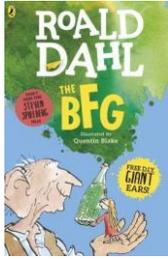
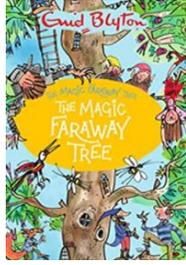
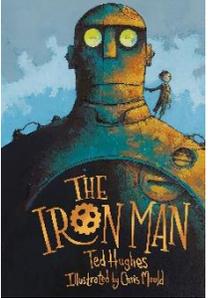


Year 3 Long Term Plan 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Whole School themes</i>	<i>Looking After Our Planet</i>	<i>Exploration and Discovery</i>	<i>Counties, Countries and Continents</i>	<i>Powerful People</i>	<i>Active Planet</i>	<i>Changing Britain</i>
Guided Reading	 <p>Desert Adventure Bear Grylls BL 4.2 Pts1.0</p>	 <p>The Boy Who Grew Dragons BL 5.5 Pts4.0</p>	 <p>The BFG BL 4.8 Pts6.0</p>	 <p>The Wild Way Home BL 4.2 Pts6.0</p>	 <p>The Magic Faraway Tree BL 4.1 Pts6.0</p>	 <p>The Iron Man BL 4.7 Pts1.0</p>
Writing and model texts	<p>Fiction pattern: Warning Text: The Stone Trolls Focus: Setting Text type: Information Text: Poetry focus: Exploring</p>	<p>Fiction pattern: Portal story Text: Elf Road Focus: Dialogue Text type: Recount Text: Poetry focus: Performing</p>	<p>Fiction pattern: Finding/Losing Text: Focus: Style Text type: Persuasion Text: Poetry focus: Writing</p>	<p>Fiction pattern: Journey/Quest Text: Focus: Character Text type: Instructions Text: How to Wash a Woolly Mammoth Poetry focus: Exploring</p>	<p>Fiction pattern: Wishing Text: The Tin Forest Focus: Openings and Endings Text type: Discussion Text: Poetry focus: Writing</p>	<p>Fiction pattern: Beating the monster Text: Focus: Suspense and Action Text type: Explanation Text: Poetry focus: Performing</p>
Maths	<p>Number: Place value (3 weeks) Number: Addition and Subtraction (3 weeks)</p>	<p>Number: Addition and Subtraction (2 weeks) Number: Multiplication and Division (4 weeks)</p>	<p>Number: Multiplication and Division (3 weeks) Measurement: Money (1 week) Statistics (1 week)</p>	<p>Statistics (1 week) Measurement: length and perimeter (3 weeks) Number: Fractions (2 weeks)</p>	<p>Number: Fractions (3 weeks) Measurement: Time (3 weeks)</p>	<p>Geometry: Properties of Shape (2 weeks) Measurement: Mass and capacity (3 weeks)</p>
Science	What's under your feet?	Why can't I just eat chocolate?	How do we move?	How does a magnet work?	How do plants grow? Plants	Why do I have a shadow?

	<p>Rocks and soils Compare and group different kinds of rocks.</p> <p>Describe how fossils are formed.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Animals including humans</p> <p>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.</p>	<p>Animals including humans</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>Forces and magnets</p> <p>Compare how things move on different surfaces.</p> <p>Observe how magnets attract and repel each other and materials. Describe poles in terms of magnets</p> <p>Make predictions.</p>	<p>Explore the requirements for life and growth in plants and investigate how water is transported.</p> <p>Identify and describe the functions of different parts of a flowering plant.</p> <p>Explore the part that flowers play in the life cycle of flowering plants.</p>	<p>Light</p> <p>Recognise that light is needed to see things. Understand that light is reflected from surfaces.</p> <p>Know that shadows form when a light source is blocked and find patterns in how shadows can change.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p>
History		<p>What were the key achievements of the Ancient Egyptians?</p> <p>Egyptians Locate Egypt and the UK.</p> <p>Life in Ancient Egypt Rulers. merchants and slaves</p> <p>Beliefs</p> <p>Howard Carter and Tutankhanumn</p> <p>Construction (pyramids)</p> <p>Writing (hieroglyphics)</p>		<p>How do we know what life was like in the Stone Age?</p> <p>Stone Age to Iron age timeline chronology linked to previous learning.</p> <p>How people lived. Nomads / hunter gatherers</p> <p>Bronze age</p> <p>Bronze age life / comparison</p> <p>Iron age</p>		<p>What did the Romans do for us?</p> <p>timeline</p> <p>Who were the Romans?</p> <p>Life in Britain before the Romans</p> <p>Invasion</p> <p>Occupation</p> <p>Impact/ changes</p> <p>Boudicca</p>

