



Y3 Long Term
PLan

	Autumn Term Transition Project		Spring Term		Summer Term	
Narrative	<p><u>The BFG</u> Pupils will create a Gobblefunk word list of all the nonsense words the BFG uses throughout the text.</p> <p>Pupils will develop descriptive writing about some of the characters.</p> <p>Setting description of Dream Country in the BFG. Begin to make comparisons with the orphanage. Use the senses.</p> <p>Read and perform stories, or plays using actions and character voices.</p>	<p><u>The BFG continued</u> Pupils will explore and write Instructional texts. about how to catch a giant.</p> <p>Retell small sections of the BFG writing from a character's point of view.</p> <p><u>The Owl Who Was Afraid of the Dark: Jill Tomlinson</u> Pupils read as a class text- Pupils will focus on reading, comprehension and discussion.</p>	<p><u>Stone Age Boy</u> The pupils will practice skills in predicting, retelling, inference and deduction.</p> <p><u>Stig of the Dump</u> Pupils will write a Diary entry from the point of view of Barney from when he first meets Stig.</p> <p>Pupils will explore Stig's home and develop descriptive writing around Stig's home.</p>	<p><u>Stig of the Dump</u></p> <p>Narrative reading: Pupils will continue to practice skills in Predicting, retelling, inference and deduction.</p> <p>Narrative Writing: Pupils will retell part of the story from the point of view of Barney/Stig. Including description and dialogue.</p>		<p><u>The Secret Garden-</u> This is a Reading Unit with presentation (Speaking and Listening)</p> <p>The pupils will read and perform extracts from the story.</p> <p>Narrative Writing: Pupils will write a portal story based on the plot of the secret garden.</p>
Non Fiction		<p><u>The British Barn Owl</u> Pupils will develop reading comprehension skills and discussion.</p> <p>Pupils will develop non-fiction writing around the theme of the British Barn Owl.</p>		<p><u>The Stone Age</u> Pupils will practice note taking and research around the Stone Age and Iron Age Celts.</p> <p>Pupils will explore How to survive in the Stone age. The will write informative tests based on this area.</p>	<p><u>Meet a Creature</u> Pupils will write thank you letters Pupils will develop skills Im Note taking and Summarising information text. Pupils will explore and write Non Chronological Reports</p>	
Poetry	<p>Pupils will Explore and Perform Nonsense Poems. Focus on The Jabberwocky Lewis Carroll page 56 and 57 link to BFG- giants</p>				<p>Pupils will explore and Perform a range of Animal Poems from the Anthology.</p>	<p>Explore and Perform The Lamplighter- page 107 – Link to the historical setting of the Secret Garden</p>
Texts used	<p>The BFG – Roald Dahl</p> <p>The Owl and the Pussycat-An Anthology of Poems that every child should read.</p>	<p>The Owl Who Was Afraid of the Dark – Jill Tomlinson</p> <p>The British Barn Owl</p> <p>Stone Age Boy</p>	<p>Stig Of the Dump</p>	<p>Stig Of the Dump Stone Age Boy</p>	<p>Model texts and a range of websites and Library books. The Owl and the Pussycat-An Anthology</p>	<p>The Secret Garden</p> <p>The Owl and the Pussycat-An Anthology of Poems that every child should read.</p>

