

# Year 3 Long Term Plan 2023- 2024



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>The Iron Man</b> Writing outcomes: Narrative – Approach Threat Narrative Purpose: To narrate Explanation – How to capture the Iron Man Purpose: To explain</p>	<p><b>Fox</b> Writing outcomes: Narrative – Fable Narrative Purpose: To narrate Information – Foxes Purpose: To inform</p>	<p><b>Rhythm of the Rain</b> Writing outcomes: Narrative – Setting Narrative Purpose: To narrate Recount – River Information Leaflet Purpose: To inform</p>	<p><b>Jemmy Button</b> Writing outcomes: Narrative – Return Narrative Purpose: To narrate Information – Letters Purpose: To recount</p>	<p><b>Egyptology</b> Writing outcomes: Narrative – Egyptian Mystery Narrative: To narrate Purpose: Instructions – Secret Diary Purpose: To recount</p>	<p><b>Into the Forest</b> Writing outcomes: Narrative – Lost Narrative Purpose: To narrate Recount – Newspaper Report Purpose: To recount</p>
Grammar focus to be completed across writing outcomes.						
<b>Mathematics</b>	<p><b>NCETM</b> Adding and subtracting across 10 (Unit 1) 2,4,8 times tables (Unit 6)</p>	<p><b>NCETM</b> Numbers to 1000 (Unit 2) Unit fractions (Unit 8)</p>	<p><b>NCETM</b> Manipulating the additive relationship and securing mental calculation (Unit 4) Unit fractions (Unit 8)</p>	<p><b>NCETM</b> Column Addition (Unit 5) Column Subtraction (Unit 7) Non-unit fractions (Unit 9)</p>	<p><b>NCETM</b> Parallel and perpendicular sides in polygons (Unit 10) Non-unit fractions (Unit 9)</p>	<p><b>NCETM</b> Time (Unit 11) Right angles (Unit 3)</p>
	<p><b>No Nonsense Number Facts</b> Using understanding of addition and subtraction facts to add and subtract with two-digit numbers</p>	<p><b>No Nonsense Number Facts</b> Multiplicative understanding including using understanding of place value: twos, fives and tens</p>	<p><b>No Nonsense Number Facts</b> Using understanding of place value to add and subtract with three-digit numbers</p>	<p><b>No Nonsense Number Facts</b> Multiplicative understanding including using understanding of place value: twos, fours and eights</p>	<p><b>No Nonsense Number Facts</b> Using understanding of addition and subtraction facts with three-digit numbers</p>	<p><b>No Nonsense Number Facts</b> Multiplicative understanding including using understanding of place value: twos, threes, fours,</p>

						fives, eights and tens
<b>History</b>	<p><b>The Stone Age to the Iron Age</b>  <i>What did Britain look like during the Stone and Iron Ages?</i>  The children will begin to develop their understanding of early history. They will look at how Britain changed over the Stone and Iron Ages with a focus on farming and weaponry.</p>	<p><b>The Roman Empire and Roman Britain</b>  <i>What impact did the Roman Empire have on Britain?</i>  The children will develop an overview of the chronology of the Roman Empire. They will consider the 'Romanisation' of Britain, including a local case study of the city of Chester.</p>			<p><b>Ancient Egypt</b>  <i>What were the achievements of the Ancient Egyptians?</i>  Including a trip to the Liverpool Museum, the children will undertake a depth study of one of the earliest civilisations – the Ancient Egyptians. Children will study significant pharaohs, the pyramids and Egyptian afterlife.</p>	
<b>Geography</b>			<p><b>Rivers</b>  <i>What would the world be like without rivers?</i>  Children will learn about the water cycle, the formation of a river and its journey to the sea. They will learn about some of the significant rivers of the world. The unit will finish with a fieldwork study of the River Mersey.</p>	<p><b>Earthquakes and Volcanoes</b>  <i>What impact do rocks have on our earth?</i>  Children will learn about the structure of the earth and how this links to the cause of earthquakes and the formation of volcanoes. They will use longitude and latitude to locate the sites of significant earthquakes and major volcanoes.</p>		<p><b>Mountains</b>  <i>Mountains: physical or human?</i>  Children will learn about the world's major mountain ranges and how they are formed. They will use maps to understand how contour lines describe the physical landscape of an area.</p>