<p>Geography</p>	<p>What exactly is a desert? Biomes</p> <p>Locating on maps- biomes, deserts, countries, equator, hemispheres</p> <p>plants and desertification</p> <p>adaptation plants animals and humans</p> <p>Physical and human features of deserts.</p>		<p>Why is London our capital and what is it like?</p> <p>Name and locate counties, and cities of the United Kingdom</p> <p>London/ human and physical features of the city.</p> <p>Comparison London to Truro.</p> <p>Physical and human features</p> <p>Landmarks, tourism The River Thames</p>		<p>How are forests used in the United Kingdom?</p> <p>Biomes Forest Biomes Climatic regions Deciduous forest</p> <p>Names and locate first in the UK.</p> <p>Compare New Forest and Tehidy woods</p> <p>How the New Forest and Tehidy woods are used/ natural resources.</p> <p>Human impact on forest biomes.</p>	
<p>Art</p>	<p>How can I use colour for effect?</p> <ul style="list-style-type: none"> • Erin Hanson – focus artist • Colour exploration; colour wheels, complementary and opposing colours 		<p>How do artists use tone when they draw and sketch?</p> <ul style="list-style-type: none"> • Stephen Wiltshire- Focus Artist • Observational drawing, • Sketching • Use of tone 			<p>How do we make and decorate coil pots? Roman pottery/ Picasso – focus artists</p> <ul style="list-style-type: none"> • Coil pots • Making slip • Slab techniques • Decorating techniques

	<ul style="list-style-type: none"> Paper weaves using colour contrast 					
DT		How do I use a net to create a package? Structures Shell structures 3D shapes using nets CAD Scoring, folding and cutting		How can we link levers to make a ___ move? Levers and linkages Pivots		How healthy is your sandwich?
French	Unit 1: Bonjour Greetings; numbers to 10; nouns	Unit 2: En Classe Classroom objects; Colours; Say your age Practice and pronunciation of the 'r' sound	Unit 3: Mon Corps Body parts; Eyes and hair description; Days of the week	Unit 4: Les animaux Animals and pets Numbers to 20 Use third person (he/she) for names and description Practice and pronunciation of the 'é' and 'ou' sounds	Unit 5: Ma famille Family members; Alphabet; Household items; Prepositions on and in	Unit 6: Bon anniversaire! Food: ask for snacks; Numbers to 31; Months; Form dates: It is... Practice and pronunciation of the 'eu' and 'on' sounds
Computing	How do I use technology safely? Online safety passwords Creating algorithms Programming coding	Understanding and using technology Online safety coding	Online safety . Collect and present information. Use search technologies. Internet safety week.	Understanding and using technology GP Scenario 4: posting photos online GP Scenario 5: Understand what geotagging	Design and create content. Use a variety of software to accomplish given goals. Online safety GP Scenario 6: Understand what photo tagging GP Scenario 7: Understand how to identify and respond	Understanding and using technology Online safety phishing email / text message. GP Scenario 8: Understand how to communicate safely and sensibly online using chat rooms.

					positively to online bullying	
Music	CJ Harvest Celebration	CJ Christmas performance	CJ	CJ	CJ	CJ
RE	2a.1: CREATION/ FALL: What do Christians learn from the creation story?	2a.2 PEOPLE OF GOD: What is it like to follow God?	How do festivals and family life show what matters to Jewish people?	How do festivals and worship show what matters to a Muslim?	2a.4 GOSPEL: What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?
PE	Real PE Unit 1 Coordination Footwork One leg balance	Real PE Unit 2 Jumping and landing Seated static balance	Real PE Unit 3 Balance on a line Ball skills	Real PE Unit 4 Coordination: Sending and receiving Counter balance with a partner	Real PE Unit 5 Agility: Reaction and response Static balance: floor work	Real PE Unit 6 Agility: ball chasing Static balance: Stance
PSHE	How can I be a good friend? DE unit 1: Being a good friend <ul style="list-style-type: none"> - Being a good friend and respecting personal space - Strategies for resilience 	What are the similarities and differences in my community? DE unit 2: Valuing and respecting one another <ul style="list-style-type: none"> - Respecting and valuing differences - Shared values of communities 	How can I show care and respect for others? DE unit 3: Responsibility and boundaries <ul style="list-style-type: none"> - Our responsibilities and ways we can care and show respect for others 	What are the different types of relationships? DE unit 4: Different types of committed relationships <ul style="list-style-type: none"> - Different types of committed relationships and the basic characteristics of these 	How do I keep my mind and body healthy? DE unit 5: Sleep, food and hygiene <ul style="list-style-type: none"> - Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean 	How do I cope with change? DE unit 6: Coping with feelings when things change <ul style="list-style-type: none"> - Coping with feelings around the changes in our lives
Experiences		Egyptian topic launch day <ul style="list-style-type: none"> • Dress up • Clay sphinx's • Pyramid making • Ancient Egypt Loan box – Truro Museum 	<ul style="list-style-type: none"> • London topic launch day. • Link to a London school 	<ul style="list-style-type: none"> • Trip to Truro museum • Stone age to Iron age work shop • Museum Loan Box (links to Cornwall) 	<ul style="list-style-type: none"> • Visit to Tehidy woods. 	

--	--	--	--	--	--	--