

Year 3 Long Term Plan 2020-2021

Term (Values Focus)	Autumn 1 (Respect)	Autumn 2 (Tolerance)	Spring 1 (Law)	Spring 2 (Democracy)	Summer 1 (Liberty)	Summer 2 (My Values)
<b>Learning Challenge:</b>	<b>(The Stone Age to Iron Age) How did Britain Progress from the Stone Age to the Iron Age?</b>  (Changes in Britain from the Stone Age to the Iron Age)		<b>(Moving Earth)</b>  Volcanoes and earthquakes are very powerful, how do they affect the earth and its people?	<b>(Ancient Egypt) Who built the pyramids and why?</b>  (The achievements of the early civilisations)	<b>(Dales on your doorstep)</b>  What's so inspiring about the Yorkshire Dale National Park?	
<b>WOW hook:</b>	<ul style="list-style-type: none"> <li>Archaeological dig in the garden, finding facts about the Stone Age and artefacts.</li> <li>Visit from an archaeologist.</li> <li>Visit to the Iron Age remains on Baildon Moor.</li> <li>Cliffe Castle trip.</li> </ul>		<ul style="list-style-type: none"> <li>Earthquake in the playground or classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Google Expeditions &amp; a virtual visit to the pyramids in Egypt.</li> <li>External visitor / character – Egyptian.</li> </ul>	<ul style="list-style-type: none"> <li>Trip to the Yorkshire Dales – WOW hook for topic and residential to Ingleborough in Year 4.</li> </ul>	
<b>English:</b>	<ul style="list-style-type: none"> <li><b>Stone Age Boy:</b> Chn to write a story with a similar structure, changing small details of the story and/or the central character.</li> <li><b>Ug:</b> Chn to write a persuasive letter to Ug's parents trying to convince them to listen to Ug and become more modern</li> <li><b>Poetry:</b> Topsy Turvey World – William Brighty Rands</li> </ul>	<ul style="list-style-type: none"> <li><b>Iron Man:</b> Chn to write a setting description based on the scrap yard the Iron Man comes from. Linked to a visit to a scrap yard.</li> <li><b>Stig of the Dump: Nonsense speech</b></li> <li><b>Poetry:</b> Twas the Night Before Christmas – Clement Clarke Moore</li> </ul>	<ul style="list-style-type: none"> <li><b>Firework Maker's Daughter:</b> Chn to write a character description of the Firework Maker's Daughter.</li> <li><b>Pompeii:</b> Chn to write a newspaper report based on the events of Pompeii.</li> <li><b>Poetry:</b> The Eagle – Lord Tennyson</li> </ul>	<ul style="list-style-type: none"> <li><b>Egyptian Cinderella:</b> Chn to write a narrative changing a story with a familiar structure (<b>a different fairy-tale with an Egyptian twist</b>).</li> <li><b>Terry Deary – The God in the Grave: Diary entry</b></li> <li><b>Poetry:</b> How Doth the Little Crocodile – Lewis Carroll</li> </ul>		
<b>Core Text(s):</b>	<ul style="list-style-type: none"> <li>Stone Age Boy</li> <li>Ug</li> <li>The Boy with the Bronze Axe</li> <li>Stone Age Tales – The Great Storm</li> </ul>	<ul style="list-style-type: none"> <li>Iron Man</li> <li>Stig of the Dump</li> <li>Stone Age Tales – The Great Cave</li> <li>Skara Brae (Prehistoric Britain)</li> </ul>	<ul style="list-style-type: none"> <li>Firework Maker's Daughter</li> <li><b>Poem:</b> The Eagle – Lord Tennyson</li> </ul>	<ul style="list-style-type: none"> <li>Egyptian Cinderella</li> <li>Terry Deary – The Gold in the Grave</li> <li>Terry Deary – The Plot on the Pyramid</li> <li>Maat's Feather (<b>Class</b></li> </ul>		

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	<ul style="list-style-type: none"> <li>• Oi, Caveboy (<b>Class Text</b>)</li> <li>• <b>Poem:</b> Topsy Turvey World</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Poem:</b> Twas the Night Before Christmas – Clement Clarke Moore</li> </ul>		<p><b>Text)</b></p> <ul style="list-style-type: none"> <li>• <b>Poem:</b> How Doth the Little Crocodile – Lewis Carroll</li> </ul>		
