Long Term Plan: Year 3 Curriculum Objectives

Subject	Autumn 1 How did life change from the stone age to the iron age?	Autumn 2 Europe What is Significant about Europe?	Spring 1 How much did the Ancient Egyptians achieve?	Spring 2 Magnificent Mountains How were mountains formed?	Summer 1 How did George Stephenson impact our local area?	Summer 2 The Little Raindrop How are rivers and the water cycle linked?
English	**Reading:** **Word reading:** • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. **Comprehension:** • Develop positive attitudes to reading, and an understanding of what they read, by: • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Using dictionaries to check the meaning of words that they have read • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identifying themes and conventions in a wide range of books • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discussing words and phrases that capture the reader's interest and imagination • Recognising some different forms of poetry • Understand what they read, in books they can read independently, by • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than 1 paragraph and summarising these • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.			**Writing:** **Transcription - Spelling** • Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words that are often misspelt • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting **Plan writing.** • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas **Draft and write by:** • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Organising paragraphs around a theme • In narratives, creating settings, characters and plot • In non-narrative material, using simple organisational devices **Evaluate and edit by:** • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proofread for spelling and punctuation errors • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		

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	Grammar/Phonics: **Develop their understanding of the concepts set out in Appendix 2 by**: • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Using the present perfect form of verbs in contrast to the past tense • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials • Learning the grammar for years 3 and 4 in Appendix 2 **Indicate grammatical and other features by:** • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with singular and plural nouns • Using and punctuating direct speech			**Speaking and Listening:** • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, roleplay/improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication		
Mathematics	*Read and write numbers to 1000 in numerals and in words *Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) *Compare and order numbers to 1000 *Find 10 or 100 more of less than a given number *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 *Recall and use multiplication facts for the 3, 4 and 8 multiplication tables *Recall and use division facts for the 3, 4 and 8 multiplication	*Count from 0 in multiples of 4, 8, 50 and 100 *Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods *Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods *Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with	*Identify, represent and estimate numbers using different representations (up to 1000) *Estimate the answer to a calculation and use inverse operations to check answers *Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one- digit numbers or quantities by 10 *Measure, compare, add and subtract lengths (m/cm/mm) *Measure the perimeter of simple 2-D shapes *Identify horizontal and vertical lines and pairs of perpendicular and parallel lines *Interpret data in bar charts, pictograms and tables *Solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables	*Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connect to m objects *Compare and order unit fractions, and fractions with the same denominators *Add and subtract fractions with the same denominators within one whole. *Use vocabulary such as o'clock, a.m./p.m., 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 *Record and compare time in terms of seconds, minutes and hours	*Solve number problems and practical problems involving place value *Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction *Solve problems involving fractions *Add and subtract amounts of money to give change, using both £ and p in practical contexts	*Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connect to m objects *Measure, compare, add and subtract volume/capacity (l/ml). *Draw 2-D shapes and make 3-D shapes using modelling materials *Recognise 3-D shapes in different orientations and describe them *Present data using bar charts, pictograms and tables *Solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.

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	tables *Recognise and show, using diagrams, equivalent fractions with small denominators	small denominators *Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators *Tell and write the time from an analogue clock, including Roman Numerals from I to X11 *Tell and write the time from 12-hour and 24-hour clocks *Estimate and read time with increasing accuracy to the nearest minute *Recognise angles as a property of shape or a 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 make a complete turn; identify whether angles are greater than or less than a right angle		*Compare durations of events *Measure, compare, add and subtract mass (kg/g)		
	Working Scientifically: • Asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries, comparative and fair tests • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings.					
Science	**Forces and Magnets** Compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces can act	**Animals including Humans** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what	**Plants** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of	**Rocks and Fossils** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things		**Light** Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected

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	at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.	from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change.
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 • 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	**Programming -** Sequencing sounds • 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	**Data and Information -** Branching databases • To create questions with yes/no answers • To identify the attributes needed to collect data about an object • 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	**Programming -** Events and actions in programmes • 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	**Skills Showcase –** Stop-frame animation and trailer • 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 review and improve an animation • To evaluate the impact of adding other media to an animation

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History	**How did life change from the Stone Age to the Iron Age?** Changes in Britain from the Stone Age to the Iron Age.		**Why do we know so much about Ancient Egypt?** The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.		**First Railways – George Stephenson** A depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	
Geography		**What is significant about Europe?** **Locational Knowledge:** Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Place Knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European Country. **Human and Physical Geography:** Describe and understand key aspects of some physical geography (climate zones, rivers and mountains) and some human geography (types of settlement and land use) *of Europe.* **Geographical Skills and Fieldwork:**		**How were mountains formed?** **Locational Knowledge:** Name and locate key topographical features in the UK (hills and mountains). **Place Knowledge:** Understand geographical similarities and differences of different mountains *of some different mountains in the world. Focus on Everest.* **Human and Physical Geography:** Describe and understand physical geography - mountains. **Geographical Skills and Fieldwork:** Use maps and atlases to locate *mountains* and describe features studied.		**How are rivers and the water cycle linked?** **Locational Knowledge:** Name and locate key topographical features in the UK (rivers). **Place Knowledge:** Understand human and physical geography of a region of the UK – focus on River Thames. **Human and Physical Geography:** Describe and understand key aspects of physical geography – rivers and the water cycle. **Geographical Skills and Fieldwork:** Use maps and atlases to locate *rivers* and describe features studied.

