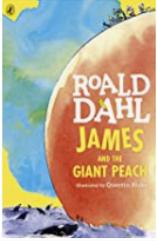
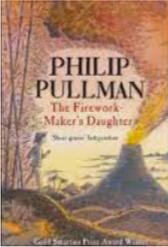
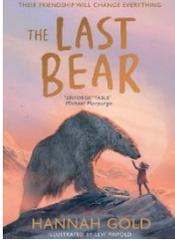
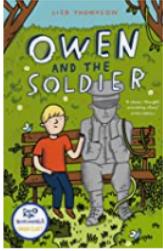
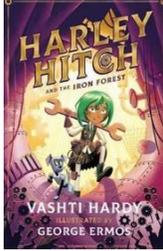
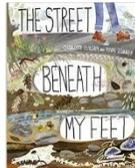
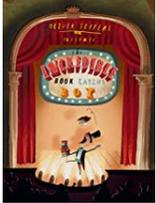
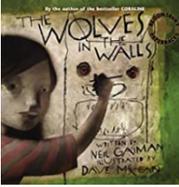
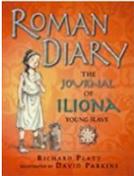


Year 3 Long Term Plan

| Curriculum Drivers | World Citizens | | Resilient Individuals | | Respectful Communicators | Healthy Advocates | |
|--------------------|--|---|---|--|---|---|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
| Reading | <p>Reading (VIPERS)</p> <p>Colour (The Colour Monster, Lucy's Blue Day, True Colours)</p> <p>Internet Safety (Be Safe on the Internet, Digiduck's Big Decision)</p> <p>Forces and Magnets (Sir Isaac Newton, Egg Drop, The Discovery of Magnet and Magnus the Shepherd)</p> <p>Picture Books (1) (The Man who Walked between Two Towers, The Tunnel, Henrys Freedom Box)</p> <p>Hearing Impairment (Freddie and the Fairy, Dachy's Deaf, Harriet vs the Galaxy)</p> <p>Novels (1) (Sam Wu is Not Afraid of Zombies, Spud Murphy, Ottoline and the Yellow Cat)</p>  | <p>Reading (VIPERS)</p> <p>Prehistoric Britain (How to Wash a Woolly Mammoth, Stone Age Boy, Stone Henge)</p> <p>Roald Dahl (BFG, Fantastic Mr Fox, The Dentist and the Crocodile)</p> <p>Rocks and Fossils (The Pebble in My Pocket, Fossils and My Brother)</p> <p>Poetry (The Owl and the Pussycat, The Sound Collector, Matilda Who Tells Lies)</p> <p>Different Cultures (Anisha Accidental Detective, Planet Omar)</p> <p>Disney Songs (Bare Necessities, Moana-How Far I'll Go, Zootropolis-Try Everything)</p> | <p>Reading (VIPERS)</p> <p>Robots (Rusty the Squeaky Robot, The Iron Man, The Iron Woman)</p> <p>Picture Books (The Day the Crayons Quit, Masai and I, I'll Take You to Mrs. Cole)</p> <p>Dick King Smith (The Hodgeheg, Henry Pond the Poet, Aristotle)</p> <p>Notable People (Bessie Coleman, Catherine Johnson, David Attenborough)</p> <p>Spiders (The Spider and the Fly, Milton the Mighty)</p>  <p>How to Train Your Dragon by Cressida Cowell</p> | <p>Reading (VIPERS)</p> <p>Towns, Cities And Villages (Settlements, Tokyo, Town is By the Sea)</p> <p>Anne Fine (The Gingerbread Star, Bills New Frock)</p> <p>Novels (2) (The Wild Robot, Tom Gates, Fortunately the Milk)</p> <p>Songs (Count on Me, Rise Up, Fight Song)</p> <p>Children's Classics (Winnie the Pooh, Stig of the Dump, Charlottes Web)</p>  <p>The Firemaker's Daughter by Philip Pullman</p> | <p>Reading (VIPERS)</p> <p>Light and Shadows (The Dark, Smoot the Rebellious Shadow, My Shadow)</p> <p>Philip Reeve and Sarah McKintyre (Jinks and O'Hare, Pugs of the Frozen North, Oliver and the Seaways)</p> <p>Greece (Hairy Bikers Moussaka, Role of Women in Ancient Greece, Theseus and the Minotaur)</p> <p>Notable People (Grace Darling, Hatshepsut, Louis Braille)</p> <p>Lighthouses (How does a Lighthouse Work, My Lighthouse, The Lighthouse Keepers Lunch)</p> <p>Poetry (From a Railway Carriage, Walking with My Iguana, Be Glad Your Nose is On Your Face)</p> | <p>Reading (VIPERS)</p> <p>Plants (Di iz Tak, A Seed is Sleepy, Why are Tomatoes, a Fruit)</p> <p>Shang Dynasty (Mandate of Heaven, Tools and Treasures of Ancient, China, The Yellow River)</p> <p>Monsters (Amelia Fang and the Unicorn Lords, Isadora Moon Goes on Holiday, The Nothing to See Here Hotel)</p> <p>Weather (Cloudy with a Chance of Meatballs, Raindrops, Rainbows)</p> <p>Childrens Classics (Stuart Little, Magic Faraway Tree, The Reluctant Dragon)</p>  | |