<b>Maths:</b>	<ul style="list-style-type: none"> <li>• <b>Place Value:</b> Place value of 2 &amp; 3 digit numbers, comparing and ordering numbers to 1000, using the &lt;, &gt; and = symbols accurately, write numbers in numerals and words.</li> <li>• <b>Addition:</b> Add mentally including 3-digits and ones, 3-digits and tens and 3-digits and hundreds, using formal written methods including column addition to answer addition questions and solve problems.</li> <li>• <b>Subtraction:</b> Subtract mentally 3-digit and ones, 3-digit and tens and 3-digit and hundreds. Also subtract ones across a hundreds boundary.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Addition &amp; Subtraction:</b> Add and subtract using written methods and to use bar models and the inverse operation and solve missing number problems.</li> <li>• <b>Multiplication:</b> Instantly recall multiplication and division facts for the 3x, 4x and 8x tables. To multiply 2-digit numbers by 1-digit numbers by using multiplication facts they know and the grid method as a written representation. Solve mathematical problems in context for multiplication.</li> <li>• <b>Division:</b> Use knowledge of multiplication facts to solve division problems understanding the relationship between the two operations. Using a bar model to solve missing number sentences and the ‘bus stop’ method as a written representation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fractions:</b> To count forwards and backwards in fractions such as halves, quarters, thirds and tenths recognising what happens when we reach a ‘whole’. To understand that ‘tenths comes from dividing an object into 10 equal parts or a number by 10. To calculate unit and non-unit fractions of numbers and objects as well as adding and subtracting fractions with the same denominator.</li> <li>• <b>Measurement:</b> Understanding the unit of measure for length, capacity &amp; mass. Then actively measuring in all three units. Looking at how many centimetres make 1 metre, how many grams makes 1 kilogram and how many centilitres make 1 litre. Moving on to measuring the perimeter of 2D shapes in centimetres.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Money:</b> Recognise and order coins based on their value and understand how many pence makes £1, £2, £5 etc. Learning to make money using different variations of coins. Add and subtract amounts of money in both pounds and pence and solve practical money problems in context. Also learn the concept of ‘change’ any how to calculate change from multiples of £1 such as £1, £2, £5 or £10.</li> <li>• <b>Time:</b> To know the number of seconds in a minute, minutes in an hour, hours in a day. Plus, the number of days in a week, month, year and leap year. To be able to read, write and tell the time from an analogue clock to intervals of first 5-minutes and later to the nearest minute.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Addition &amp; Subtraction:</b> Solving a range of 1-step and 2-step problems (including money and measurement problems) for addition &amp; subtraction. Solve a range of complex missing number problems by understanding the concept of the inverse operation and using a bar model as a written representation.</li> <li>• <b>Shape:</b> Recognise, name and recall the properties of a wide range of 2D and 3D shapes. To recognise and identify right angles as part of a turn and recognise that 2 right angle turns make a half turn and 4 makes a full turn.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Multiplication and division:</b> Solving a range of 1-step and 2-step problems (including money and measurement problems) for multiplication and division. Solve a range of complex missing number problems by understanding the concept of the inverse operation and using a bar model as a written representation.</li> <li>• <b>Statistics:</b> To interpret and present a wide range of data using pictograms, bar charts and tables. To answer 1-step and 2-step problems about the data gathered and represented such as ‘How many more?’ or ‘How many fewer?’</li> </ul>
<b>Science:</b>	<p><b>Animals including humans:</b></p> <p>Nutrition - linked to what we eat.</p>	<p><b>Magnets and forces:</b></p> <p>How magnets attract materials.</p>	<p><b>Rocks:</b></p> <p>How rocks are formed.</p> <p>Different kinds of rocks.</p>		<p><b>Plants:</b></p> <p>Function of different parts of plants.</p> <p>What different</p>	<p><b>Light:</b></p> <p>Sources, including the sun and electricity.</p>

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	Skeletons and muscles.		Fossils.		plants need to flourish.	Shadows. Reflection.