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		Use maps and atlases to locate countries and describe features studied - *in Europe.*				
Design and Technology		**Farm to fork:** **Cooking and Nutrition/knowledge** Understand which foods, or grown in the UK and across Europe Understand that the season can affect food product. Know baking (cooking process) changes food. **Design** Design and make own chips. Understand I can change a recipe by adding or taking away an ingredient. Work with food, ingredients and tools. Choose suitable tools and explain they should be used to meet a design criteria Follow safety and food hygiene procedures Prepare and simple dishes hygienically and safely-with a heat source Use cooking techniques including chopping, peeling, grating, slicing, spiralizing. **Evaluate** Evaluate their own product by tasting Evaluate existing products.		**Mountain pulley:** **Explore** Research pulley systems in everyday life. **Design** Identify who made the product, when it was made and its purpose Identify what the product is made from Develop my own design criteria Describe the purpose of my product Explain how the parts will work Communicate ideas through sketches and designs **Make/skills** Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of materials and components, according to their functional properties **Evaluate** Evaluate existing products on its design and use Explain how the parts will work Evaluate my product against a criteria- identify strengths and areas to develop **Technical Knowledge** Use pulley system using pulley wheels and ropes and mechanical components		**Bridge Structures:** **Explore** Existing bridges and features which provide strength **Design** Research the shape, construction and design of a bridge. Generate realistic ideas Represent ideas in diagrams, annotated sketches, Share and discuss my ideas with others Order how to make the product **Make/skills** **Choose materials and components suitability on their properties** **Choose suitable tools and explain they should be used to meet a design criteria.** **Use joining techniques, glue, cut, staple etc.** **Evaluate** Evaluate my product against a criteria- identify strengths and areas to develop **Technical Knowledge** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures such as beams, arches, pillars.
Art and Design	**Art-Cave paintings:** Understand which colours are primary, secondary and		**Egyptian headdress:** Use a range of tools while painting, such as hands,		**William Morris**	

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	tertiary and create secondary and tertiary colours by mixing. Mix colours to create tints, tones and shades. Use different techniques in their artwork, such as washing, blending, blocking colour and using thicker paint for texture. Choose colours carefully to create mood. Mix colours to show the direction of light in their artwork. Show purpose and control when mark making with different types of paint, such as acrylic and watercolour.		brushes, rollers and stamps. Show control when mark making. Demonstrate awareness when choosing a brush for paint. For example, using a larger brush for larger areas. Be able to make tints using white paint and shades using black paint. Mix colours well to create different shades and tones. Name the primary colours. Predict which secondary colour will be made when mixing two primary colours.			
Physical Education	**Sport & Games** Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming and water safety. Pupils should be taught to: Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively					
	Ball Skills Invasion Games Rugby **Health & Fitness** Cross Country/ Circuit Training	**Dance** **Ball Skills** Net & Wall games Netball	**Gymnastics** **Ball Skills** Net & Wall games Tennis	**Ball Skills** Invasion Games Hockey **Dance**	**Athletics** Track/Field **Ball Skills** Striking & Fielding Rounders	Ball Skills Game Sense - Net and Wall skills OAA
Music	**'The basics of music'** Fundamentals of music Pulse – call and response Rhythm -body percussion and patterns Pitch – singing in 3 parts Glockenspiels	**'Music that tells stories'** Music interpretation and description Listening – different musical styles Rhythm – 3 parts Appraising - creating images and written response Major/minor Christmas focus	**'Famous musical works and the Orchestra'** Instrumentation Orchestral families Listening and understanding of the differences between instruments Ode to Joy – sing along and internalise/create lyrics Glockenspiels – note names Begin to sing in harmony	**'Famous composers'** Famous musical composers and the history of music Mozart Bach Beethoven	**'Music from around the world'** Learn songs in another language. To explore music and songs from different cultures. Features of music from different cultures. Pitched and unpitched instruments. Latin music.	Performing Singing in multiple parts. Perform in solo or ensemble.

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			Appraise and evaluate peer performances			
Religious Education	**Beliefs and practises:** Describe Jewish celebrations including weddings and Hanukkah. Begin to explain why Hanukkah is celebrated in the way it is. Begin to explain why eating kosher food is important for Jews. Begin to make links between Jewish values and commitments and their own experiences. **Christmas:** Understand the religious significance of a Christingle and the four different elements. **Easter:** Relate parts of the Easter story to what happens in church. Identify the Impact the Easter story has on the lives of Christians today. **Places of worship:** Begin to explain why Muslims pray in the way they do. Describe simply the importance of a mosque in the community on people's lives. **Sacred texts:** The Bible: Make links between The Bible and its importance to Christians and the Lindisfarne Monks.					
	Signs and Symbols	Diwali	What do we know about Jesus?	Jewish Celebrations	What is the Bible?	Islamic Rites of Passage
PSHE	**Being in My World** Railway Safety Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives World Mental Health Day	**Celebrating Difference** Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments Anti-bullying Week	**Dreams and Goals** Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting Children's Mental Health Week	**Healthy Me** Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	**Relationships** Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	**Changing Me** How babies grow Understanding a baby's needs Outside body changes (Puberty) Family stereotypes Challenging my ideas Preparing for transition Water Safety
MFL	Phonetics 1 (X) & I am learning Fr/ Sp/ It (E)	Animals (E) Merry Christmas 1	Instruments (E)	I am Able…(Fr) I Know How To…(It/ Fr/ Sp) (E)	Ice-Creams (E) Week 5 and Week 6 taught at the start of Summer 2.	Fruits (E) No Week 6 Assessment.