| | | | | | | |
|------------------------------------|---|---|---|---|--|---|
| | James and the Giant Peach by Roald Dahl |  Owen and the Soldier Lisa Thompson | | |  Harley Hitch and the Iron Forest by Vashti Hardy | The Last Bear by Hannah Gold |
| Read Aloud Rhymes and Poetry | The Morning Rush By John Foster | | Slowly by James Reeves | | Walking with My Iguana by Brian Moses | |
| Writing and model texts |  The True Story of the Three Little Pigs Jon Scieszka (Drama) <ul style="list-style-type: none"> • Narrative • Traditional Tale with a Twist  Autumn is Here (Science) <ul style="list-style-type: none"> • Seasons Poem Free Verse |  Stone Age Boy by Satoshi Kitamura (History) <ul style="list-style-type: none"> • Narrative  Street Beneath My Feet by Charlotte Guillian and Yuval Zommer (Science) <ul style="list-style-type: none"> • Non-fiction • Explanation Text |  The Secret of Black Rock by Joe Todd-Stanton (Science/Geography) <ul style="list-style-type: none"> • Narrative • Adventure |  Skeletons and Muscles by Ben Hoare (Science) <ul style="list-style-type: none"> • Non-fiction • Non-Chronological Report |  The Incredible Book Eating Boy by Oliver Jeffers (PSHRE/Science) <ul style="list-style-type: none"> • Narrative • Comedy  Skara Brae Brochure (Geography) <ul style="list-style-type: none"> • Non-fiction Persuasive Writing |  Wolves in the Walls by Neil Gaiman (PSHRE) <ul style="list-style-type: none"> • Narrative • Suspense •  The Journal of Iliona – A Young Slave by Richard Platt (History) <ul style="list-style-type: none"> • Non-fiction Diary Entry |