<b>Science</b>	<b>Rock Detectives</b> Scientist – Anjana Khatwa SS Lessons: 1,2,3,6,8,9 & 10	<b>The Power of Forces</b> Scientist – Rafsan Chowdury SS Lessons: 1-7	<b>Light – Can you see me?</b> Scientist – Professor Colin Webb SS Lessons: 1,2,3,5,6,7 & 8	<b>Amazing Bodies</b> Scientist – Dr Amy Pickering SS Lessons: 1,2,4,6 & 7	<b>Our Changing World</b> SS Lessons: 3,5,6,7 & 8	<b>How does your Garden grow?</b> Scientist – Dr Ben Woodcock SS Lessons: 1,2,3,4,6,7 & 10
<b>Art</b>	<b>Gestural Drawings – charcoal</b> Making loose, gestural drawings with charcoal, and exploring drama and performance.				<b>Telling Stories through drawing and making Option 2- Explore stencils</b> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	<b>Working with Shape &amp; Colour</b> “Painting with Scissors”: Collage and stencil in response to looking at artwork.
<b>Music</b>		<b>Ancient Worlds</b> Musical focus: Structure Explore Ancient Greece with music inspired by Theseus <b>Time</b> Musical focus: Beat Develop children’s understanding of beat, metre and rhythm.	<b>Sounds</b> Musical focus: Exploring sounds Explore how instruments can be classified according to sounds they produce. <b>Singing French</b> Musical focus: Pitch Enhance language learning through songs.	<b>Communication</b> Musical focus: Composing Children learn to make music inspired by technology and computing. <b>Poetry</b> Musical focus: Performing Explore 3 contrasting poems, using voices, body percussion, instruments and movement.		

<b>DT</b>		<b>Structures – making a castle</b> Design and construct a castle with key features which satisfy a given purpose.	<b>Textiles – cushions</b> Make a cushion that includes appliqué and cross-stitch.			<b>Food – eating seasonally</b> Design their own tart recipe using seasonal ingredients. Follow the instructions within a recipe.
<b>RE</b>	<b>God</b> How do Christians use symbols to explain what God is like? How do Christians use words, prayers, songs or hymns to describe God as ‘three in one’?	<b>Christian Community</b> How are Christian communities different?  <b>Incarnation</b> Why do you think there are different stories about Jesus’ birth? Why is Advent important to Christians?	<b>Kingdom of God</b> What do Jesus’ parables tell Christians the Kingdom of God is like?  <b>Islam</b> What do Muslims say God is like?	<b>Salvation</b> Why do Christians believe Jesus rescued people? Why do Christians call the day Jesus died ‘Good Friday’?  <b>Forgiveness</b> How did Jesus show forgiveness to those who betrayed him?	<b>Discipleship</b> How does the Bible help Christians to live?	<b>Islam</b> Why is Muhammad (Pbuh-Peace Be Upon Him) important to Muslims?
<b>PE</b>	<b>Tag Rugby - Sending and Receiving</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Netball – Keeping Possession</b>	<b>Cricket – Linking Actions</b>	<b>Athletics</b>
<b>PSE</b>	<b>Being Me in my World</b> Getting to Know Each Other Our Nightmare School Our Dream School Rewards and Consequences	<b>Celebrating Difference</b> Family Family Conflict Witness & Feelings Witness & Solutions Words that Harm	<b>Dreams and Goals</b> Dreams and Goals My Dreams and Ambitions A New Challenge Our New Challenge Our New Challenge –Overcoming Obstacles	<b>Healthy Me</b> Being Fit and Healthy What Do I Know About Drugs? Being Safe Safe or Unsafe My Amazing Body	<b>Relationships</b> Family Roles and Responsibilities Friendship Keeping Myself Safe Online Being a Global Citizen	<b>Changing Me</b> How Babies Grow Babies Outside Body Changes Inside Body Changes Family Stereotypes Looking Ahead

	Our Learning Charter Owning Our Learning Charter	Celebrating Differences - Compliments	Celebrating My Learning		Celebrating My Web of Relationships	
<b>Computing</b>	<b>eAware-</b> Cyberbullying <b>Code Studio</b> <b>Purple Mash-</b> Touch Typing	<b>eAware-</b> Digital Footprint <b>Code Studio</b>	<b>eAware-</b> Fake News <b>Code Studio</b>	<b>eAware-</b> Friends <b>Purple Mash-</b> Branching Databases	<b>Key Search Questions</b> <b>Code Studio</b>	<b>eAware-</b> Passwords <b>Code Studio</b> <b>Purple Mash-</b> Spreadsheets