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Visits/Visitors/ Themed weeks	Art Week- Inspiration week around the topic of dreams. Make a Dream Jar.	Owl Experience Day Athena Owls – bring in Penny the Barn Owl : Friday November 18 th booked Clud- Portals From the Past visit – Introduction to the Stone Age – Monday December 5 th .	The Stone Age - Trip to the Collection Museum	Austerfield trip – Den Building, Bow and Arrow making, Fire building, outdoor cooking and foraging. March 1 st and 2 nd 2017	Meet a Creature- Dean Roots Wednesday 26 th April 2017 Full day workshop	Normamby Hall - The Walled Garden? To be confirmed
History		<u>The stone Age</u> Pupils will use this text as a starting point for exploring the Stone Age. Pupils will explore Changes in Britain from the Stone Age to the Iron Age Pupils will use a timeline within a specific period of history to sequence events. Pupils will explore and use appropriate historical vocabulary.	<u>From which era did Stig come from? The Stone age, Iron Age or Bronze Age?</u> <u>The Iron Age - Celts</u> Pupils will explore changes in Britain from the Stone Age to the Iron Age Pupils will use mathematical knowledge to work out how long ago events happened. Pupils will use a range of artefacts and sources to explore a period in history Pupils will research the story of Boudicca.		<u>Mayan Civilization -</u> A non-European society that provides contrasts with British History – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c.AD 900 I can use a range of artefacts and sources to explore a period in history. I can use appropriate historical vocabulary.	
Geography	<u>Exploring and contrasting settings from the BFG</u> Pupils can locate topographical features E.g: hills, mountains , rivers, coasts using maps/atlas/globes Create sketch maps to show a variety of places imaginary and real – BFG Dream Country Use and create basic Keys to show geographical features. (physical and human)			Pupils know what natural resources are. – (Link to Stone Age Skara Brae) (Stone Henge) Pupils know how land is used in different ways... village, town, city, industrial, vegetation belt, farming etc... (Link to Celts – Hill forts) To use four points of a compass to locate and find features and places on a map		Locate the world's countries using maps to focus on Europe. (Including the location of Russia) and North and South America, concentrating on their environmental regions (Link to Amazon Rainforest) Identify continents of the world using maps and atlases

<p>Maths</p>	<ul style="list-style-type: none"> - Count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number. Read and write numbers to 1,000 in numerals and words Measure the perimeter of simple 2D shapes. Interpret and present data using: - bar charts - pictograms - tables Add and subtract numbers mentally, including: - 3-digit number & ones - 3-digit numbers & tens - 3-digit numbers & hundreds Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and 	<ul style="list-style-type: none"> -Recall and use the multiplication and division facts for the 3, 4 and 8 tables. -Write and calculate mathematical statements for multiplication using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods. -Write and calculate mathematical statements for division using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods. -Estimate and read time with increasing accuracy to the nearest minute; Tell and write the time from an analogue clock, including using Roman numerals from I to XII Make 3D shapes using modelling materials; recognise 3D shapes in different orientations; & de scribe. 	<ul style="list-style-type: none"> - Compare and order numbers up to 1000 Recognise the place value of each digit in a 3 digit number Recognise and show, using diagrams, equivalent fractions with small denominators. - Recognise, find and write fractions of a discrete set of objects: unit fractions & non-unit fractions with small denominators. - Compare and order unit fractions, and fractions with the same denominators. Measure, compare, add & subtract: - lengths (m/cm/mm) - mass (kg/g) - volume/ capacity (l/ml). 	<ul style="list-style-type: none"> -Draw 2D shapes Estimate the answer to a calculation and use the inverse operations to check answers. -Add and subtract fractions with the same denominator within one whole. Recognise angles are 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 & four a complete turn Identify whether angles are greater than or less than a right angle 12-hour & 24-hour clocks -Record and compare time in terms of seconds, minutes, hours. Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. 	<p>Additional practise for formal methods of multiplication and division, including a high focus on reasoning Count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing numbers or quantities by 10.</p> <p>-Add and subtract measures (length, weight and volume) with up to 3 digits, using formal written methods of columnar addition and subtraction. Write and calculate measures for multiplication and division using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods. Know the numbers of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events, for example to calculate time taken by particular events or tasks. Identify horizontal and vertical lines and pairs of perpendicular & parallel lines.</p>	<p>Additional practise for formal methods of multiplication and division, including a high focus on reasoning Count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing numbers or quantities by 10.</p> <p>Add and subtract measures (length, weight and volume) with up to 3 digits, using formal written methods of columnar addition and subtraction. Write and calculate measures for multiplication and division using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods. Know the numbers of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events, for example to calculate time taken by particular events or tasks. Identify horizontal and vertical lines and pairs of perpendic</p>