| | | | | | | |
|--------------------------------|---|---|---|---|--|--|
| <p>Grammar and Punctuation</p> |  <p>* Consolidate word families (Yr2)</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>Expressing time, place and cause using prepositions</p> |  <p>Introduce paragraphs as a way to group related material</p> <p>Use adverbs to express time and cause (then, next, soon, therefore)</p> |  <p>Expressing time, place and cause using conjunctions</p> <p>*Understand what is meant by a clause and a subordinate clause, consider how they rely on each other and use correctly in writing (vocab)</p> |  <p>Introduction to inverted commas to punctuate direct speech</p> <p>Introduce inverted commas to punctuate direct speech</p> |  <p>Use headings and sub-headings to aid presentation</p> <p>Use the present perfect forms of verbs in contrast to the past tense</p> |  <p>Place the possessive apostrophe in regular and irregular plurals</p> |
| <p>RWI Spellings</p> | <p>Unit 1: Adding the prefixes dis- and in-</p> <p>Unit 2: Adding im- to root words beginning with m or p</p> <p>Special focus 1: Exception Words</p> <p>Unit 3: Adding the suffix -ous</p> <p>Practice Test 1 (Units 1-3)</p> | <p>Unit 4: Adding the suffix -ly</p> <p>Unit 5: Words ending in -ture</p> <p>Special focus 2-Homophones</p> <p>Unit 6: Adding -ation to verbs to form nouns</p> <p>Practice Test 2 – (Units 4-6)</p> | <p>Unit 7: Words with the c sound spelt ch</p> <p>Unit 8: Words with the sh sound spelt ch</p> <p>Special focus 3: The short i sound spelt y</p> <p>Practice Test 3 – (Units 7-8)</p> | <p>Unit 9: Adding the suffix -ion</p> <p>Unit 10: Adding the suffix -ian</p> <p>Practice Test 4 – (Units 9-10)</p> | <p>Unit 11: Adding the prefix re-</p> <p>Special focus 4- Homophones</p> <p>Unit 12: Adding the prefix anti-</p> <p>Practice Test 5 – (Units 6-10)</p> | <p>Unit 13: Adding the prefix super-</p> <p>Unit 14: Adding the prefix sub- apostrophes</p> <p>Practice Test 6 – (Units 13-14)</p> |
| <p>Maths</p> | <p><u>Place Value</u> (3 Weeks)</p> <p><u>Addition and subtraction</u> (5 Weeks)</p> <p><u>Multiplication and Division A</u> (4 Weeks)</p> | | <p><u>Multiplication and division B</u> (3 Weeks)</p> <p><u>Length and Perimeter</u> (3 Weeks)</p> <p><u>Fractions A</u> (3 Weeks)</p> <p><u>Mass and Capacity</u> (3 Weeks)</p> | | <p><u>Fractions B</u> (2 Weeks)</p> <p><u>Money</u> (2 Weeks)</p> <p><u>Time</u> (3 Weeks)</p> <p><u>Shape</u> (2 Weeks)</p> <p><u>Statistics</u> (2 Weeks)</p> <p><u>Consolidation</u></p> | |
| <p>Science</p> | <p>Forces & Magnets</p> <p>To observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find and describe how plants need water, light and a</p> | <p>Rocks & Soils</p> <p>To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> | <p>Animals Including Humans Nutrition & Movement</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | | <p>Light</p> <p>Recognise we need light in order to see things and that dark is the absence of light. Light is reflected from surfaces.</p> | <p>Plants</p> <p>Identify and describe the functions of different parts of a flowering plant.</p> <p>Explore the requirements of plant life and growth.</p> |

| | | | | | | |
|-----------|---|--|--|---|---|---|
| | suitable temperature to grow and stay healthy. | To describe in simple terms how fossils are formed when things that have lived are trapped within rock. To recognise that soils are made from rock and organic matter. | 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 they eat. | | Recognise that light from the sun can be dangerous and that there are ways to protect your eyes. Recognise that shadows are formed when light from a light source is blocked by an opaque object. Find patterns in the way that the shadows change. | Investigate the way in which water is transported within plants. Explore the part that flowers play in the lifecycle of flowering plants including pollination, seed formation and seed dispersal. |
| History | | How did the lives of ancient Britons change from the age of stone to the iron age? -Stone Age to Iron age timeline chronology linked to previous learning. - How people lived. -Nomads / hunter gatherers - Bronze age Bronze age life / comparison The Tin Trade Cornwall's Trading links to Brittany, Wales & Southern Ireland Iron age | | What were the key achievements of Ancient Egyptians? -Locate Egypt -Timeline of Dynasties / Rulers & similarities and differences - Life in ancient Egypt Rulers, merchants, slaves -Beliefs -Why is discovery of Tutankhamun's tomb significant? - Significant construction (legacy) – Pyramids / Carnac Sphinx - Writing – hieroglyphics & Rosetta Stone | | What did the Romans give to the world? Timeline Who were the Romans? Invasion and battle Extent of Empire Pompei Comparison - Britain before, during and after Roman occupation. Legacy |
| Geography | How does the United Kingdom compare to other countries in Europe? - What makes Europe a separate continent? - Identify Britain as being on the continental shelf. -Understand that Britain was once connected by land to mainland Europe? (Doggerland) - Ice age - Locate the countries of Europe and capital cities. | | Why are jungles so wet and deserts so dry? - The five major types of biomes: aquatic, grassland, forest, desert and tundra. - Some biomes can be further divided such as forest to tropical rainforest and temperate forest. Locate biomes on maps and identify patterns. Compare Physical and human features of deserts with rainforests | | How do volcanoes affect the lives of people? - The layers of the Earth - Plate boundaries - Pacific 'Ring of Fire' - Subduction zone - Features of a volcano -types of volcanoes - Why people settle near volcanoes | |