<b>Geography:</b>			<p><b>(Moving Earth) Volcanoes and earthquakes are very powerful, how do they affect the earth and its people?</b></p> <p>Looking at where volcanoes are found on a world map (The Ring of Fire) and about the earth's crust and tectonic plates. Also learning about underneath the earth's surface, what damage an earthquake causes and why we rarely get earthquakes in Britain (the Richter Scale).</p>		<p><b>(Dales on your doorstep) What's so inspiring about the Yorkshire Dale National Park?</b></p> <p>To learn about the different types of settlements and how land use can change throughout these. E.g. city, town, village, hamlet. Then chn to learn the physical and human geography of a village in the YDNP (Yorkshire Dales National Park). Map work includes finding YDNP on a map and Locating some of the towns/ villages studied on a UK map/ OS map. Also looking at how land use and appearance can change over time and the types of jobs people who live in a village do. Finally chn to compare living in a YDNP village to living in a big city (jobs, schools, landscape etc).</p>	
<b>History:</b>	<p><b>(The Stone Age to Iron Age) How did Britain Progress from the Stone Age to the Iron Age?</b> <i>(Changes in Britain from the Stone Age to the Iron Age)</i></p> <p>Learning about how human life started during the Stone Age and how early Palaeolithic humans lived. Focusing on how life (food, weapons, housing, settlements, hunting, clothing etc.) developed through the Stone Age and then how the discovery of bronze further helped Britain progress. Finally focusing on how life had changed by the Iron Age and how humans had begun living and working together.</p>		<p><b>Pompeii – A part of a Geography centred topic.</b></p> <p>Looking at the historical importance of Pompeii, what happened and why it happened.</p>	<p><b>(Ancient Egypt) Who built the pyramids and why?</b> <i>(The achievements of the early civilisations)</i></p> <p>Learning about the people who built the pyramids. Look at and debate who actually built the pyramids and learn why they were built. Learn about the</p>		

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			progression of the pyramid from mastabas to huge pyramids. Learn about Egyptians mummification process and why they did this. Also all about the Book of the Dead and their beliefs in burial rituals.			
<b>Outdoor / offsite experiences:</b>	<ul style="list-style-type: none"> <li>Stone Age topic - Archaeological dig. WOW hook - digging up and finding historical artefacts and discussing the job/importance of archaeologists.</li> <li>Visit to Iron Age remains on Baildon Moor.</li> <li>Cliffe Castle trip.</li> <li>English link (<b>Iron Man</b>) – visit to a scrap yard for inspiration when writing a setting description.</li> </ul>			<ul style="list-style-type: none"> <li>Trip to the Yorkshire Dales National Park and a Yorkshire Dales village.</li> </ul>		
<b>Computing &amp; E-safety:</b>	<p><b>Coding:</b></p> <ul style="list-style-type: none"> <li>To go through the design, code, execute, refine process.</li> <li>To use the coding skills that they have encountered creatively in their own program.</li> </ul>	<p><b>Online safety:</b> (3 weeks)</p> <ul style="list-style-type: none"> <li>To know what makes a safe password.</li> <li>Methods for keeping passwords safe.</li> <li>To understand how the Internet can be used in effective communication.</li> <li>To understand how a blog can be used to communicate with a wider audience.</li> <li>To consider the truth of the content of websites.</li> <li>To learn about the meaning of age restrictions symbols on digital media and devices.</li> </ul>	<p><b>Touch Typing:</b></p> <ul style="list-style-type: none"> <li>To introduce typing terminology.</li> <li>To understand the correct way to sit at the keyboard.</li> <li>To learn how to use the home, top and bottom row keys.</li> <li>To practice typing with the left and right hand.</li> </ul>	<p><b>Email:</b></p> <ul style="list-style-type: none"> <li>To think about different methods of communication.</li> <li>To open and respond to an email using an address book.</li> <li>To learn how to use email safely.</li> <li>To add an attachment to an email.</li> <li>To explore a simulated email scenario.</li> </ul>	<p><b>Branching Databases:</b></p> <ul style="list-style-type: none"> <li>To sort objects using just ‘yes’ or ‘no’ questions.</li> <li>To complete a branching database using 2Question.</li> <li>To create a branching database of the children’s choice.</li> </ul>	<p><b>Simulations:</b> (3 weeks)</p> <ul style="list-style-type: none"> <li>To consider what simulations are.</li> <li>To explore a simulation.</li> <li>To analyse and evaluate a simulation.</li> </ul> <p><b>Graphing:</b> (3 weeks)</p> <ul style="list-style-type: none"> <li>To enter data into a graph and answer questions.</li> <li>To solve an investigation and present the</li> </ul>

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		<p><b>Spreadsheets:</b> (3 weeks)</p> <ul style="list-style-type: none"> <li>To use the symbols more than, less than and equal to, to compare values.</li> <li>To use 2Calculate to collect data and produce a variety of graphs.</li> <li>To use the advanced mode of 2Calculate to learn about cell references.</li> </ul>				results in graphic form.
