciate stories, songs, poems and rhymes in the language.</p>
<b>RSE</b>	<p><b>Spiritual practices</b> Experience/participate in calming spiritual time.</p> <p><b>Healthy eating</b> Planning a healthy diet and describe the dangers of an unhealthy one.</p>	<p><b>Spiritual practices</b> Experience/participate in calming spiritual time.</p> <p><b>Mental wellbeing</b> Expressing emotions. Managing feelings.</p>	<p><b>Spiritual practices</b> Experience/participate in calming spiritual time.</p> <p><b>On-line relationships</b> Make wise choices online. Dangers of the internet.</p>

	<p><b>Families and people who care for me</b> Different ways to care and show appreciation</p>	<p><b>Caring friendships</b> Qualities of a good friendship. Understanding and enjoying people who are different to them.</p>	<p>Sharing of data.</p> <p><b>Respectful relationships</b> Importance of respect Avoiding stereotype</p> <p><b>Basic first aid</b> Bites and stings</p>
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