<p>Science</p>	<p>I can explain the difference between transparent, translucent and opaque.</p>	<p>I can compare and group together different rocks based on their simple physical properties.</p> <p>I can describe and explain how different rocks can be useful to us.</p> <p>I can describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed.</p> <p>I can describe how fossils are formed within sedimentary rock.</p>	<p>I can observe that magnetic forces can be transmitted without direct contact.</p> <p>I can classify which materials are attracted to magnets.</p> <p>I can describe the speed and direction of moving objects.</p> <p>I can talk about how some magnets attract or repel each other.</p> <p>I can set up a test to see whether or not materials are attracted to magnets.</p>	<p>I can identify and describe the functions of different parts of plants (roots, stem, leaves and flowers)</p> <p>I can identify what a plant needs for life and growth.</p> <p>I can describe the ways in which nutrients, water and oxygen are transported within plants.</p> <p>I can explain how the needs and functions of a plant vary from plant to plant. E.g: insect and wind pollinated plants.</p> <p>I can investigate the ways in which water is transported within plants.</p>	<p>et. (link to D&t)</p> <p>I can describe how nutrients, water and oxygen are transported within animals and humans.</p> <p>I can describe and explain the skeletal system of a human.</p>	<p><u>Space / materials and their properties. Using and applying Scientific knowledge.</u></p> <p>I can sort the same group of materials in different ways.</p> <p>I can sort materials by a number of criteria.</p> <p>I can suggest materials which could be used for specific jobs.</p> <p>I can set up a test to explore whether or not a material will float or sink.</p> <p>I can compare the properties of materials in different situations e.g: floating in salty water, magnetism in water.</p>
<p>MFL: French</p>	<p><u>Unit 1</u> Moi (All about me)</p>	<p><u>Unit 2</u> Jeux et Chansons (Games and Songs)</p>	<p><u>Unit 3</u> On fait la fete (Celebrations)</p>	<p><u>Unit 4</u> Portraits (Portraits)</p>	<p><u>Unit 5</u> Les quatre amis (the four friends)</p>	<p><u>Unit 6</u> Ca Pousse (Growing Things)</p>
<p>Computing</p>	<p>REFER TO NEW COMPUTING SCHEME</p>	<p>REFER TO NEW COMPUTING SCHEME</p>	<p>REFER TO NEW COMPUTING SCHEME</p>	<p>REFER TO NEW COMPUTING SCHEME</p>	<p>REFER TO NEW COMPUTING SCHEME</p>	<p>REFER TO NEW COMPUTING SCHEME</p>
<p>Art</p>	<p>Dream Inspired Artwork Colour mixing – moods Surrealism – Salvador Dali – Collage Chn keep dream diaries- Dream drawings/paintings</p>		<p>Stone Age Wall art – Hunting scenes and cave paintings Compare and contrast with contemporary Land Artists: Andy Goldsworthy and Richard Long</p>		<p>Quentin Blake – Animal Illustrations in watercolour</p>	<p>Henri Rousseau – Tiger in a Storm Collages – Link to Plants and animals, Rainforest and the Secret Garden.</p>
<p>DT</p>		<p><u>Design and Make a hand puppet based on a Christmas Theme</u></p>		<p><u>Easter Pop Up Cards</u> Pupils will explore pop up mechanisms and make a range of different ones.</p>	<p><u>Design and Make a healthy lunch.</u> I can recommend healthy foods that</p>	

				Pupils will choose a mechanism to incorporate into their final card design.	contribute to a balanced diet.	
RE	Unit 3.1 Remembering	Unit 3.1 Remembering	Unit 3.2 Faith founders	Unit 3.2 Faith founders	Unit 3.3 Encounters	Unit 3.3 Encounters
PE	<u>Raw Marsh Scheme</u> Fundamental motor skills 3 weeks of games, striking and fielding 3 weeks of athletics (indoor if wet)	<u>Raw Marsh Scheme</u> Fundamental motor skills Gym Dance (cross country)	<u>Raw Marsh Scheme</u> Dance Gym Fundamental motor skills (ongoing) (cross country)	<u>Raw Marsh Scheme</u> Games – Invasion Athletics (indoor and outdoor) OOA (outdoor, adventurous, activities)	<u>Raw Marsh Scheme</u> Athletics Sports Day Games- net and wall OOA (outdoor, adventurous, activities)	<u>Raw Marsh Scheme</u> Games – net, field and striking. OOA (outdoor, adventurous, activities)
Music	Regge Bob Marley – Three Little Birds		Glockenspiel Stage 2 Instrumental and notation skills		Rock 'I wanna play in a band! '	
SMSC	Introduction to healthy eating	Bullying (anti-bullying week in Nov) Link to the BFG	Me and my emotions	Exercise	Smoking	Healthy lifestyle – link to D&T