<b>PE:</b>	<p><b>Indoor – Invasion Games:</b> Hockey</p> <p><b>Outdoor – Invasion Games:</b> Tag Rugby</p>	<p><b>Indoor – Gymnastics:</b> Symmetry/asymmetry</p> <p><b>Outdoor – Orienteering:</b> Problem solving</p>	<p><b>Indoor – Invasion Games:</b> Basketball</p> <p><b>Outdoor – Invasion Games:</b> Football</p>	<p><b>Indoor – Dance:</b></p> <p><b>Outdoor – Athletics:</b> Throwing and jumping</p>	<p><b>Indoor – Striking &amp; fielding games:</b> Cricket</p> <p><b>Outdoor – Striking &amp; fielding games:</b> Rounders</p>	<p><b>Indoor – Dance:</b></p> <p><b>Outdoor – Athletics:</b> Competitions</p>
<b>Art:</b>	<ul style="list-style-type: none"> <li>Stone Age cave paintings – use PVA to glue sand to a piece of paper then use various chinks, pastels and charcoal to recreate cave art from pre-historic times.</li> <li>To show facial expression using various tones and textures.</li> <li>To use a range of pencil lines to add detail including curved lines and broken lines.</li> <li>To use warm and cold colours to express feeling within a picture.</li> </ul>					
<b>DT:</b>	<ul style="list-style-type: none"> <li>Structures and mechanisms – Use a range of materials to create levers and linkages. Create moving features such as a waving hand using working mechanisms.</li> <li>Textiles – Creating felt key-rings (overcast stitch) by designing templates, cutting them out precisely, stitching them and adding extra person details and embellishments.</li> <li>Cooking – Designing, creating and then cooking a spicy bean dish using different types of beans and different spices for flavouring.</li> <li>Gardening – Carefully planting, monitoring and nurturing various fruits, vegetables and herbs such as mint, garlic, strawberries, onions leeks etc. Understanding how to best nurture plants so they can grow to their potential including the nutrients they need, where to plant them, how to plant them and how often they need watering. Also exploring mini-beast habitats and micro-habitats as well as the conditions they need to thrive. <b>If wet:</b> Creating lavender bags and designing and creating mini-beast hotels to place within the garden to attract wildlife and support the environment</li> </ul>					
<b>Music:</b>	<ul style="list-style-type: none"> <li>To sing simple songs with control and expression, using percussion instruments.</li> <li>To listen and appraise</li> </ul>	<ul style="list-style-type: none"> <li>To listen and appraise STOMP and look at the different types of percussion used.</li> <li>Explore Body</li> </ul>	<ul style="list-style-type: none"> <li>To continue learning trumpets - Look at more notes of the scale and learn to recognise the tonic triad.</li> </ul>	<ul style="list-style-type: none"> <li>To continue learning trumpets.</li> <li>To plan and compose own animal themed piece using trumpets</li> </ul>	<ul style="list-style-type: none"> <li>Continue learning trumpets - Perform pieces of varying difficulty using the trumpets</li> </ul>	<ul style="list-style-type: none"> <li>Charanga class band using trumpets and percussion instruments. Each</li> </ul>

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	<p>different types of music using the elements of music, e.g. pitch, tempo, dynamics etc.</p> <ul style="list-style-type: none"> <li>• Trumpets (beginner): To learn to make a sound on the instrument, learning to change pitch and the first notes in the C scale.</li> </ul>	<p>Percussion.</p> <ul style="list-style-type: none"> <li>• To learn a trumpet/voice piece for the Christmas performance. Perform at Carols by Candlelight.</li> <li>• Create repeating rhythm patterns on untuned/tuned percussion using a graphic score. Use African polyrhythms as inspiration.</li> </ul>	<ul style="list-style-type: none"> <li>• Famous composer: <b>Saint Saens</b>. Listen to The Carnival of the Animals and appraise. Match the music to the correct animal.</li> <li>• To continue to create repeating rhythm patterns on untuned/tuned percussion using a graphic score. Play these back to each other and appraise each other's performance.</li> </ul>	<p>and percussion. This could be a standalone piece, or improvised sections within a piece of music they are currently learning.</p> <ul style="list-style-type: none"> <li>• To listen to other music by Saint Saens and appraise with musical understanding, using words such as pitch, rhythm, tempo, dynamics, timbre. Recognise high and low phrases.</li> </ul>	<p>and the boomwhackers.</p> <ul style="list-style-type: none"> <li>• Begin to do simple improvisations around notes in the C scale using the trumpets.</li> </ul>	<p>child to have different choice of instruments and parts to play.</p> <ul style="list-style-type: none"> <li>• Confidently use the elements of music to describe a piece.</li> <li>• Add some improvisations into the piece which could be notated on a graphic score.</li> </ul>