| | | | | | | |
|-----------|---|--|---|--|--|---|
| | <p>- Britain / France / Norway comparison: urbanisation, major cities, Length of coastline, Highest peak, climate zones, Seasonal data; longest rivers, population, number of cities, earliest settlement.</p> <p>- How else does the United Kingdom identify as European? Sports, defence (NATO), Eurovision.</p> | | | | | |
| Art | <p><u>Gestural drawing with charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> | | <p><u>Working with Shape and Colour</u> “Painting with Scissors”: Collage and stencil in response to looking at artwork</p> | | <p><u>Telling Stories Through Drawing & Making</u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p> | |
| DT | | <p><u>Eating seasonally -cooking and nutrition</u> Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits.</p> | | <p><u>Textiles cross stitch and applique</u> Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make a cushion or Egyptian collar.</p> | | <p><u>Digital world-Electronic charm..</u> Design, develop a program, house and promote a Micro:bit electronic charm to use in low-light conditions.</p> |
| Computing | <p><u>Networks and the internet</u> (5 lessons):Google Learning what a network and how devices communicate and share information. <u>Online safety Y3</u> (4 lessons) Learning: the difference between fact, opinion and belief; and how to deal with upsetting online content. Knowing how to protect personal information online.</p> | <p><u>Programming Scratch</u> (5 lessons) Exploring the programme Scratch, following the predict > test > review cycle. Learning about ‘loops’ and programming an animation, story and game. <u>Online safety Lesson 2</u></p> | <p><u>Emailing</u> (5 lessons) (Option 1: Google) Sending emails with attachments and understanding what cyberbullying is <u>Online safety Lesson 3</u></p> | <p><u>Journey inside a computer</u> (5 lessons) Assuming the role of computer parts and creating paper versions of computers to consolidate understanding of how a computer works.</p> | <p><u>Video trailers</u> (5 lessons) (Using iPads) Developing digital video skills to create trailers, with special effects and transitions. <u>Online safety Lesson 4</u></p> | <p><u>Comparison cards databases</u> (5 lessons) (Option 1: Google) Learning about records, fields and data and sorting and filtering data.</p> |
| Music | <p><u>Glockenspiel Stage 1</u> Exploring & developing playing skills</p> | | <p><u>Three Little Birds</u> Listen and Appraise the song Three Little Birds and other songs</p> | | <p><u>Mamma Mia</u> Listen and Appraise the song Mamma Mia and other Abba songs</p> | |

| | | | | | | |
|-------------|---|---|--|--|---|---|
| | | | Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: Games (Warm-up Games and Flexible Games), Singing Playing Instruments (classroom and or band instruments), Improvisation, Composition, Perform and Share | Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: Games (Warm-up Games and Flexible Games), Singing Playing Instruments (classroom and or band instruments), Improvisation, Composition, Perform and Share | | |
| RE | L2.7 What do Hindus believe God is like? | 2a.3 INCARNATION/ GOD: What is the Trinity? Christmas | L2.8 What does it mean to be a Hindu in Britain today? | 2a.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter | 2a.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost ? | L2.11 Why do some people think that life is like a journey and what significant events mark this? |
| PE | Football | Netball | Dance - Weather | Gymnastics - Asymmetry/ Symmetry | Athletics 3 | Tennis |
| PSHE | Personal Hygiene Vaccinations and Diseases Anger, Fear and Mindfulness Anxiety, Stress and Mindfulness Exercise Safety with Household Meds Change is Good | My Body, Your Body - Keeping Healthy Self-Worth x 2 Self-Image x 2 Autism Different, Not Less Different Kinds of Friendship | Power of Words: STOP Social Media Body Confidence Gender Fairtrade: Working Together Global Warming - What Can We Do To Help? Celebrating Women in History: Traditional Roles | BV Democracy and Law x 2 BV Culture and Liberty x 2 Relationships with Others x 2 | Helping Others to Get Help x 2 Who Can We Trust x 2 Staying Safe Online x 2 Separation and Divorce | Growth Mindset x 2 Sun Safety The World of Work Problem Solving and Time Management x 2 |
| Experiences | | Visit - Chysauster & Chun Hill Fort | | Visit - Truro Museum | | |