<b>RE:</b>	<b>What do people believe about God?</b>		<b>How do faith communities demonstrate what is sacred?</b>		<b>How do believers use symbolism to show their beliefs?</b>	
<b>PSHE:</b>	<p><b>Drug, alcohol and tobacco education – Tobacco is a drug.</b></p> <ul style="list-style-type: none"> <li>• To define what is meant by the word 'drug'.</li> <li>• To identify when a drug might be harmful.</li> <li>• To recognise that laws relating to smoking aim to help people to stay healthy, with a particular concern about young people and second-hand smoke.</li> <li>• To know about some of the support and medicines that people might use to help them stop smoking.</li> </ul>	<p><b>Keeping safe and managing risk – Bullying – see it, say it, stop it.</b></p> <ul style="list-style-type: none"> <li>• To define what is meant by 'bullying'.</li> <li>• To identify the difference between falling out with someone and bullying.</li> <li>• To understand how bullying can make people feel and why this is unacceptable.</li> <li>• To identify the different ways bullying can happen (including online).</li> <li>• To explain how to react if they witness bullying.</li> </ul>	<p><b>Mental health and emotional wellbeing – Strengths and challenges.</b></p> <ul style="list-style-type: none"> <li>• To plan the steps required to help achieve a goal or challenge.</li> <li>• To celebrate their own and others' skills, strengths and attributes.</li> <li>• To demonstrate a range of strategies for dealing with put-downs.</li> <li>• To recognise what is special about themselves.</li> <li>• To recognise that everyone has set-backs at times, and that these cannot always be controlled.</li> </ul>	<p><b>Identity, society and equality – Celebrating difference.</b></p> <ul style="list-style-type: none"> <li>• To recognise they have shared interests and experiences with others in their class as well as with people in the wider world.</li> <li>• To understand that peers might be similar or different to each other but can play or work together.</li> <li>• To explain what being part of a community means.</li> <li>• To value and appreciate the diverse communities that exist and how they connect</li> <li>• To acknowledge that there may be times when they don't agree with others in the group</li> <li>• To stand up for their own</li> </ul>	<p><b>Careers, financial capability and economic wellbeing – Saving, spending and budgeting.</b></p> <ul style="list-style-type: none"> <li>• To recognise when people are trying to pressurise them to spend their money and how this feels.</li> <li>• To make decisions about whether something is 'value for money'.</li> <li>• To keep simple records to keep track of their money.</li> <li>• To know the best places people can go for help about money.</li> <li>• To know about a number of different</li> </ul>	<p><b>Physical health and wellbeing – What helps me choose?</b></p> <ul style="list-style-type: none"> <li>• To describe situations when they have to make choices about their food and drink.</li> <li>• To understand who and what influences their choices about food and drink.</li> <li>• To be able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money'.</li> <li>• To identify a range physical activities that help the body.</li> <li>• To evaluate the levels</li> </ul>

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				point of view against opposition.	<ul style="list-style-type: none"> <li>jobs people do. To identify the skills and attributes needed for different jobs.</li> </ul>	of physical activity in different pastimes.
<b>French:</b>	<b>Greetings &amp; Classroom Instructions:</b> <ul style="list-style-type: none"> <li>To greet people in French</li> <li>To answer the question Ça va?</li> <li>To ask someone how they are and understand their answer</li> <li>To understand and follow different classroom instructions</li> </ul>	<b>Numbers &amp; Days of the Week:</b> <ul style="list-style-type: none"> <li>To say the numbers 0 to 19</li> <li>To understand the numbers 0 to 19</li> <li>To say the days of the week</li> <li>To understand the days of the week</li> </ul>	<b>About Myself:</b> <ul style="list-style-type: none"> <li>To introduce myself</li> <li>To say my age</li> <li>To say where I live</li> <li>To describe my hair and eyes</li> <li>To understand when someone describes themselves</li> </ul>	<b>About My Family:</b> <ul style="list-style-type: none"> <li>To name and recognise some family members</li> <li>To describe some members of my family: their names. Age and hair and eye colour.</li> <li>To understand the main points when someone describes their family</li> </ul>	<b>Pets:</b> <ul style="list-style-type: none"> <li>To name and recognise some pets</li> <li>To introduce my pets</li> <li>To say where my pets live.</li> <li>To understand when someone describes their pet</li> <li>To describe my pet's character</li> </ul>	<b>Colours:</b> <ul style="list-style-type: none"> <li>To recognise the names of colours</li> <li>To say the colours</li> <li>To read the colours</li> </ul>